



Ministry of Education
The Government of Nepal



Japan International
Cooperation Agency

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

2nd Year Project Completion Report



October 2015

**INTERNATIONAL DEVELOPMENT CENTER
OF JAPAN INC. (IDCJ)**

Far Western Region 9 districts

Testing District: Jumla: Doti

Sample District for Monitoring: Dadeldhura



Western Region 16 districts

Testing District: Rupandehi

Sample District for Monitoring: Kapilbastu

Central Region 19 districts

Follow-up Districts: Dhading and Rasuwa

Sample District for Monitoring: Bhaktapur

Mid-Western Region 15 districts

Testing District: Jumla

Sample District for Monitoring: Kalikot

Eastern Region 16 districts

Testing District: Solukhumbu

Sample District for Monitoring: Sankhuwasabha

Project Location Map (Target = All 75 Districts)

Photos of the 2nd Project Year (February 2015 – October 2015)



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ABBREVIATIONS

ADEO:	Assistant District Education Officer
ASIP:	Annual Strategic Implementation Plan
AWPB:	Annual Work Plan and Budget
AY:	(Nepalese) Academic Year (from middle of April to middle of April in next year)
BS:	Bikram Sambat
CC:	Coordination Committee (for SISM2)
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
DoE:	Department of Education
DP:	Development Partners
D-ToT:	District-level Training of Trainers
EMIS:	Education Management Information System
ESD:	Education for Sustainable Development
ETC:	Education Training Center
FY:	(Government of Nepal) Fiscal Year (from middle of July to middle of July in next year)
GoJ:	Government of Japan
HQ:	Headquarters
HT:	Head Teacher
IDCJ:	International Development Center of Japan
I/NGO:	International Non-Government Organization
IPR:	Implementation Progress Report
JICA:	Japan International Cooperation Agency
MEC:	Minimum Enabling Condition
MoE:	Ministry of Education
NCED:	National Center for Education Development
NGO:	Non-Government Organization
NPCS:	National Planning Commission Secretariat
NPR:	Nepalese Rupee

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-W:	Resource Center Level Workshop
R/D:	Record of Discussions
RED:	Regional Education Directorate
RP:	Resource Person
R-ToT:	Regional-level ToT
SIP:	School Improvement Plan
SISM:	The Project for Support for Improvement of School Management
SLW:	School-level Workshop
SMC:	School Management Committee
SO:	Section Officer
SS:	School Supervisor
SSA:	School Self-Assessment
SSRP:	School Sector Reform Plan
T5:	Technical Taskforce Team for Trainers' Training (of SISM2)
ToT:	Training of Trainers
TTT:	Technical Taskforce Team (of SISM2)
UNESCO:	United Nations Educational, Scientific and Cultural Organization
US:	Under Secretary
VEC:	Village Education Committee
VEP:	Village Education Plan
VDC:	Village Development Committee

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**THE PROJECT FOR SUPPORT FOR IMPROVEMENT
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CHAPTER 1: OVERVIEW

1.1 Achievement of SISM2 1st Project Year

GoN has conducted “the Project for Support for Improvement of School Management Phase 2 (SISM2)” since June 2013 with the technical assistance of JICA. Based on the output and outcome of SISM Phase 1, which was conducted from February 2008 to February 2011, SISM2 has been aiming to develop the stakeholders’ capacity in school-based management through verifying, updating and disseminating “the SISM Model” and ultimately to contribute to the improvement of the access to quality basic education in Nepal.

By the end of the 1st Project Year of SISM2, the cascade ToT at the central and the district levels and workshops at the Resource Center (RC) - level and the school-level were carried out in the six districts, including the two SISM Phase 1 pilot districts (Rasuwa and Dhading from Central Region) and the four target districts of the SISM model testing in the SISM2 1st Project Year: namely, Solukhumbu from Eastern Region; Rupandehi from Western Region; Jumla from Mid-western Region; and Doti from Far Western Region.

In these 6 districts, about 30 trainers have been trained through the central-level ToT (C-ToT); who are the officers from the central/local education agencies, including Ministry of Education (MoE), DoE, National Center for Educational Development (NCED), Curriculum Development Center (CDC), Education Training Centers (ETCs), Regional Education Directorates (REDs), and District Education Offices (DEOs). By the central-level trainers, around 120 Resource Persons (RPs) and local education officers were trained as the RC-W trainers at the district-level ToT (D-ToT).

Approximately 4,500 representatives from all of the community schools (2-3 representatives from each school) were oriented and trained at RC-W, which was followed by the event that the 4,500 school representatives trained at the RC-Ws held School-level Workshops (SLWs) to formulate/update SIP with community participation at their own schools; which meant that all of the community schools (around 2,000 schools) conducted a SLW in the 6 districts.

There have been various good practices witnessed and/or reported in the target districts of SISM Phase 1 and the SISM2 Testing; therefore, in the end of the 1st project year of SISM2, DoE and SISM2 concluded that the SISM2 Model would be ready for the national dissemination, although a few updates required.

1.2 Overall Progress of the 2nd Project Year and the Gorkha Earthquake

As mentioned above, during the 1st project year, SISM2 achieved Output 2: “Effective and practical model for training and monitoring mechanism/contents is validated in the target area” as in the original SISM2 Project Design Matrix (PDM Version-0). In the 2nd Project Year, SISM2 continued its challenges to accomplish the other two expected outputs: namely, “Output 1: refinement of SISM Model” and “Output 3: capacity development of the central/local education authorities” mainly through nation-wide dissemination of “SISM Model” for revitalizing and strengthening the SIP process.

Table 1-1: Project Summary of SISM2 PDM Version-1.0 (as of August 12, 2015)

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	Output 1: Refined model to make effective use of SIP process for improving access to and quality of basic education is developed. Output 2: Effective and practical model for training and monitoring mechanism/contents is validated in the target area. Output 3: Capacity of central and local education authorities to support school management through SIP process is strengthened. Output 4: Emergency support of providing teaching and learning materials for all of the community schools located in the three earthquake-affected districts; Sindhuli, Ramechhap and Okhaldunga is properly and timely done based on the school needs

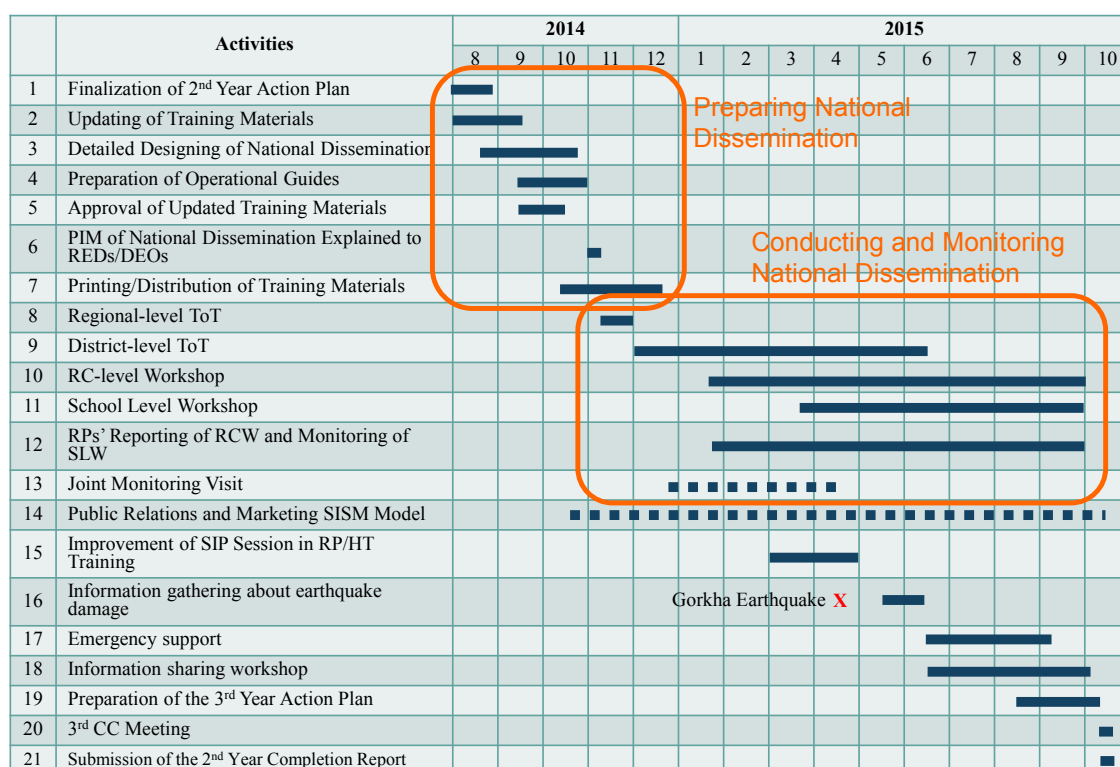
(Source: Extract from the SISM2 PDM Version-0)

In order to achieve the goals mentioned above, SISM2 conducted the following major activities in the 2nd Project Year:

- (1) Updating of SISM Model and refining, printing and distributing the training materials;
- (2) Designing the action plan of the national dissemination of SISM Model and preparing the technical, logistic and financial plans;
- (3) Conducting regional-level ToTs (R-ToTs) in the five (5) regions;
- (4) Conducting district-level ToTs (D-ToTs) in the target 69 districts¹ of the national dissemination to prepare RC-Ws/SLWs held in the 2nd half of the 2nd Project Year;
- (5) Providing emergency support for the three (3) earthquake-affected districts;
- (6) Monitoring the regional-level and district-level ToTs; and
- (7) Planning and preparing the 3rd Project Year activities.

The major activities conducted in the 2nd Project Year is shown in Figure 1-1 and more detailed one in Appendix-2.

¹ The national dissemination covers 69 districts out of the 75 districts in Nepal; the 2 pilot districts of SISM Phase 1 and the 4 testing districts of the 1st Project Year of SISM2 have already covered. Those 6 districts are expected to play a role of guiding the other districts.



(Source: Prepared by SISM2)

Figure 1-1: Plan of Operation (Performance) of the SISM2 2nd Project Year

When conducting D-ToTs after R-ToT, the 30 districts of the Central and the Western Regions except Kathmandu and Lalitpur Districts were supported by SISM2 technically and financially; while the other 39 districts of the Eastern, Mid-western and Far Western Regions and Kathmandu and Lalitpur Districts were technically supported by MoE/DoE/NCED/CDC and covered by the School Sector Reform Plan (SSRP) budget². The budget for conducting RC-W and SLW in the 69 districts were also covered by the SSRP. The budget plan of the capacity development through the national dissemination was shown in the Annual Strategic Implementation Plan (ASIP) and the Annual Work Plan and Budget (AWPB) for SSRP 2014-15 (2071/72) of the Government of Nepal.

The preparation of the national dissemination was carried out for the first 4 months in the beginning of the 2nd Project Year, from August to November 2014, followed by the R-ToTs in the 5 regions conducted in November 2014.

D-ToTs were conducted in December 2014 to June 2015. As shown in Chapter 3, all of the 69 districts completed 3-day D-ToT by the end of June 2015. With their RC-W facilitators trained and RC-W schedule prepared, they were ready for conducting RC-W and then SLW.

From the end of January 2015, it was expected to start RC-Ws and then SLWs in some of the districts;

² The Government of Japan (GoJ) provided the pooling fund for the SSRP budget of the Nepalese Fiscal Year 2071/72 (July 2014 – July 2015) and ear-marked part of the GoJ pooling fund has been used for the national dissemination.

however, due to the delay of the 2nd trimester SSRP budget disbursement, which covers the period from mid-November 2014 to mid-March 2015, RC-Ws and SLWs of the national dissemination could not be officially started until the end of March 2015. Eventually, RC-Ws and SLWs were conducted in most of the community schools and produced various outputs as described in Chapter 3.

On April 25, 2015, a 7.8 magnitude earthquake struck the northwest of Kathmandu, which was followed by a new 7.3 magnitude earthquake. As a result of these earthquakes, more than 8,700 people were killed in Nepal and in the nearby countries as of the beginning of June 2015. Due to the earthquakes, SISM2 was forced to stop its activities and there was around one-month interval before resuming.

During the interval, SISM2 collected the information about the damages and the progress of urgent relief, emergency support, and reconstruction and discussed with DoE and JICA HQ how to provide emergency support from SISM2. Soon after restarting the activities, SISM2 started to plan and implement the emergency support, as described in Chapter 4 besides contacting the district education offices (DEOs) to check the damages and the progress of the SISM model dissemination.

Since a new activity of emergency support was added, it has been discussed that Output 4 needs to be added in the SISM2 PDM as shown in Appendix-1 (PDM Version-1.0 as of August 12, 2015), which will be officially agreed during the MoE/JICA joint mid-term review in January or February 2016. The tentative project summary of the SISM2 PDM Version-1.0 was proposed as in Table 1-1.

Besides the activities directly related to Outputs 1 and 3, the countermeasures to the earthquake and the activities for public relations, knowledge and expertise exchange were conducted during this period, which is explained in Chapter 4 and Chapter 5, respectively.

As the activities of the knowledge and expertise exchange, “Visit Program for Japanese Officers of Education Administration” was conducted by JICA Nepal Office and the Japanese officers visited DoE and SISM2 to share their expertise and experiences in September 2014. A group of 13 students of Professor Keiko Nishino’s Seminar from Kwansei Gakuin University also visited DoE and SISM2 in September 2014 to learn the education development challenges in Nepal.

In November 2014, UNESCO World Conference on Education for Sustainable Development (ESD) in Japan was held and Ms. Chitrlekha Yadav, Honorable Minister for Education, was invited to the World Conference. At the same time, she joined the side event to share the good practices in strengthening school-based management as a panelist and introduced the experiences in Nepal including SISM2.

This Completion Report covers the 2nd Project Year. The progress and the achievement of Output 1 are outlined in Chapter 2, and those of Output 3 are in Chapter 3.

1.3 Coordination Committee and Technical Taskforce Team Meetings

The ad hoc meeting of the Coordination Committee (CC) and the SISM2 Advisory Mission from JICA HQ was conducted on August 11, 2015, to share the overall progress of SISM2 and to discuss the PDM updates and the tentative SISM2 3rd Project Year activities. The regular CC meeting was held on October 9, 2015 in the end of the 2nd project year to share the completion report of the 2nd Project Year and to agree on

the 3rd Project Year action plan.

The meetings of the Technical Taskforce Team (TTT) and the Technical Taskforce Team for Training of Trainers (T5) were conducted when needed. The major CC, TTT, and T5 meetings held during the 2nd Project Year are as shown in Table 1-2.

The minutes of the meetings are in Appendix-3.1.

Table 1-2: Overview of Major Meetings/Workshops in SISM2 2nd Project Year

Title	Date (Venue)	Objective
T5 Meeting	September 9, 2014 (DoE)	<ul style="list-style-type: none"> - Sharing the overall activity, schedule and target districts for the national dissemination - Discussion and finalization of SLW manual - Discussion and collection of SIP formulation guidebook
5 th TTT Meeting	March 13, 2015 (DoE)	<ul style="list-style-type: none"> - Sharing the progress of the national dissemination and monitoring - Discussion on the upcoming activities - Sharing the ideas of the SISM2 3rd Project Year activities
Ad hoc Meeting of TTT Members and JICA HQ Mission	August 11 (DoE)	<ul style="list-style-type: none"> - Sharing the SISM2 progress - Discussion on the PDM update - Discussion on the 3rd Project Year action plan
Ad hoc Meeting of CC Members and JICA HQ Mission	August 12 (MoE)	<ul style="list-style-type: none"> - Reporting the SISM2 progress - Discussion on the PDM update - Discussion on the 3rd Project Year action plan
6 th TTT Meeting	September 15, 2015 (DoE)	<ul style="list-style-type: none"> - Sharing the draft outline of supplementary book on “Preparedness for Disaster Management at School” through SIP
3 rd Regular CC Meeting	October 9, 2015 (DoE)	<ul style="list-style-type: none"> - Sharing the 2nd Project Year completion report - Agreement on the 3rd project year action plan

(Source: Prepared by SISM2)

1.4 JICA Headquarters’ Advisory Mission

An advisory mission team from JICA Headquarters (HQ) visited Nepal from August 9 to 14, 2015. The JICA HQ mission consisted of three members: Ms. Miyako Kobayashi, Director of Basic Education Team 1 and Mr. Shinichiro Tanaka, a Senior Education Advisor from JICA Human Development Department and Mr. Yutaka Asabori, High-school Teacher and Head of Training Planning Division, Emergency and Rescue Team by School Staff in Hyogo (EARTH) from Hyogo Prefecture.

The mission aimed to monitor the progress of SISM2 activities in connection with the SSRP pooling fund; to discuss the PDM update and the 3rd Project Year action plan; and to discuss JICA’s contribution to the planning process of School Sector Development Plan (SSDP).

The major activities during their stay in Nepal were:

- Meetings with SISM2 (August 10, 2015);
- Ad hoc meeting with the TTT members at DoE (August 11);
- The field visit and interactions with RPs, HTs, teachers, SMC/PTA, and students of the earthquake affected community schools in Dhading and Kathmandu Districts (August 11);
- Conducting a seminar on “disaster prevention education in Japan – to share the practice in Japan on

- school based disaster prevention education (August 12); and
- v) Ad hoc meeting with the CC members at MoE (August 12).

At the end of the mission period, the memorandum of the ad hoc meeting with the CC members was prepared to share the common understanding on the tentative PDM update and the draft 3rd Project Year action plan.

1.5 Coordination and Collaboration with Related Organizations

Sharing Training Contents

[Development Partners]

Among the development partners, UNICEF and SISM2 Team have been close each other and frequently sharing information of training materials, ways of training and others. For example, in November 2014, SISM2 Team conducted the regional ToT in Eastern Region and Western Region. On these occasions, the UNICEF regional officers participated in the ToT in these regions and learnt how SISM2 conducted the training. After the training, SISM2 members and UNICEF officers also had reflection of the training and exchanged information.

There was also a team from the UNICEF Office in New York in February 2015 visited the SISM2 Office and discussed matters related to their project, “District/School Profiles: Information feedback systems and tools for increasing accountability” financed by the Global Partnership for Education, Global and Regional Activities (GRA). The UNICEF Team was very interested in SISM Model and discussed how SISM2 disseminated the model in Nepal.

[NGOs]

Coordination and collaboration with I/NGOs are the regular major activities of SISM2. Collaboration with Childreach Nepal, an international NGOs working in the field of children is a good example. Childreach Nepal organized two-day SIP Development Workshops on 4th and 5th August 2015 in Kathmandu jointly with Namaste Nepal, a national NGO. SISM2 was invited for the technical support. The participants of the workshop were HTs, SMC members, teachers and students of four VDCs in Sindhupalchowk District. First, SISM2 Team has shared experiences and achievements of SISM Phase 1 and SISM2, and then SISM2 members with close collaboration with Childreach Nepal Team facilitated the two-day workshop.

The contents of the workshop were the DoE/SISM2 designed “SIP Formulation and Updating”. 25 sets of SISM2 training materials (SIP-Formulation Guidebook, School-level Workshop Manual, SSA Checklist and Child Friendly Poster) were distributed to the participants and the NGOs as reference training materials for the future utilization.

Sharing Manuals/Materials

As shown on Appendix-4, totally 28 organizations and 4 personnel requested SISM2 to provide documents and materials. A total of 151 SIP Formulation Guidebooks, 107 School-level Workshop Manuals, 66 SSA checklists, 8 SIP Supplementary Books and 27 Child Friendly School Posters were handed over. The main

purposes of these document utilization are for:

- 1) SIP formulation
- 2) Official use
- 3) SS, RPs and HT training
- 4) Training reference materials
- 5) Research purpose

1.6 Input to SSRP Review and SSDP Preparation

Input to SSRP Review

The main focus of the evaluation on SSRP by the team funded by EU was to assess effectiveness as well as efficiency. Effectiveness of the SSRP in achieving the intended outcomes in (i) expansion of access and equity, (ii) improvement of quality and relevance, and (iii) strengthening of institutional capacity of the school system and against the SSRP Key Performance Indicators. SISM2 Team received it and commented, especially focusing on SIP. The followings are these comments.

- (1) For the new SMCs, training on SIP have to be repeated regularly because there are always quite a number of newly selected SMC members, due to the cycle of three-year term.
- (2) Presently under MoE, there is no office which is in charge of SIP. In the future, it would be better that one division or section at DoE is given the responsibility for matters related to SIP.
- (3) Although there is temptation for a school to increase number of students to receive more Non-Salary per Child Fund (NS-PCF), there is a fact that the current NS-PCF is too small for schools, especially for a small school and a remote school. Therefore, there is almost no linkage between SIP and NS-PCF which is one of important financial resources for a school. This is one of the reasons why SIP just becomes a paper and no implementation. It is recommendable to increase the amount of NS-PCF, secondly DEO informs each school how much the school will receive NS-PCF before developing SIP, and thirdly the school will develop SIP based on the known amount of NS-PCF (to avoid wish-list SIP). It is important for schools to make a linkage between financial resources and SIP.

Input to SSDP Preparation

In order to support disaster risk reduction (DRR) of SSDP (School Sector Development Plan) which will be a new education sector development plan from 2016, SISM2 Team dispatched one specialist of school disaster management to the DRR Thematic Working Group (TWG) of SSDP.

The specialist has conducted a study which aims to cover the “soft aspect” of DRR in education, which prepares students, teachers, and stakeholders including communities with knowledge and skills for disaster management. This study focuses on the issues of DRR mainstreaming at all the levels (central, district, and school/SMC levels), seeking to draw recommendations on establishing enabling and sustainable implementation structure of DRR in the education sector in the context of Nepal. The DRR-TWG held a workshop inviting the DRR-TWG members including development partners and I/NGOs on September 24, 2015. The specialist shared results of the study to the participants (more details in Section 4.3).

1.7 Expenses Used by SISM2 for 2nd Project Year Activities in Nepal

Table 1-3 shows the tentative calculation of the budget and the actual expenses as of 15 October 2015 used for the SISM2 2nd year activities in Nepal. The initial budget for the 2nd Project Year activities in Nepal was estimated at NPR39,685,000. Due to the emergency support activity for the three districts, the supplementary budget was added. Therefore, the actual expenses as of 15 October 2015 used by SISM2 for the 2nd Project Year activities are NPR42,212,815.

Table 1-3: Budget and Actual Expenses by SISM2 for the 2nd Project Year Activities in Nepal (as of 15 October, 2015)

Items	Budget (NPR)	Performance (NPR)
Office Operation (Personnel, Fuel, Car Renting, Maintenance, Telecommunication, Utility etc.)	15,162,000	13,991,438
Expenses for Training/Monitoring (Technical Fee, Per Diem, Transportation etc.)	12,791,000	7,306,507
Stationery, Equipment and Printing Expenses for Training/Monitoring	7,655,000	9,988,870
Workshops/Training Logistics/Refreshment, Public Relations	4,077,000	1,719,000
Emergency Support in three districts	-	9,207,000
Total	NPR39,685,000	NPR42,212,815

(Source: Prepared by SISM2)

CHAPTER 2: Progress and Achievement of Output 1- Refinement of SISM Model

2.1 Objectives and Approaches of the SISM Model Refinement

Refinement of SISM Model³ to make it more practical, simple, user-friendly, and implementable is one of the Outputs SISM2 aims to bring about. The refined Model is expected to be main-streamed in the sustainable capacity development for strengthening school-based management after SISM2 is completed.

SISM has been working toward achieving this aim since the first phase. In the 1st Project Year of SISM2, testing was done in four districts. In the testing, the revised training materials which reflected the lessons learned in SISM Phase 1 were used. Then again, in the 2nd Project Year, further refinement steps were taken, including the following:

- 1) The lessons learnt from the Testing conducted in the 1st Project Year of SISM2 were reflected for the revision of training materials;
- 2) Adjustments of the outlines of the training program to fit with the national dissemination plan were done;
- 3) The national dissemination program was included in the Program Implementation Manual (PIM), produced by DoE each year;
- 4) The key training materials, SIP Formulation Guidebook (SIP-FGB), SLW Manual and SSA-Checklist as well as the two supplementary material were printed, distributed and used during the every level of ToT and at every school in 69 districts;
- 5) Operational Guides (OGs) for conducting trainings of different levels were prepared and used in every level of ToTs;
- 6) Monitoring was conducted in regular system as well as by the joint monitoring team consisting of Counterpart (C/P) officers and the SISM2 team.

2.2 Designing National Dissemination

The framework for the national dissemination was already approved by the CC meeting in the end of the SISM2 1st Project Year. National dissemination was implemented following the region-wise and level-wise division of roles and responsibilities among DoE/Central Government Offices, DEO and SISM2, as summarized in the table below:

³ Explanation of what SISM Model is has been summarized in various documents including the previous Project Progress Report (vol.1). In brief, the Model has such features as following: 1) The Model is designed with the principle that the SIP is a key tool to empower the unity of stakeholders; 2) ToTs are conducted by series of cascaded trainings with the ultimate achievement aiming at the effective SLW; 3) Training materials are packaged with clear linkage with each other and policy of the government; 4) The Model is designed to be implementable in the existing government institutions and sustainable after SISM2 is phased out.

Table 2-1: Division of Management for National Dissemination of Cascade Training

	R-ToT	D-ToT	RC-W	SLW
Financing	All 5 regions financed by SISM2	30 districts by SISM2, and 39 by SSRP	Budgeted under SSRP	Budgeted under SSRP
Trainers	T5 and SISM2	30 districts by district trainers and SISM2, and 39 districts by district trainers	SSs and RPs in each district who were D-ToT participants	HT/teachers and SMC, who were RC-W participants
Training Material refinement and OG development	Collaboration between T5 and SISM2 team			
Training Material and OG printing	SISM2			
Training material transportation and distribution	SISM2 in collaboration with DEOs and RPs			
Monitoring of Training	-	<ul style="list-style-type: none"> - Regular monitoring by RED, DEO and SS/RP; - Joint monitoring by RED, T5 and SISM2 in 5 monitoring districts. 		

(Source: Prepared by SISM2)

DoE allocated D-ToT budget for 39 districts and for all the RC-Ws and SLWs under the SSRP budgeting. These allocations are all documented in ASIP/AWPB. In addition, DoE gave the description and instruction in the Program Implementation Manual (PIM), which they publish every year and distribute to all the REDs and DEOs, to clarify how to implement and who are responsible for these trainings/workshops.

In order to help make the division of responsibilities clear among those concerned, SISM2 prepared Operational Guides (OGs). OGs covered what, where, who, when, and how of training, including session plans, material distribution, reporting, responsibilities, etc. (Refer to 2.3.1 for the detail). SISM2 also took the responsibility of printing and distribution of the training materials to reach to every district, every RC, and every school in time for the training and workshop.

2.3 Operational Guides and Training Materials

2.3.1 Operational Guides

To make the R-ToT, D-ToT and RC-W implementation smooth by conveying the same messages with the same quality in the trainings/workshops as much as possible, T5 and the SISM2 team created the three types of OGs: namely, OG (1) for the R-ToT facilitators; OG (2) for the D-ToT facilitators; and OG (3) for the RC-W facilitators (Three OGs were attached in the Progress Report (vol.1)).

Each OGs has two sections: “A. Outline of the ToT” which explains ToT schedule, overall goals, objectives of ToT, duration, participants, facilitators, expected outputs, training materials etc.; and “B. Tentative Training Programme”, which gives the daily session plan with contents, time allocation and materials/tools used.

2.3.2 Refinement of Training Materials

The detail description of the refinement of training materials is already reported in the Project Progress Report (vol.1) compiled in January 2015. So, in this completion report, only key points and summary are reported.

2.3.2.1 SIP Formulation Guidebook (SIP-FGB) 2071

This is the most significant booklet for the promotion of SIP. The earlier edition of the SIP-FGB was published in 2069 (March 2012) by DoE as the key document for improving the school management through enhancing the understanding of SIP of the stakeholders. The earlier edition was supposed to have been distributed to each school, however, there were still many schools who were not following the Guidebook. Distribution of Guidebook alone was not sufficient. In SISM Model, the material was distributed and practiced in the training.

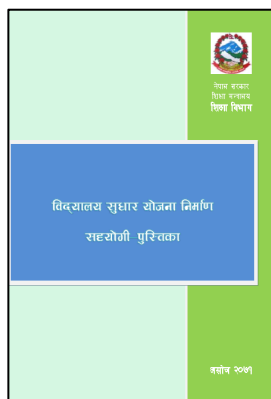


Figure 2-1: Cover Page of SIP-FGB 2071

For the national dissemination purpose, the main parts (Section A and B) of the Guidebook, which include the explanation of policies and framework, were not touched, since there was no changes in the policy part; however, Section C, which is “Annex” to the Main parts, could be touched on to make the Guidebook more user-friendly. Following table summarizes the revised parts.

Table 2-2: Revised Parts of Session-C, Annex of the SIP FGB

Revised Annexes	Major Revisions/correction
Annex-1 Analysis of Current Status	<p>Annex-1 contains 9 different tables, and the table-wise corrected part is illustrated as follows:</p> <p>Table-1 Grade-wise Student Profile</p> <ul style="list-style-type: none"> One row- sub-total student number of basic education grade 1-8 in the table was added. An example table of Grade-wise Student Profile with analysis was added. <p>Table-2 Internal Efficiency Status</p> <ul style="list-style-type: none"> Three columns of Number of Students, Numbers of Promoters and Drop-out rate were added. Retention rate was changed to repetition rate. Formula of calculating repetition rate, drop-out rate and promotion rate were included. An example table of Internal Efficiency status with analysis was added. <p>Table-3 Students Learning Achievement Details</p> <ul style="list-style-type: none"> Second column (Grade-wise Average Achievement) was moved to last and that column was replaced by Number of Student. An example table for calculation of Students learning achievement was added. <p>Table-4 Teachers Profile</p> <ul style="list-style-type: none"> One column date of Recruitment was added. <p>Table-5 Management of School Operation</p> <ul style="list-style-type: none"> The column of Monthly Average day was deleted. National minimum standards was added in the remarks part. An example of calculating method of Annual Average Attendance of students was added. <p>Table-6 Physical Facilities Management</p> <ul style="list-style-type: none"> One column (Number of particular) was added.

Revised Annexes	Major Revisions/correction
	<ul style="list-style-type: none"> The Laboratory section was split into two sub headings (Computer/ICT laboratory and Science laboratory). Table-8 Provision of educational Materials <ul style="list-style-type: none"> One column (status of utility) was added at the end. Table-9 Financial Resource Management <ul style="list-style-type: none"> The word; FINANCE was added at the front in table heading.
Annex-2 Identification of Major Problems	<ul style="list-style-type: none"> Rearranged summary table of problem analysis: Causes of the Problem column was reorganized with numberings. The example of Problems Analysis was added.
Annex-4 Vision Setting of School	<ul style="list-style-type: none"> Some examples of the Vision Statements were modified and rearranged. Two more vision statements as examples were added.
Annex-5 Target Setting and Annex-6 Identifying Program/Activity	<ul style="list-style-type: none"> Examples were added.
Annex-7 Resource Management	<ul style="list-style-type: none"> Five-year budget plan table was reorganized. In second column, “Major Activities” which is required budget was added instead of “Indicative Reform Areas”. In third column, “Budget Source” was added instead of “Total Estimated Budget”.
Annex- 8 Annual Implementation Plan	<ul style="list-style-type: none"> This annex was divided into two parts and consisted tables for each: <ul style="list-style-type: none"> A. Activity Details: The table title was changed, and B. Implementation Mechanism and Work Process: The table title was changed.

(Source: Prepared by SISM2)

2.3.2.2 School Level Workshop Manual (SLW-Manual)

This is the second booklet, which was also distributed to every school and given to every participant of ToTs. This Manual had gone through revision many times, through SISM Phase 1 and 2. The major guiding principles for the refinement were as follows:

- The contents of the SLW-Manual are linked with the contents of the SIP-FGB and any other government policies/guidelines;
- Activities included in the SLW-Manual are more concrete, practical and participatory rather than theoretical and are designed to be utilized for the other occasions and for the other purposes; and
- The SLW-Manual is to provide a two-day workshop program, instead of a 3-day workshop. The duration was shortened adjusting to the practical indications of time availability of school and community members as well as the financial availability. 2-day workshop is considered implementable with minimum budget allocation from the government, and it is more sustainable.

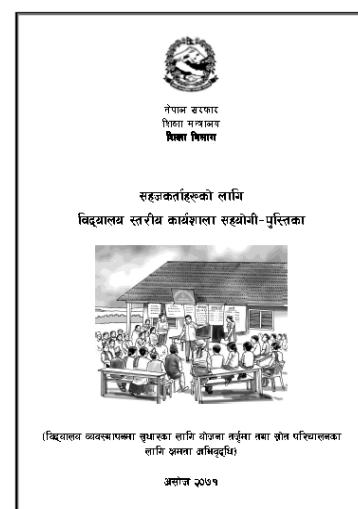


Figure 2-2: Cover Page of the refined SLW-Manual

SISM2 Team worked closely with the TTT and T5 members and collected comments and feedbacks from the facilitators and participants of C-ToT, D-ToTs, and RC-Ws in the Testing districts. Then, workshops for finalization of SLW was held. Based on the discussions during the workshop, SISM2 Team and T5 continued working for the

finalization of the Manual. Finally, the 2nd edition of the SLW-Manual, which reflected all the recommendations, was approved by the T5 members, then by DoE. Some of the changes made in the revised SLW-Manual are shown in Table 2-3.

Table 2-3: Changes Made in SLW-Manual

Topics	Changes made
The guidance on how to use the manual	The guidance on how to use the manual and how to prepare the workshop are more detailed, and the pages were increased to eleven from five.
Main activities in the Sessions	In the new version, more time is allocated to activities which are practical and participatory, such as: (1) Sharing of the Image of a “Good School” (2) Sharing of Data and Situation of School (3) Attendance Analysis (4) Stakeholder Analysis (5) School Self-Assessment, Prioritization, and Planning of Activities for Priority Areas
Illustrations	There are many illustrations to make it easier and interesting
Annex	Reference material attached in the training guide was removed and was published separately.
Others	-SSA checklist is revised (see the next sub-section) -There are less ice-breakers -Role-plays were added

(Source: Prepared by SISM2)

2.3.2.3 School Self-Assessment (SSA)

Checklist

The original form of SSA Checklist had been in use by the government and non-government organizations for some time even before SISM Phase 1. Finding that the Checklist is a very effective tool to facilitate the discussion among the community stakeholders and school, it was selected to be included in the Manual. In the earlier version, the SSA Checklist had 44 indicators in total.

Indicators in the SSA-Checklist were also repeatedly discussed among various facilitators and participants of ToTs. Finally, the total numbers of the indicators become 29, which are shown in Table 2-4.

Figure 2-3: Image of the Updated 2-pages of SSA-Checklist (English-translated version is Appendix-10 in the Progress Report)

Table 2-4: Indicators in the Updated SSA-Checklist

Heading	Major Indicators	No. of Indicators
Internal efficiency (Table 2 of SIP Formulation Guidebook)	<ul style="list-style-type: none"> Number of students repeating grade 1 Number of students repeating grade 5 	3
Students Learning Achievement	<ul style="list-style-type: none"> Average score of students in grade 3. (Nepali, 	2

(Table 3)	Mathematics, English, Social Studies and Science)	
School days & Attendance (Table 5)	<ul style="list-style-type: none"> Average attendance per student per year, grade 1, 3 & 5 Average annual rate of teachers attendance 	4
Facility Management (Table 6)	<ul style="list-style-type: none"> Drinking water Toilet management 	6
Participatory School Management (Table 7)	<ul style="list-style-type: none"> Regular meeting of SMC and PTA School monitoring by SMC/PTA and guardians 	7
Education Material& Teaching (Table 8)	<ul style="list-style-type: none"> Status of teachers' lesson plans Student-centered teaching & learning 	3
Resource Management (Table 9)	<ul style="list-style-type: none"> Scholarship distribution Social Audit and public sharing 	4
Total No. of Indicators:		29

(Source: Prepared by SISM2)

Another major change made in connection with SSA-Checklist was to make the linkages between SSA-Checklist and SIP-FGB. In the table of SSA-Checklist, each indicator has the linkage with the table numbers of school data in SIP-FGB. Moreover, there are two additional tables. One is a table of “Areas which need urgent actions (areas where minimum indicators not fulfilled)” and the other is “Program to be included in SIP as Priority areas”. These new tables serve as the summary of the results of SSA-Checklist and prioritization of the activities in SIP.

SSA-Checklist is not only included in the pages of SLW-Manual, but it was printed in A0 size paper and given to every school.

2.3.2.4 Supplementary Book

During the Testing, SISM2 Team found that school-level stakeholders and RPs did not have sufficient information regarding the government rules and regulation related to school-based management. Because of this lack of information, the school-level stakeholders sometimes have unnecessary discussions and consequently they cannot formulate SIPs which reflect their needs and the government instructions. The T5 members and SISM2 Team reached an agreement to make a “Supplementary Book” for SIP Formulation Guidebook with the key government rules and guidelines as shown in Table 2-5.

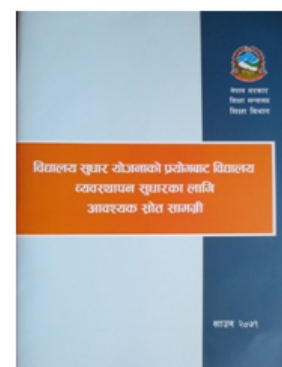


Figure 2-4: Cover Page of Supplementary Book

Table 2-5: Contents of the Supplementary Book

Chapter	Section
1. From the Education Act 2028 (with amendment) and Education Regulation 2059 (with four amendment 2066)	1.1 Roles and responsibilities of School Management Committee
	1.2 Formation, roles and responsibilities of Parents-Teachers Association
	1.3 Roles and responsibilities of head teacher
	1.4 Code of Conduct of teachers
	1.5 Code of Conduct of students
2. From Local Self Government Act 2055	2.1 Roles and responsibilities of District Development Committee (DDC)
	2.2 Roles and responsibilities of municipality
	2.3 Roles and responsibilities of Village Development Committee (VDC)
3. From National Framework for Child Friendly School	3.1 Minimum and expected indicators for Child Friendly School
4. Social Audit Guidelines for School	4.1 Social Audit Guidelines for School (With First Amendment 2071) 2065

5. Others	5.1 Prioritized Minimum Enabling Conditions (PMEC) of school, materials collected from Child Friendly School Self-monitoring Resource Book
	5.2 List of educational materials that should be in school
	5.3 Program and activities at School level from DoE, materials collected from Program Implementation Book 2070
	5.4 Major national programs/plans

(Source: Prepared by SISM2)

2.3.2.5 Child Friendly School Poster

Session 2 of the SLW-Manual shares an image of a good school. A facilitator gives a set of A4-size photocopies of the pictures which shows some images of good and bad atmospheres of school and class. Based on what they see on the pictures, the participants discuss “What do you see in the Child Friendly School Picture?” To make the picture more attractive to the participants, collared flex posters of the Child Friendly School with the size of 48cmx64cm were printed and distributed to every RC.



Figure 2-5: Child Friendly School Poster

2.3.3 Distribution of Training Materials

SISM2 sent all the required training materials to 69 DEOs in sufficient number. DEO took care of giving each RP the package of training materials for all the schools during D-ToT.

Then RP gave each school a set of materials (SIP-FGB, SLW-Manual, and SSA-Checklist) during RCW.

Table 2-6: Distribution of the Training Materials for the National Dissemination

S. N.	Training Material	Status of distribution of materials (in number)				Total
		R-ToT for D-ToT participants	D-ToT for RC-W participants	RCW for school	Office	
1	SIP Formulation Guidebook	163	1764	27,342	113	29,382
2	School Level Workshop Manual	163	1764	27,342	86	29,355
3	SSA- Checklist	163	1,039	27,342	37	28,581
4	Supplementary Book	326	3,528	-	42	3,896
5	Child Friendly School Poster	163	3,528		1	3,692

(Source: Prepared by SISM2)

The total number of DEOs which received these materials is 69 out of 75 districts. Two districts (Rasuwa and Dhading), which were pilot districts of SISM Phase 1, and four districts (Solukhumbu, Rupandehi, Jumla and Doti), which were the testing districts of the 1st Project Year of SISM2, were excluded from this distribution because these districts had already received these materials.

Table 2-7: Distribution of the Training Materials for the National Dissemination

No.	Material	Received
1)	SIP Formulation Guidebook	<ul style="list-style-type: none"> • All D-ToT facilitators (1 copy each) • All D-ToT participants (1 copy each)

		<ul style="list-style-type: none"> • All schools (1 copy each)
2)	School-level Workshop Training Manual	<ul style="list-style-type: none"> • All D-ToT facilitators (1 copy each) • All D-ToT participants (1 copy each) • All schools (1 copy each)
3)	School Self-assessment Checklist	<ul style="list-style-type: none"> • All D-ToT facilitators (1 set each) • All RCs (1 set each) • All schools (1 set each)
4)	Supplemental (Reference) Booklet	<ul style="list-style-type: none"> • All D-ToT facilitators (2 copies each) • All D-ToT participants (2 copies each)
5)	Child Friendly School Poster	<ul style="list-style-type: none"> • All D-ToT facilitators (2 copies each) • All D-ToT participants (2 copies each)

(Source: Prepared by SISM2)

In addition to the distribution using the occasion of the training, as described in the table above, there were other distributions through I/NGOs, who contacted SISM2 and requested for the copies. The number of the material given to I/NGOs is listed in the “Office” Column in the table above.

2.4 Integration of SISM Training Model in Existing Trainings for Head Teachers and RPs

The national dissemination plan of SIP training, under the SSRP and SISM2, aimed that giving all the concerned stakeholders receive the SIP training by the end of 2071 (April 2015). In the 1st and 2nd Project Years of SISM2, the total of the persons who received the training on SIP, would amount roughly to 64,000 persons (30 x 5 regions + 30 x 75 districts + 30,000 schools x 2), in case all the planned trainings were conducted. This has been huge investment and efforts and the repetition of the same cascade trainings is not required every year. However, some training programs have to be continued even in a smaller scale.

The matter was discussed over several occasions with TTT, T5 and NCED/ETCs. In March 2015, when the 5th TTT meeting was held, the concrete action plan was discussed and agreed upon. (Refer for the outline of the plan to Appendix-5.1). The most effective and simple method to keep SISM Model in the existing training curriculum is to integrate SISM training materials and methods in the existing training for head teachers (HTs) and RPs, conducted in ETCs. (Refer for the information about ETCs to Appendix-5.2)

2.4.1 Coordination with NCED/ETC

Existing training programs which include sessions on SIP are Head Teacher Leadership Capacity Building Training (HT-LCBT) and RP In-Service Training (RP-IST), regularly conducted under NCED’s programs. These training have been implemented in the following module.

Table 2-8: Existing Training Program for HTs and RPs

	Head Teachers Leadership Capacity Building Training	RP In-Service Training
Duration of training	30 days (10 days training at ETC, 18 days self-study and 2 days face to face consultation).	10 days per year for 3 years covering 3 Modules.
Target Numbers	1,000 HTs each year	All the RPs (1053) in 3 years
Sessions on School Management	3 sessions, under the subject of “Decentralized planning practices”, including SIP and VEP.	3 Sessions, under the subject of “Decentralized Planning”, include SIP and VEP.

(Source: Prepared by SISM2)

SISM2 and ETC trainers worked out the session plans together to fit in with the existing curriculum, which were given two to three sessions only. The sessions SISM2 designed were made practical and participatory rather than theory-oriented lectures. The activities in the sessions include practicing of writing SIP, analyzing the students' attendance, and SSA checklist exercise, taken from the sessions included in the SLW-Manual. The detail of how to conduct the training program is attached in the Appendix-5.3 and 5.4.

SISM2 in collaboration with two ETCs piloted sessions of HT training and RPs training in the following dates and locations.

Table 2-9: Trial of HT's Training and RP's Training

	Location	Date	Number of participants
HT's Training	Kabre ETC	April 5, 2015	18 HTs from 4 districts
	Chitwan ETC	April 19, 2015	25 HTs from 3 districts
RP's Training	Kabre ETC	June 17, 2014	25 RPs from 7 districts

(Source: Prepared by SISM2)

The time given for the session was very short, in comparison with the cascade training SISM has conducted; in spite of the shortness, the sessions turned out to be efficient and were welcomed by the participants.

2.4.2 Lessons Learned and Way Forward to Integration of SISM Training Model in the Existing Training Program

SIP training methods and approaches that SISM introduced were very much appreciated by both facilitators and participants. Although most of the RPs and HTs already had received the training in their districts through D-ToT or RC-W, the sessions in the ETCs enhanced their understanding, and they were made even more confident. Many participants requested that such sessions should be integrated in the HTs' training every year. Facilitators also analyzed that HTs have keener interests in SIP because they are the writers of SIP, which made the training more effective and active.

The SISM2's target is to reach to all the 1,000 HTs, who receive HT's training every year conducted in 29 ETCs in the county. In order to work this out, following was planned.

- To discuss with ETC representatives in their annual meetings, so that every ETC chooses to integrate the session plans of SISM Model.
- Follow the same method in any other training, such as School Supervisor (SS) training, and leadership training for the leaders of teachers' union.
- Make the medium and long-term plan for sustaining the training on SIP.

However, due to the Earthquake, these planned activities were not possible. In the 3rd Project Year, SISM2 will continue the following actions.

- (1) Reflect the results and learning of the piloting and revise the session plan.
- (2) Plan and budget for the refresher trainings for the newly joining School Supervisor and Section Officer (SS/SO) and RPs.
- (3) Plan and budget for the newly joining SMCs, in a regular (3 year) cycle.

2.5 Influence of the Earthquake and Countermeasures

As to the activities under Output 2, there is not much influence of the Earthquake. Most activities were completed before the Earthquake except the following:

- (1) The plan of testing of HT training in other ETCs such as Nuwakot ETC and Bhaktapur ETC were not actualized.
- (2) Interaction sessions with ETC Chiefs, which were to take place in May, did not happen.

The plan under (1) above is not possible, since the new academic year is already started. However, those districts will be covered as a part of the national dissemination in the 3rd Project Year. The interaction sessions with ETC Chief, as described in above (2) could still be held in the 2nd Project Year. However, due to the frequent general strikes (so called “Bandha”) and curfews in Terai districts which are continuing for months, it is still not yet possible to hold the meeting.

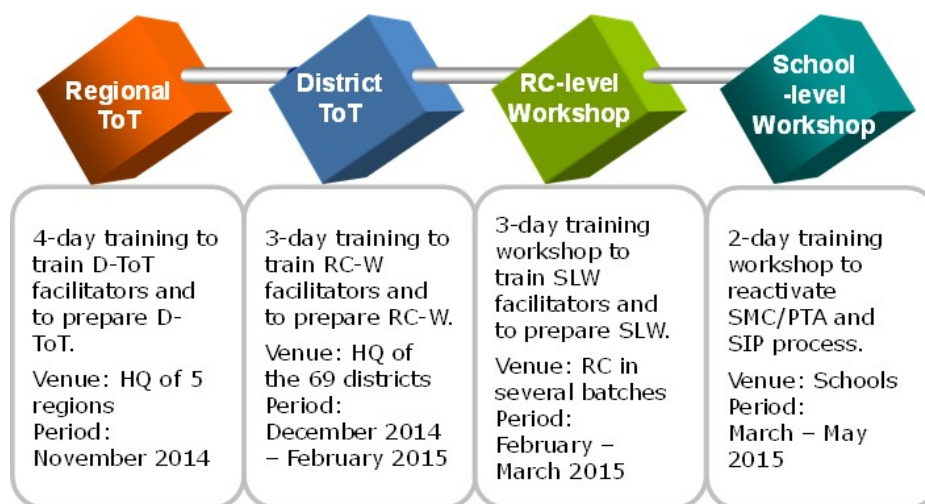
CHAPTER 3: Progress and Achievement of Output 3 - Capacity Development of Central and Local Education Authorities

3.1 Objectives and Approaches of the Capacity Development through National Dissemination

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

During the 2nd Project Year, through the learning-by-doing and the on-the-job training (OJT), the T5 and the SISM2 team have exchanged the knowledge and expertise with the education officers at the central, regional and district levels in order to strengthen their capacity in the process of the national dissemination: including the steps of i) refining SISM Model and the training materials (refer to Chapter 2); ii) designing, preparing and conducting R-ToT and D-ToT and at the same time, for some of the officers being trained as facilitators in the R-ToT and D-ToT; iii) planning and preparing the RC-Ws and SLWs; and iv) monitoring/guidance and reporting the D-ToTs which have been conducted nation-widely.

The steps of the SISM Model cascade capacity development during the national dissemination is as outlined in Figure 3-1.



(Source: Prepared by SISM2)

Figure 3-1: Steps of National Dissemination: SISM Model Capacity Development

In order to make sure that SISM Model works well, SISM2 and Programme and Budget Section of DoE carefully prepared the cascade training plan from the beginning. One of good preparations was forming Program Implementation Manual (PIM) for DEOs for the cascade training. Because of clear instructions in PIM, each DEO understood their responsibility and procedure of the cascade training.

However, due to the earthquake and other reasons, there was some delay in completing the training. The major part of the capacity development was carried out in the process of the R-ToT, D-ToT and the joint monitoring activities during this period, which is outlined in the following sub-sections.

3.2 Achievement

3.2.1 Regional-level ToT (R-ToT)

As a first step of cascade training, SISM2 conducted all five R-ToTs in the month of November 2014. The date and venues of the training was decided in consultation with those concerned RED and DoE. The R-ToT was started from the Central Region where all of the T5 members were engaged in the preparation and facilitation so that the experiences and learning from this Central R-ToT could be applied to the other R-ToTs of four regions. All the T5 members were divided into two teams and one team facilitated the Eastern R-ToT held during the period from November 10 to 13 and the Mid-Western R-ToT during the period from November 23 to 26, and the other team did the same for the Western and the Far-Western Regions during the period shown in Table 3-1.

Table 3-1: Schedule and Participants of Five R-ToTs

Region (No. of Districts Covered)	Schedule	From DEO*			ETC/RED	Others	Sub-total
		ADEO/US	SO	SS			
Central (19 districts)	November 6-9, 2014	12	4	18	4	5	43
Eastern (16 districts)	November 10-13, 2014	7	6	12	4	7	36
Western (16 districts)	November 10-13, 2014	9	2	18	3	0	32
Mid-Western (15 districts)	November 23-26, 2014	8	2	14	3	5	32
Far-Western (9 districts)	November 23-26, 2014	2	3	12	2	1	20
Total: (75 districts)	--	38	17	74	16	18	163

(*ADEO=Assistant DEO; US=Under Secretary; SO=Section Officer; SS=School Supervisor)

(Source: Prepared by SISM2)

In total, 163 participants, who came from the major ETCs and two participants from each of the 75 DEOs, were trained in the five R-ToTs. Out of the two participants attended from DEO, one of them was assigned to play a role of the SIP Contact Person (SIP-CP) of the district, who is responsible for coordinating and conducting D-ToT and other related activities on SIP in the district.

In all of the five R-ToTs, both facilitators and participants' attitudes were positive by showing good interest in the training, in general. Most of them felt that the training objectives were achieved. During and after the R-ToTs, some comments repeatedly heard were:

- This is their first time to participate in this type of participatory, practical, and holistic ToT on SIP.
- Training materials and OGs are user-friendly and help us understand and follow the session clearly and easily.
- The practice session of conducting SLW at school is the most effective.
- Participants' confidence has been increased for conducting D-ToT and the following trainings/workshops in the district.

Participants expressed that this training have three special features: 1) Following a logical sequence from situation analysis to visioning for school development and gaining practical insights through school level workshop; 2) Utilizing the practical tools, formats and meticulously designed program; and 3) Utilizing the experiences of the participants through their active involvement in the process. The participants also raised various issues related to budget with DoE, which were crucial for the effective implementation of next steps of the cascade training. The summary of the participant's concern and response from facilitators is shown in Table 3-2.

Table 3-2: Issues raised by the participants

Issues	Responses/Ways Forward from the Facilitators
(1) The budget of NPR3,000 per school for RC-W and SLW level is not adequate. (In mountain districts, for example, a cup of tea costs NPR30, indicating that tea per day per person can cost NPR1,800 = NPR30 x 2 days x 30 participants. Most rural community participants are farmers and it is very difficult for them to give 2 full days without any meal/snack served)	<ul style="list-style-type: none"> - DoE allocated the minimum budget based on the government norms. If we look at one school, the unit rate is very low but if we calculate for 29,272 schools, a huge budget has to be expensed. - The school may try to reduce the cost for tea, for example, by making the tea at school rather than ordering from the shop.
(2) In some districts, there are budget deficit due to the difference of the actual number of schools and the number used by the government for budgeting (in Khotang district, for example, there are 498 community schools but the DoE allocated budget for 473 schools only.)	<ul style="list-style-type: none"> - The budget was allocated based on the Flash Report. To increase the budget for the district is difficult. If the difference is not big, please try to adjust and manage.
(3) Transportation cost for bringing training material for RC-W is not allocated.	<ul style="list-style-type: none"> - The 30 districts whose D-ToTs are covered by SISM2, SISM2 will pay to RPs following the SISM2 norm. - For the 39 districts whose D-ToTs are covered by DoE, DoE allocated the budget of NPR5,000 per person for D-ToT, which was expected to cover transportation cost of training material bags as well.
(4) The budget for RC-W is included under the budget headline of school grant, so DEO cannot make advance payment to the RPs for conducting RC-W. Participants suggested DoE to send a letter for the further clarity of this issue.	<ul style="list-style-type: none"> - Sending letter from DoE is complicated. Since this is the budget matter, DoE needs take consent from MoE, Ministry of Finance and National Planning Commission. It will take time.* - The practical solutions will be: <ul style="list-style-type: none"> a. DEO will calculate the RC-W expenses using the norm and send to the bank account of RC, which is usually the same account of the higher secondary school (HSS) to which RC is attached. b. Then DEO will calculate the remaining amount for each school and send to school account.
(5) Needs of good monitoring during the RC-W and SLW but no budget is allocated in RED and DEO for monitoring.	<ul style="list-style-type: none"> - RED and DEO need to manage monitoring of events combining with other ongoing activities.

Note: *DoE later sent a circular to clarify the matter.

(Source: Prepared by SISM2)

3.2.2 District-level ToTs

As a second step of cascade training, D-ToT was started in the beginning of December 2014 and ended in

June 2015. The content and process of the D-ToT were followed by the OG (2). The cost for 30 districts from the Central and the Western Regions except Kathmandu and Lalitpur districts was covered by SISM2 and remaining 39 districts were covered by SSRP budget. In total, 1,684 participants were trained as RC-W facilitators through D-ToTs of the 69 districts. The following section briefly describes the progresses of SISM2 supported 30 districts and D-ToTs in other 39 districts separately.

(1) D-ToT in 30 districts supported by SISM2

D-ToT was started in the beginning of December, 2014 and ended in the beginning of March 2015. In total, 784 participants were trained as RC-W facilitators through D-ToTs in the 30 districts as shown in Table 3-3.

Table 3-3: D-ToT Participants of the 30 Districts Supported by SISM2

No.	Districts	Dates	Participants					Sub-total
			Officers of DEO	ETC	RP	I/NGO	Others **	
1	Kavrepalanchok	Dec 2-4	9	0	21	0	2	32
2	Mahottari	Dec 2-4	2	0	7	1	7	17
3	Dhanusha	Dec 5-7	6	1	9	1	8	25
4	Bara	Dec 8-10	4	1	10	0	15	30
5	Rautahat	Dec 9-11	4	0	3	1	18	26
6	Parsa	Dec 12-14	3	2	6	3	10	24
7	Sarlahi	Dec 12-14	2	0	2	0	27	31
8	Chitwan	Dec 16-18	12	3	13	0	0	28
9	Sindhuli	Dec 18-20	2	0	16	2	2	22
10	Makwanpur	Dec 19-21	10	0	17	0	5	32
11	Ramechhap	Dec 21-23	4	0	14	0	7	25
12	Dolakha	Dec 23-25	1	0	15	0	3	19
13	Kaski	Dec 28-30	11	0	17	0	5	33
14	Myagdi	Jan 2-4	4	2	11	0	4	21
15	Syangja	Jan 2-4	14	0	23	0	1	38
16	Nuwakot	Jan 4-6	4	3	13	0	6	26
17	Baglung	Jan 7-9	8	0	16	2	5	31
18	Lamjung and Manang	Jan 7-9	8	0	19	0	0	27
19								
20	Sindhupalchowk	Jan 8-10	9	0	19	0	4	32
21	Parbat	Jan 11-13	8	0	14	0	2	24
22	Gorkha	Jan 16-18	9	0	13	0	10	32
23	Tanahu	Jan 21-23	12	0	15	0	3	30
24	Nawalparasi	Jan 26-28	11	0	11	0	5	27
25	Bhaktapur	Jan 29-31	4	0	8	2	3	17
26	Palpa	Feb 2-4	10	1	12	0	8	31
27	Kapilbastu	Feb 3-5	11	0	10	0	10	31
28	Arghakhanchi	Feb 8-10	6	0	9	0	15	30
29	Gulmi	Feb 14-16	9	0	15	0	7	31
30	Mustang	Feb 28-Mar 2	5	0	3	0	4	12
	Total		205	13	361	12	193	784

Note: * Manang District is small, with only 27 schools, and schools are closed in the month of January due to the winter coldness, so D-ToT was combined with Lamjung)

** Others include HT, roster teachers, etc.

(Source: Prepared by SISM2)

As shown in Table 3-3, 46.04% (361 persons) of the participants were RPs, although it had been expected more RPs joining D-ToTs. Less RPs participated, especially in the terai districts. The reason may be because some of the RPs could not join due to their suspended status, and another is because it is decided that roster teachers would be invited to D-ToT in case of a RP's covering 20-30 schools to make the RC-W implementation more efficient and effective.

The training course evaluation has been also conducted for D-ToTs of the 30 districts covered by SISM2. The participants were asked to fill up the evaluation sheet at the end of the training. The evaluation questionnaire consisted of the 1-5 Likert scale questions about how much the participants agree on each description. The participants were requested to answer the questions with Likert scale from "5 = fully agree" to "1= totally disagree". Out of the total 784 D-ToT participants, a total of 752 participants submitted the evaluation sheets which were compiled and analyzed. The average result of the training course evaluation is shown in Figure 3-1.

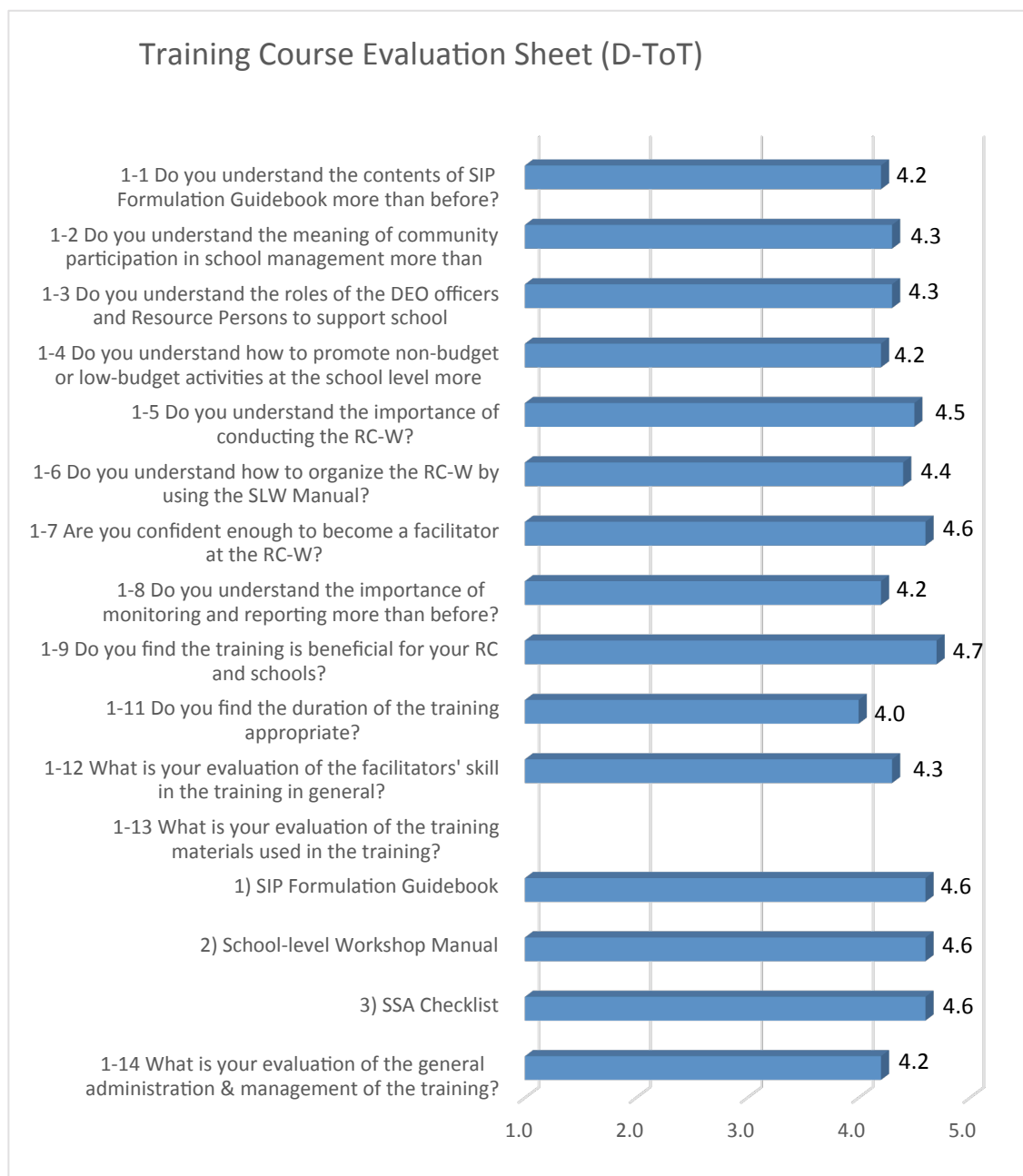


Figure 3-2: Result of Training Course Evaluation

Based on the above self-evaluation, among the total 15 questions, the highest scores were given to the "1-9: Do you find the training is beneficial for your RC and schools." The findings concluded that D-ToT was effective and successful to strengthen the capacity of district level education officers on SIP formulation and monitoring and the effectiveness of training materials is very high.

The lowest scores were given to the question of "1-11: Do you find the duration of the training appropriate?" From the human resources and financial viewpoint, the T5 and the SISM2 team during the preparation period, decided that 3-day training would provide the minimum but enough knowledge and skills to the participants. And it would be also difficult to cover the budget for conducting longer duration training within the SISM2 and/or SSRP budget. Considering the training objectives were achieved based

on the self-assessment scoring, it can be concluded that the training duration of 3-day is appropriate for D-ToT.

(2) D-ToTs in other 39 districts

The 39 districts, technically and financially supported by DoE, have conducted D-ToTs based on what they learnt from R-ToT and following the instructions from RED. To know the status of these 39 districts' conducting D-ToTs, SISM2 collected information by telephone call to each SIP-CP. D-ToT was started in the middle of November 2014 and ended in the middle of June 2015. In total, 900 participants were trained as RC-W facilitators through D-ToTs in the 39 districts as shown in Table 3-4.

Table 3-4: D-ToT Participants of the 39 Districts Supported by DoE

SN	District	Dates	Participant	SN	District	Dates	Participant
1	Taplejung	Nov 22-24	30	21	Banke	Mar 25-27	15
2	Panchthar	Jan 31-Feb 2	25	22	Bardiya	Apr 19-21	15
3	Ilam	Feb 17-19	28	23	Surkhet	Jan 20-22	28
4	Jhapa	Mar 12-14	30	24	Dailekh	Jan 18-20	19
5	Morang	Jan 4-6	32	25	Jajarkot	May 1-3	17
6	Sunsari	Jan 11-13	30	26	Dolpa	Mar 3-5	9
7	Dhankuta	Dec 22-24	25	27	Kalikot	Jan 30-Feb 1	15
8	Terhathum	Dec 25-27	23	28	Mugu	Dec 15-17	12
9	Sankhuwasabha	Jan 6-8	21	29	Humla	Mar 3-5	10
10	Bhojpur	Dec 21-23	26	30	Bajura	Dec 25-27	15
11	Okhaldhunga	Feb 15-17	20	31	Bajhang	Dec 23-25	18
12	Khotang	Dec 26-28	30	32	Achham	Feb 22-24	25
13	Udayapur	Dec 22-24	24	33	Kailali	Dec 26-28	40
14	Saptari	May 22-24	20	34	Kanchanpur	Dec 22-24	18
15	Siraha	Jan 11-13	17	35	Dadeldhura	Dec 25-27	13
16	Pyuthan	Jan 2-4	22	36	Baitadi	Dec 21-23	25
17	Rolpa	Feb 23-25	20	37	Darchula	Jan 21-23	23
18	Rukum	Mar 14-16	30	38	Kathmandu	June 16-18	40
19	Salyan	Jan 22-24	22	39	Lalitpur	Dec 11-13	38
20	Dang	Jan 9-11	30		Total	(39 districts)	900

(Source: Prepared by SISM2)

Participants of D-ToT appreciated the contents of the training as highly as the participants of R-ToT. The participants showed keen interests in the practical exercise of writing SIP, the use of the real data presented by a HT of neighboring school in Day 1 of D-ToT, attendance analysis, and SSA exercise. They eagerly engaged in these exercises. Some mentioned that it was amazing that the participants not only attended the training from 10 a.m. to 4 p.m. punctually but also engaged eagerly in the training activities for 3 days. All these practical exercises are not complicated and they do not require high skills of facilitation. They can also refer to and depend on the material and the OG. The potential for the successful RC-W was high, as far as the confidence of the participants is observed.

The training packages for all the different levels of SISM Model cascade training impressed many district facilitators and participants. One of the DEO expressed that this was the first “complete package of training on SIP” he had ever seen. Training program or material alone would not be sufficient; the OG was an essential part of the package to guide the cascade training. OG was not only the linkage of the different

level of the training but also the linkage of the core training material (SIP-FGB, SLW-M, and SSA Checklist). Moreover, the timely distribution of the training materials to each training and to each participant is also parts of the completeness of “the package”. Considering this completeness of the package, the potential for the successful RC-W and SLW is good. Further, if such package is recognized as a good example by the stakeholders, there is the potential for being modeled by other cascade trainings in Nepal.

(3) Suggestions to Update SIP Formulation Guidebook (SIP-FGB)

The D-ToT participants pointed out some areas of SIP-FGB had better be updated or revised. The facilitators noted those suggestions, which will be taken into consideration for the revision in the next version. Some of the suggestions are as below:

- Tables of Annex-5 and 6: There are differences between the table and the table of example. It is suggested that they use the table of example.
- Note of Annex-7: The meaning of “internal sources” need to be clarified based on the present policy.
- Annex 8: SIP-FGB clearly mentioned that SIP is a periodic plan. The participants argued that one column "current situation" before target column should be added at the time of SIP updating of next year as the data of school will be change/new in the updating year.
- On page 6, it is written that writing committee is five, but there are six members listed.
- In the last paragraph of page 11 of SIP-FGB, "heading" i.e., annual implementation plan" is missing.
- Goal and objectives should be included in separate heading along with the vision as it is very important part of the planning process.
- It is better to include details of the students with dalit, janajati, marginalized ethnic groups as well as persons with disability in Table 1 of SIP-FGB.

3.2.3 Resource Center-level Workshop (RC-W)

Following the action plan prepared during D-ToT, RC-W was to be conducted in all 69 districts using SSRP budget. From the end of January 2015, it was expected to start RC-Ws and then SLWs in some of the districts; however, due to the delay of the 2nd trimester SSRP budget disbursement, which covers the period from mid-November 2014 to mid-March 2015, RC-Ws and SLWs of the national dissemination could not officially start until the end of March 2015.

Based on information collected by telephone, the summary of the progress of RC-W is illustrated in Appendix-6.

The content and the process of the RC-W was guided by the OG (3). The RPs, who received D-ToT, were the main facilitator for the RC-W and were responsible for the co-ordination, preparation and delivery of training. One School Supervisor (SS) or at least one staff of DEO or a roster teacher, NGO member who took part in D-ToT, supported the delivery of workshop. Two representatives from each community school (one from either HT or teacher, and one from SMC) were the participants for the workshop. The batches of the RC-W were decided based on the number of community schools in the district and RC.

In some districts, the number of batches was changed but 67 out of 69 districts completed all the RC-W. So far, a total of 1,753 batches of 3-day RC-W was conducted in 67 districts and about 5,2500 persons of 26,247 schools were trained as school-level facilitators. Two districts are yet to complete RC-Ws and their reasons are as follows.

- Mahattori district did not conduct RC-W due to limitation of DEO side (less priority given to SIP, less staff, some staff are suspended and political situation).
- Dhanusa district started RC-W from beginning of July but some batches were not completed due to deteriorating political situation in the district.

The schedule of SLW and monitoring plans were prepared by each RC and a set of training package (SIP-FGB, SLW-M and SSA Checklist) were distributed to each school during the workshop.

3.2.4 School-level Workshop and SIP Updating

After the three steps of the cascade training, R-ToT, D-ToT and the RC-W, the last step was the School-level Workshop (SLW). 2-day SLW was conducted by using DoE budget. SLW-Manual was used as a textbook during the SLW.

Based on information collected by telephone, a total of 24,259 schools completed SLWs in 67 districts by end of September 2015. The summary of SLW is illustrated in Table 3-5.

Table 3-5: Summary of SLW Completed (As of September 30, 2015)

S.N.	Items	Plan verses Progress		
		30 districts SISM2 supported D-ToT	39 districts DoE supported D-ToT	Total
1	Number of community schools	12,224	14,768	26,992
2	Number of schools completed SLW	10,115	14,144	24,259
3	Number of schools submitted SIPs to DEOs by Mid-August	4,687	4,255	8,942

(Source: Prepared by SISM2)

At the end of the SLW, each school prepared action plan to update their five year SIP for the period of academic year 2015/16-2019/20. The SIP updating processes include 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. As presented in Table 3-5, about 37.19% schools have already updated and submitted their SIPs to DEOs following the deadline of SIP submission. SIP Contact Person (SIP-CP) reported that many schools have already submitted their SIPs to RCs which are not reported as SIPs submitted to DEO. Because of this, the percentage of SIP submitted to DEOs recorded as low percentage. Remaining schools were not able to submit the SIP on time due to delay in receiving RC-W, effect of April and May earthquakes and deteriorating political situation of the country in some hill and terai districts and they will submit updated SIP to DEO later.

During Wrap-up meeting in Dadeldhura and Kapilbastu Districts, RPs and school-level participants appreciated the SIP process. They shared the outcomes of the SLW as follows:

- Schools have gradually realized that the SIPs are for the schools, HTs and teachers, SMCs, guardians,

students and community members to develop better educational environment.

- SLW was effective to motivate school's stakeholders that each school needs SIP. The fact that they have prepared SIP helped them develop feeling of "OUR" school. After the workshop, some parents began to contribute to the schools.
- Awareness created at the school level resulted increased accountability of SMC, Teachers and Parents toward students.
- Resource mapping has been done very clearly.
- The schools have visualized their status through SSA checklist.
- After the workshop stakeholders are more concerned on the quality education than infrastructure development while preparing SIP.
- The stakeholders were aware of the SIP so they become very enthusiastic for their active participation on SIP formulation.

The outcomes and the lessons learnt from the SLW need to be further examined and discussed how to reflect to the future training programs and how to prepare recommendations for the capacity development in the school-based management.

3.2.5 Constraints/Hindering factors: For timely conducting RC-W and SLW

This is the first time for SISM2 to work together with DoE utilizing SSRP budget. There are many factors and issues, which negatively affected the progress of the national dissemination. Some factors which need to be noted here are the following issues:

(1) Absence of RPs and Burdens of RPs

In the terai districts, many RP positions are vacant (roughly 50% is vacant in the 6 districts⁴). The present RPs are not only to be responsible to their own RC but also to help the RCs whose RPs are absent, thus they had to manage preparing RC-Ws: including writing invitation letters; distributing training materials, and facilitating RC-Ws and supporting schools for conducting SLW and SIP updating.

On the other hand there is an uneven distribution of schools to each RP (RC). Granting that the remoteness and accessibility are in great diversity in Nepal, there still seems to be an unbalance among the districts. The average number of schools per RP, is 27.81 schools. The highest is 45.7 schools per RP in Rautahat and 43.2 per RP in Sarlahi, while in the case of Kaski, Myagdi, Lamjung and Parbat districts, the average number of schools per RC is around 20.

Another issue was the absence of RPs, as already mentioned above. In Rautahat and Sarlahi where the average number of schools per RP was very high, there were only 3 RPs who filled the positions in Rautahat and 2 RPs in Sarlahi. DEO mobilized head-teachers and roster teachers to conduct RC-W.

⁴ The major reasons of the vacancies of RP posts are: 1) some RPs are suspended due to the on-going CIAA (Commission for the Investigation of Abuse of Authority) Investigation; 2) some are retired recently and the appointments of successors are delayed.

(2) Absence of SMCs

In terai districts, many schools have no SMCs; for example, in Parsa, only 34.2% of the public schools have SMC⁵. Therefore, who should participate in RC-W and SLW and who should approve SIP had to be discussed for those schools.

(3) Fund Disbursement

The 2nd trimester and 3rd trimester fund disbursement from DoE to DEO was delayed due to under achievement of the 1st trimester activity and non-compliances of set rules and procedures. The 2nd trimester budget was officially released on 29 March, 2015 (the 2nd trimester covers from mid-November 2014 to mid-March 2015). Due to this delay in fund disbursement, the schedule of the RC-W, which was prepared during D-ToT, had to be rescheduled in many districts. A long gap between D-ToT and RC-W as well as conducting RC-W in hurry may have negative influence on the quality of RC-W. It is important to ensure timely disbursement of funds to districts from the centre.

(4) Limitation on DEO side to implement activity (less priority for RC-W and SLW)

Due to delay of the 2nd trimester budget release, the DEO staff has to complete many planned activities of the 2nd and 3rd trimester in a short period of time. Some DEO, i.e. Mahottari, gave less emphasis to conduct RC-W and SLW within given timeframe and recommend RPs to conduct them during the 1st trimester of fiscal year 2015/16.

(5) Confusion due to budget line item

The budget for RC-W is included under the budget-item of school grant, so that DEO cannot make advance payment to the RPs for conducting RC-W. Following the suggestions of R-ToT participants, DoE sent a letter to all 69 DEOs for the further clarity of this issue.

(6) Difficulties in Monitoring

Monitoring of D-ToT, RC-W and SLW by DoE in all events is quite difficult. There is a regular monitoring system at the DoE level and they use a monitoring format for the regular visit. In consultation with SISM2, DoE includes some questions related to the progress of the Cascade Training on SIP Updating in their regular monitoring format. The question includes

Monitoring format at the DEO-level

- Did District-level ToT on SIP Updating conducted? Yes/No, If yes, Date of D-ToT

⁵ The followings are part of the reasons why many schools do not have SMC in the terai districts: i) There are many people who want to be SMC member due to the power given to SMC for controlling the funds of school and the political influence; therefore, the SMC voting is not conducted to avoid further conflicts among the political parties; and ii) According to the Education Act, more than 50% of the guardians should attend the SMC selection process; however, it is reported by RPs that only few parents attend the meeting.

- Number of participants participated
- Monitoring format at the RC-level
- Did Resource Center-level Workshop on SIP Updating conducted? Yes/No, If yes, Number of batches
- Number of participants participated

Most DEOs made the commitment that RC-W and SLW would take place and they would monitor them. No matter how insufficient the budget may be, RC-W can be implemented following the government norm under the direct leadership of DEO. However, when it comes to the SLW, it becomes very difficult for DEO alone to monitor. Any monitoring system with less expense and with less burden need to be found to make the monitoring and guidance possible in the districts; such as monitoring/reporting through mobile phone etc.

(7) Transporting Training Materials

It was a huge task for the SISM2 to make sure that every school would receive training materials before the training. Packaging and dispatching the necessary number of training materials to all districts required attentive days and laborious works. This work was done by the SISM2 project staff and this method was proved effective. However, how the existing government system applies it for the future operation of any training program is the main concern.

(8) Transfer of R-ToT Participants

The R-ToT participants were supposed to conduct D-ToT in their respective districts. In some districts, i.e. Jajarkot and Kailali, the R-ToT participants were transferred to other districts before D-ToT.

3.3 The April and May 2015 Earthquake

A 7.8 magnitude earthquake hit Nepal on 25 April, 2015 followed by another 7.3 magnitude earthquake on May 14, 2015. These massive earthquakes had a devastating impact on the education sector in the affected areas. Educational services in the affected areas were severely disrupted. In response to the 25 April earthquake, the MoE instructed all schools of 14 most affected districts to be closed until 14 May. The closure of schools was later extended by two weeks after the second major earthquake, and most schools reopened on 31 May onwards.

The Government has reported more than 8,700 deaths and over 22,200 people injured. In the affected districts, approximately 505,577 houses and over 7,000 schools (31,000 classrooms) were destroyed, directly affecting over 1 million children. The damages to educational infrastructure and physical assets are estimated at NPR 28 billion and the losses are pegged at NPR 3.2 billion. Public schools accounted for 92 percent of the total damages and losses. Early Childhood Development (ECD) centres and school education subsectors accounted for 90.2 percent of the total damages and losses, followed by 7.9 percent in higher education and 1.6 percent in Technical and Vocational Education and Training (TVET) institutes.

Community learning centres and public libraries were also affected in these areas.⁶

The priority of the government and schools has changed and the entire effort was focused on: 1) establishment of temporary learning centres for the most affected children, 2) distribution of essential education materials to support teaching and learning activities and recreational opportunities to ensure children continue their education and recover from the stress and disruption, 3) training of teachers and facilitators on psychosocial support and life-saving messages relating to disaster preparedness, protection, sanitation and hygiene promotion, nutrition and health, and 4) mobilization of communities in order to restart schooling, including debris removal.

Due to this, the RC-W and SLW of most affected 14 districts were heavily affected. They were later re-scheduled and conducted in July and August.

3.4 Joint Monitoring of the National Dissemination

3.4.1 Objective of Joint Monitoring

DoE together with RED and DEO conducts regular monitoring of DEO, RC and schools. As mentioned in the previous section, DoE has included some items relating to SIP in the monitoring format, so when any of the DOE officers conduct regular monitoring, they also monitor the progress of RC-W and SIP updating. SISM2 also conducts monitoring at different levels as much as time and budget allows.

In addition to the separate monitoring, T5 and SISM2 has decided to conduct joint field monitoring at different layers of cascade training in the 5 sample districts, Dadeldhura, Kalikot, Kapilbastu, Bhaktapur and Sankhuwasabha. The objective of joint monitoring is: 1) to assess the progress and the level of achievement of national dissemination jointly; and 2) to draw lessons learned from the national dissemination and collect good practices. Once SLW is completed, Monitoring Review Meeting was also planned to be held in each of the 5 sample districts in order to share the monitoring results.

3.4.2 Progress of Joint Monitoring of D-ToT and RC-W

Table 3-6 shows the joint field monitoring conducted in the 2nd Project Year as of October 5, 2015.

Table 3-6: Joint Monitoring Field Visit

District	D-ToT	RC-W	Monitoring Review Meeting
	DoE, RED, SISM2	T5, DEO, SISM2	T5, RED, DEO, SISM2
Dadeldhura	25-27 Dec 2014	-	19 July 2015
Kalikot	30 Jan-1 Feb 2015	-	(Postponed)
Kapilbastu	3-5 Feb 2015	-	26 July 2015
Bhaktapur	29-31 Jan 2015	-	23 Sep 2015
Sankhuwasabha	6-8 Jan 2015	17-21 April 2015	(Postponed)

Monitoring Review Meeting in Kalikot and Sankhuwasabha districts were postponed due to political instability.

(Source: Prepared by SISM2)

⁶ Post Disaster Needs Assessment, Nepal, June 2015

As shown in Table 3-6, Joint Monitoring of D-ToT was conducted in all 5 monitoring districts as planned. Some of the joint monitoring reports were included in the SISM2 Progress Report prepared and submitted in January 2015.

Joint monitoring of RC-W was conducted only in Sankhuwasabha in April. Initially, joint monitoring of RC-W was planned in February but the 2nd trimester budget was not disbursed until the end of March as described in the previous section. A few districts, including four of the five sample districts except Sankhuwasabha, went ahead to conduct RC-W according to their original plans in order to complete planned activities including RC-W and SLW while other districts decided to wait till the budget is disbursed. In this situation, it was difficult for the T5 and SISM2 to officially conduct joint monitoring of RC-W.

The Joint Monitoring of RC-W in Sankhuwasabha was conducted by DOE/DEO/SISM2⁷. The team observed 7 RC-Ws (3 batches of Chandanpur RC, Khadbari RC, Chainpur RC, Pokhari RC and Aakhibharu RC) for a couple of hours in each venue and had a short discussion and feedback to the facilitators of RC-W. The team also supported some of the facilitators during the session to clarify some of the topics when needed. The monitoring team noted different observations and remarks to each RC-W. According to the monitoring report, depending on the understanding and skills of facilitators as well as their degree of preparation the quality of RC-W varied. Most of the facilitators followed the OG and the sessions went well with good participation of participants. However, some facilitators did not follow the OG and changed the order of sessions which caused some confusion. The gap in understanding between head teachers (or teachers) and SMC members was felt in some RC-W.

3.4.3 Monitoring Review Meeting

Due to the late disbursement of the 2nd trimester budget and the earthquake, SISM2 was not able to conduct joint monitoring of SLW in any of the 5 sample districts.

However, SISM2 has so far managed to conduct Monitoring Review Meeting in Dadeldhura, Kapilbastu and Bhaktapur. The following are the outline of monitoring review meeting.

Objective:	<ul style="list-style-type: none"> - To review and share the lessons learnt through the implementation of SIP trainings and workshops at various levels in the district in the past academic year - To make the plan for the next steps
Facilitators and Resource Persons:	<ul style="list-style-type: none"> - RED (1) - T5 members from MoE/DoE/CDC/NCED (1) - SIP-CP (Contact Person) of each intensive monitoring district (2) - SIP-CPs from neighboring districts (2-3) - SISM2 (2)
Participants:	<ul style="list-style-type: none"> - DEO (1), SO (1), SS (3), RP (6) - HTs/SMC-C (6)

⁷ The members are Mr. Yogendra Prasad Baral (Deputy Director, DOE), Mr. Santosh Baral and Mr. Chandra Bahadur Tamang (both are Technical Assistant in DEO Sankhuwasabha), Ms. Atusko Tsuruta and Mr. Narayan Silwal (SISM2).

Expected Outcomes	<ul style="list-style-type: none"> - The lessons learnt from RC-W and SLW in the district are shared - Action plans for the new academic year and future are made.
Main Agenda	<ul style="list-style-type: none"> - Opening, Introduction and Orientation - Objectives and Expectations - Presentations on the progress of RC-W, SLW and SIP update and lessons learned: <ul style="list-style-type: none"> • by RED for overall situation in the Region • by SIP-CP of Intensive Monitoring District (SIP-CP of neighboring districts will share briefly the situation in their respective districts) - Reflection of RC-W and SL-W - Preparing an action plan for coming year - Award-Giving Ceremony to Schools with Best SIP - Wrap-up and Closing

The Monitoring Review Meetings in Dadeldhura and Kapilbastu were well organized and the joint monitoring team learned achievements and difficulties of the cascade training. Table 3-7 summarizes the two meetings. At the end of the Monitoring Review Meeting three schools were given awards for their practical and implementable SIP. This kind of recognition is a way of giving encouragement to schools.

Table 3-7: Monitoring Review Meeting

Items	Dadeldhura Review Meeting	Kapilbastu Review Meeting
Date and venue	19 July 2015, DEO Dadeldhura	26 July 2015, DEO Kapilbastu
Organizers and facilitators	Dadeldhura (3): DEO, SO and SS RED (1)	Kapilbastu (2): DEO, ADEO RED (1)
Participants from neighboring districts	Kanchanpur (1): SS Kailali (1): SS Baitadi (1): SS	Arghakhachi (1): ADEO Gulmi (1): ADEO Palpa (1): SS
Joint Monitoring Team	DOE (1) SISM2 (2)	DoE (1) SISM2 (3)
Participants	SS (1), RP (7), HT acting as RP (1), HT (3), SMC (3), technical assistant (1)	ADEO (4), SS (4), RP (10), HT (3), SMC (3), others (2)
Progress of RCW and SLW	• In all 4 districts RC-W and SLW were completed as per planned.	• In all 4 districts RC-W was completed. • SLW was completed in Arghakhachi, Gulmi and Palpa but in Kapilbastu 381 out of 522 schools completed (as of 26 July).
Reflection on RC-W and SLW: what went well	<ul style="list-style-type: none"> • SLW was effective to make them realize the needs of SIP and the fact the SIP was prepared by them created feeling of "OUR" school. • Awareness created at the school level resulted in increased accountability of SMC, Teachers and Parents toward students. • After the workshop stakeholders are now more concerned about the quality of education than infrastructure development while preparing SIP. <p>Good Practice: Kailali DEO called a meeting with I/NGOs working in the district and</p>	<ul style="list-style-type: none"> • SIP formulation and updating committee is formed. • Focused on quality education rather than infrastructure development. • Active participation of local people in SIP formulation, implementation and monitoring of the SIP. • All stakeholders realized need of SIP; • SIP becomes important documents for the development of school. • Ownership is increased. • Workshop is success in increasing interest of community in formulation and implementation of SIP in the school. • The analysis of actual nine table data and SSA check is very helpful to know real

Items	Dadeldhura Review Meeting	Kapilbastu Review Meeting
	shared the SIP updating plan to them. Since the allocated budget from DoE for RC-W and SLW was inadequate, he requested them to cover the some cost of RC-W and SLW. A total of 11 organizations, BASE, Faya Nepal, NNDSWO, BWB, World Vision Nepal, Red Cross, FNC, Plan Nepal, AASMAN Nepal, Room to Read and CCS provided support, i.e. facilitation, some stationery and snacks cost for conducting RC-W and SLW.	situation of the school. <ul style="list-style-type: none"> • SMC become more aware and concern on the SIP process. • The RCs are able to guide school properly to formulation of SIP. • Role and responsibility of the parents were clarified to improve the school. • Good and practical subject matter. • Methodology of the training is perfect. • Session planning matches with the subjective matter. • The group exercise and discussion process are very effective. • Role play is quote effective. • Training materials are adequate and relevant.
Reflection on RC-W and SLW: what we learned	<ul style="list-style-type: none"> • SMC, HT, women and PTA/Teachers, if trained, can prepare simple and implementable SIP by themselves. • SLW duration should be at least 3-day. • Good preparation and timely delivery of materials is needed for effective training. 	<ul style="list-style-type: none"> • Time of workshop is insufficient. • Unable to bring active participation of all participants in group exercise due to different nature of participants.
Reflection on RC-W and SLW: what can be improved	<ul style="list-style-type: none"> • Re-scheduling of RC-W was needed due to delay in budget disbursement from DoE. • Incapability of few SMC chairperson. • Unequal participation of all participants during workshop. • RPs are not able to monitor all SLW due to 1) busyness in many activities, 2) remoteness and 3) too many school i.e. 42 schools in Alital RP. Only 22 % schools (57 out of 249 schools in Dadeldhura) are possible to monitor by the RPs. 	<ul style="list-style-type: none"> • RCW should be 5 days, and SLW should be of 3 days. • HT should prepare all the data required for the workshop and conduct the workshop. • Reference materials should be provided to each participant. • Level of the participants should have been analyzed. • The dummy SIP should be presented in the manual. • Timing for the session should also increase. • CAS and Child friendly concept should be included. • Participants should be 3 from each school not 2 only. • More illustration should be placed in the training manual.

(Source: Prepared by SISM2)

3.5 SSRP Related Assistance

Japan has become one of development partners (DPs) of SSRP since the 2nd Project Year. The SISM2's activity of the SIP national dissemination is a part of the school capacity development under SSRP. In addition to this, as a member of SSRP DPs, JICA Nepal Office, JICA Education Advisor and SISM2 have been collaboratively participating SSRP subcommittees, SSRP joint quarterly meetings and SSDP thematic working group meetings. In each occasion, they gave comments and proposed some suggestions. Meetings that SISM2 have participated are as follows.

- 1) SSRP Joint Quarterly Meeting
- 2) SSDP Thematic Working Group of Capacity Development
- 3) SSDP Thematic Working Group of Disaster Risk Reduction
- 4) Education Cluster Meeting of Gorkha Earthquake

Chapter 4: Countermeasure to the Earthquake

4.1 Objectives and Approaches of Post-Earthquake Emergency Support

There were devastating earthquakes on April 25 and May 12, 2015 in Nepal. The Education Cluster reported an estimated 1,109,000 children were unable to return to their classrooms after the earthquake. The Education Cluster also reported that the earthquakes destroyed 35,986 classrooms. Another 16,761 classrooms would require some form of repair.⁸

According to the government, there are 14 most affected districts, namely Bhaktapur, Dhading, Dolakha, Gorkha, Kathmandu, Lalitpur, Lamjung, Okhaludhunga, Rasuwa, Ramechhap, Nuwakot, Sindhupalchok, Makawanpur, and Sindhuli. These districts except Okhaludhunga were covered by SISM2 Team when they conducted D-ToT during the period of December 2014 to February 2015.

To assist schools in these most affected districts, JICA decided to carry out an emergency support through SISM2, which was agreed by DoE.

Objectives:

- To support students and teachers who are learning in difficult conditions such as under temporary learning center (TLC) with inadequate teaching and learning materials and equipment.

Policy:

- Covering all public schools for the emergency support in the target districts.

Approaches:

- 1) Deciding target districts by consulting DoE
- 2) Deciding supporting modality by consulting DoE
- 3) Consulting DEO of the target districts on emergency support materials
- 4) Holding an orientation meeting with DEO, SSs and RPs in each target district
- 5) Distributing materials to each public school with RP's cooperation in the target districts

4.2 Distribution of the Teaching/Learning Materials

4.2.1 Selection of the Districts

First criterion for the selection is that the target districts are from the 14 most affected districts. Secondly, the districts receive less support and aid from development partners, international NGOs and local NGOs.

Based on these criteria, DoE and SISM2 had discussion and decided 3 districts. They are:

Okhaludhunga District in Eastern Region,
Ramechhap District in Central Region, and

⁸ Nepal Earthquake: Education Dashboard on 7 July 2015, The Nepal Education Cluster, The United Nations Office for the Coordination of Humanitarian Affairs in collaboration with the Office of the Resident and Humanitarian Coordinator and humanitarian partners.

Sindhuli District in Central Region.

4.2.2 Selection of Materials Distributed

An internal meeting with DoE was conducted on 18 June, 2015 for the sharing and discussion on proposal for the SISM2 emergency support program. Following the series of discussions with DoE, three districts namely Ramechhap, Sindhuli and Okhaldhunga which are less supported by development partners and I/NGOs were selected for the support. Following the discussions and suggestions from the DoE/CDC/NCED representatives, it was decided to support useful materials rather than providing small grants to schools. To identify needs of districts, RCs and schools, The SISM2 Team members have visited the three districts and held meetings with DEO representatives as shown in Table 4-1. The discussion memos with DEOs are attached to Appendix-7.

Table 4-1: Schedule of Meetings with Three DEOs

District	Sindhuli	Ramechhap	Okhaldhunga
Meeting Date	25 June, 2015	24 June, 2015	25 June, 2015
Venue:	DEO, Sindhuli	DEO, Ramechhap	DEO, Okhaldhunga
Representatives from DEO	DEO, ADEO, Planning Officer	DEO, ADEO, Planning Officer	DEO, ADEO, Planning Officer
Representatives from DoE	Mr. Narayan Krishna Shrestha Mr. Meghnath Sharma Mr. Shiva Raj Pokharel	-	-
Representatives from SISM2	Mr. Koji Sato Mr. Rabi Chitrakar Mr. Sanjeev Kumar Gupta	Mr. Koji Sato Mr. Rabi Chitrakar Mr. Sanjeev Kumar Gupta	Ms. Masami Watanabe Mr. Bishnu Prasad Acharya Mr. Narayan Silwal

The following support materials were agreed to be distributed in the three districts after the series of meetings and consultations with DoE/NCED/CDC and need-based analysis of the concerned DEOs:

Table 4-2: Details of District-wise Emergency Support Materials

	District	Common Support	Additional support (district specific)
1	Ramechhap	<ul style="list-style-type: none"> - Curriculum book (from Grade 1 to 8) - Teacher's guides (each subject from Grade 1 to 6) - Student's attendance register (one book for each grade up to Grade 8) 	<ul style="list-style-type: none"> - Reading books of Room to Read (27 books for each school) for 307 schools except schools which are supported by Room to Read) - "We father/mother" book (1 set for each school) - Child Friendly School Posters (457 copies)
2	Sindhuli		<ul style="list-style-type: none"> - Whiteboard for 424 damaged class rooms - Child Friendly School Posters (576 copies) - SIP Supplementary Books (576 copies)
3	Okhaldhunga		<ul style="list-style-type: none"> - Science charts and reference books for 122 Lower Sec. and Sec. Schools and DEO - Reading books of Room to Read (27 books for each school) for 210 Primary Schools. - Child Friendly School Posters (332 copies)

4.2.3 Orientation and Material Delivery

The orientation program on emergency support had been conducted in all three districts. One day orientation program was organized in each district where all RPs, SS and district staffs participated. This program was facilitated by a Teacher's Guide and Curriculum Expert from CDC, a representative of Educational Counseling and Disaster Management Section of DoE and district education officers.

Objective of Orientation

- To orient the RPs and other participants regarding the relation between the curriculum and the teachers' guide and its effective utilization at school, and
- To provide operational guidance for the distribution of the emergency materials from DEO to each RC and from RC to each school.

Table 4-3: Program of Orientation on Emergency Support at District

Time	Activities	Facilitators
10:00-10:30	- Opening and Introduction - SISM2 and emergency support - Remarks on the program	- SIP CP - SISM2 - DEO
10:30-11:30	- Introduction and guidance of Curriculum and Teacher's Guide - Distribution plan of the materials	- DoE/NCED/CDC/DEO - SISM2
11:30-12:00	- Logistics arrangement and payment procedure - (including Q&A)	- SISM2
12:00-12:30	- Action Plan	- SISM2/DEO
12:30-13:00	- Lunch	- All
13:30-15:30	-Distribution of the materials, logistics and payments	- SISM2

The table below shows the details about the date, venue and participants of the orientation program. A total of 65 participants participated in the orientations. All the RPs who participated in the orientation had made strong commitment to conduct the emergency support activity utilizing the regular head teacher meetings where they distributed the material to each school.

Table 4-4: Details of Orientation Program

District	Sindhuli	Ramechhap	Okhaldhunga
Date of Orientation	6 August, 2015	20 August, 2015	27 August, 2015
Venue	Training Center	DEO	DEO
No. of Participant	29	19	17
No. of Resource Center	16	16	14
No. of Schools	574	457	332

The table below shows the details of material distribution for Grade 1-3 school in the three districts.

Table 4-5: Details of Material Distribution for Grade 1-3 School in Three Districts

School Type A: School with 1-3 Grade		No of School		
Materials details for each school		Sindhuli	Ramechhap	Okhal dhnuga
Teacher's Guide (TG)	Subject-wise TGs for Class 1 (5 subjects)	79	86	70
	Subject-wise TGs for Class 2 (5 subjects)	79	86	70
	Subject-wise TGs for Class 3 (5 subjects)	79	86	70
Curriculum	Curriculum 1 to 3	79	86	70
Attendance	Attendance Register (3 copies/school)	79	86	70
Others	SIP Supplementary Book	79	-	-
	Whiteboard	44	-	-
	Child Friendly School Poster	79	86	70
	Reading books	-	73	70
	Hami Amababu (Motivational Book)	-	86	-

The table below shows the details of material distribution for Grade 1-5 school in the three districts.

Table 4-6: Details of Material Distribution for Grade 1-5 School in Three Districts

School Type A: School with 1-5 Grade		No of School		
Materials details for each school		Sindhuli	Ramechhap	Okhal dhnuga
Teacher's Guide (TG)	Subject-wise TGs for Class 1 (5 subjects)	298	199	140
	Subject-wise TGs for Class 2 (5 subjects)	298	199	140
	Subject-wise TGs for Class 3 (5 subjects)	298	199	140
	Subject-wise TGs for Class 4 (5 subjects)	298	199	140
	Subject-wise TGs for Class 5 (5 Subjects)	298	199	140
Curriculum	Curriculum 1 to 3	298	199	140
	Curriculum 4 to 5	298	199	140
Attendance	Attendance Register (5 copies/school)	298	199	140
Others	SIP Supplementary Book	298	-	-
	Whiteboard	129	-	-
	Child Friendly School Poster	298	199	140
	Reading books	-	174	-
	Hami Amababu (Motivational Book)	-	199	140

The table below shows the details of material distribution for Grade 1-6 or higher grade school in the three districts.

Table 4-7: Details of Material Distribution for Grade 1-6 or Higher Grade School in Three Districts

School Type A: School with 1-6 or Higher Grade		No of School		
Materials details for each school		Sindhuli	Ramechhap	Okhal dhnuga
Teacher's Guide (TG)	Subject-wise TGs for Class 1 (5 subjects)	214	172	122
	Subject-wise TGs for Class 2 (5 subjects)	214	172	122

	Subject-wise TGs for Class 3 (5 subjects)	214	172	122
	Subject-wise TGs for Class 4 (5 subjects)	214	172	122
	Subject-wise TGs for Class 5 (5 Subjects)	214	172	122
	Subject-wise TGs for Class 6 (8 subjects)	214	172	122
Curriculum	Curriculum 1 to 3	214	172	122
	Curriculum 4 to 5	214	172	122
	Curriculum 6 to 8	214	172	122
Attendance	Attendance Register (8 copies/school)	197	172	122
Others	SIP Supplementary Book	197	-	-
	Whiteboard	251	-	-
	Child Friendly School Poster	197	172	122
	Reading books	-	60	-
	Hami Amababu (Motivational Book)	-	172	-
	Science reference books	-	-	122
	Science reference charts	-	-	122

At the end of the orientation program, the materials were handed over to each RC in all three districts. Each RP delivered them to each school during the regular head teacher meeting at respective RC.

A total of 1,363 schools in the three districts received the emergency support materials as shown in above tables. Teacher's guides and curriculum books for the all grades were distributed in all 1,363 schools. Meanwhile, a total of 424 whiteboards were distributed to TLCs (Temporary Learning Centers) of the earthquake damaged schools in Sindhuli District. A total of 307 sets of reading books (one set included 27 books of Room to Read) were distributed to 307 schools of Ramechhap Districts. Science materials and reference books were distributed in all schools of Okhaldhunga District. In addition, these distributions, Sindhuli District received 576 SIP supplementary Books and 576 Child Friendly School Posters. Ramechhap and Okhaldhunga Districts received 457 and 332 Child Friendly School Posters, respectively.

To ensure the delivery to and utilization of the support materials at each school, SISM2 Team provided actual transportation costs from DEO to each RC and from RC to each school to each RP. Timely delivery of these materials to each school was committed by each RP. DEO also committed that they would monitor the delivery of these materials and its effective utilization at the school level.

4.2.4 Lesson Learnt from the Material Distribution

Although SISM2 Team faced a tight schedule of the emergency activity, the material distribution was highly successful. There are some key factors for this successful distribution.

1) Right selection of districts

Among the 14 most earthquake affected districts, Ramechhap, Sindhuli and Okhaldhunga were selected. The selection criteria was very clear, "Districts which so far received less support from the government, development partners and NGOs". Based on this criteria, DoE and SISM2 Team had discussions and selected these three districts. When SISM2 Team visited these three districts respectively, each DEO appreciated the team's proposal from the heart.

2) Material distribution based on district demands

There are common items and district-wise optional items of material distribution. After discussion with DoE and three DEOs, they all agreed to receive the common items of curriculums, teacher's guides and student's attendance registers. SISM2 Team also listened to each district's different demand carefully. SISM2 Team understood that each district's condition was different so that it was natural to receive different demand from each district. Each DEO appreciated SISM2 Team's understanding and flexibility, which created DEO's ownership accordingly.

3) Frequent communication, meetings and holding a good orientation with DEO

It was very necessary to have intensive communication and discussion with DEO. SISM2 Team first paid a courtesy call on each DEO. After that, the team had made frequent communication with DEO by phone, by email and by visiting the district before the distribution. SISM2 Team also held an orientation meeting with DEO, district officers, SS and RPs. Some facilitators of the orientation were from the central government like CDC and DoE. SISM2 Team also prepared an Operational Guide for the material distribution from DEO to RC and from RC to school, in order to guide RPs. Because of this detailed preparation, the process of the distribution was clear to DEO and others, which brought the success of the distribution.

4) Covering all community schools in the three districts

In general, a project by a development partner or NGO tends to select schools by criteria in a district. In such a case, there are selected schools and non-selected schools existing in the same district, which sometimes creates disputes between them. In the case of the SISM2 emergency support, it covered all community schools in each district to avoid misunderstanding between schools. This strategy was very much appreciated by each DEO and brought about their commitment and initiative. For DEO, the equitable treatment of school carries much weight.

5) Teacher's Guide and Curriculum Distribution

Many schools in these three districts lost teaching materials including teacher's guides and curriculum books by the earthquake. These are necessary materials for teachers everyday. Therefore, head teachers and teachers were very glad to receive them. It is reported that the teacher's union in Okhaldhunga District extended their gratitude for this support. SISM2 Team strongly believes that this support contributes to encouraging teachers and keeping education quality.

4.3 Study of the Disaster Risk Reduction in Education

4.3.1 Background and Objectives

Background

This study on DRR in education is conducted as a part of the sector analysis to feed into the SSDP. Firstly, this study examines existing initiatives and strategies of DRR in education. Secondly, the study seeks to assess school-level practices, including contents of curriculums/textbooks, teaching/learning activities, teacher training, involvement of communities/School Management Committees (SMCs) and implementation structure of DRR. Finally, based on these assessments, the study seeks to draw

recommendations by referring to good practices in Nepal and other countries, as well as recommendations made by the Post Disaster Needs Assessment (PDNA).

Objectives

- (1) To overview DRR-related policies, strategies and initiatives in the education sector
- (2) To review DRR related practices, which include curriculums/textbooks, teaching/learning activities, training for teachers and other stakeholders, and involvement of communities/SMCs in DRR.
- (3) To document good practices of DRR in education, including those from other countries
- (4) To draw short-term, medium-term and long-term recommendations, which are in line with the recommendations made by the PDNA, taking into consideration linkages with relevant sectors and key actors in the context of the Comprehensive School Safety Framework⁹

4.3.2 Methodology and Target

Data and information collection was conducted through document review, interviews, field observations and consultation workshop with stakeholders. Due to time constraints and difficulty of access because of the earthquake, the main part of the study was conducted in Kathmandu through document review, and interviews with DOE officers and Development Partners. Supplementary field visits were conducted near Kathmandu in order to confirm the information obtained at the central level.

4.3.3 Contribution to SSDP Preparation

The study proposed recommendations as follows.

Short-Term Recommendations

(1) Convene a series of meetings with expert panel

It is desirable to call for an establishment of a panel of experts, which consists of, for example, DEOs, teachers, Development Partners, researchers of research institutes and professors from universities (such as Tribhuvan University, Central Department of Environmental Science), and convene a series of meetings to understand and analyze the experiences of the past two earthquakes from various aspects and draw lessons learned. It is recommended to consolidate the discussion results into a document.

(2) Define visions and principles of DRR in the education sector in the context of Nepal

At the moment, it is not clear what kind of concept and vision the Government of Nepal has toward DRR in education. For example, the main vision/concept of DRR in education in Japan is “zest for life”, and all the DRR related activities are directed toward the vision. Therefore, it is recommended to redefine visions and principles of DRR in the education sector based on the results of the above meetings and referring to new international initiatives such as Sendai Framework for Disaster Risk Reduction and Sustainable Development Goals so that all the DRR programs and activities are aligned

⁹ It consists of the following three pillars: Pillar 1: Safe Learning Facilities, Pillar 2: School Disaster Management, and Pillar 3: Risk Reduction and Resilience Education.

with the direction that the Government is aiming for.

(3) Consolidate various national initiatives, strategies and plans into one DRR initiative

As explained earlier, there are more than enough national initiatives, strategies and plans, which are not situated clearly in the overall DRR framework in the sector. Determining visions and principles as recommended above will facilitate development of one integrated DRR initiative/strategy.

(4) Translate the above initiative into programs and activities with budget

As explained, past national initiatives were not fully translated into activities, and they were not budgeted. As a result, most of the initiatives were not sufficiently implemented. Based on the above visions and initiative, realistic activities should be planned, and budgeted under SSDP with clear identification of implementation structure, responsible sections and stakeholders.

Medium-Term Recommendations

(1) Review and revise curriculum and textbooks

The vertical and horizontal alignment of the current curriculum needs to be improved in order to facilitate students' systematic learning on disaster-related topics. Also, incorporating not only theories but also more practical contents should be considered, including descriptions about past disasters occurred in the region and the country, including the two earthquakes. Lessons learned by the two earthquakes should be incorporated in order to improve the contents of the textbooks.

(2) Establish a system to develop teachers' capacities on DRR management and education

It is important to device a system to reinforce knowledge and skills of teachers regularly on DRR management and education. Teacher training manuals developed thus far by several projects should be updated based on the experiences of the last earthquakes. Teacher training will need to focus not only on theories but also on how to foster students' proactive attitude and problem-solving skills. In addition, refresher teacher training on students' psychosocial care need to be considered assuming that there will be children who show symptoms of psychosocial problems years after disasters.

(3) Establish a system to train SMC members and involve them in DRR activities

It is also important to device a system to develop knowledge and skills of SMC members. Because DRR is not included as the current mandate of SMC, upgrading the terms of reference should be also considered. Opportunities for rehabilitation, reconstruction and retrofitting of school buildings should be effectively utilized to raise awareness of SMCs on school safety and DRR. The tools and manuals developed thus far by various Development Partners should be updated based on the experiences of the last earthquakes.

(4) Reinforce capacities of MoE, DoE, and DEOs

It is necessary to reinforce capacities of MoE, DoE and DEO on DRR. As pointed out in the chapter 5, schools need technical advice, guidance and suggestions to conduct locally-adapted DRR education and management activities, and DoE and DEOs need to become one of the resources for schools. Also, their capacities need to be reinforced in order to manage and monitor DRR-related activities in the sector.

(5) Develop effective teaching and learning materials

Supplementary teaching learning materials developed so far need to be revisited by reflecting experiences of the past earthquakes. Possibilities to develop materials with more photos and real episodes should be considered. Also, developing an audio-visual materials, such as DVD (animation, dramas, simulation of disasters and drills, etc.) may be useful to enhance students' understandings. It will be also instrumental to set up websites which introduce good practices and teaching learning materials for DRR.

(6) Promote student's active learning and abilities for critical thinking and problem-solving

It is imperative to design DRR education such that students' proactive attitudes as well as critical thinking and problem solving skills are fostered. The role of children and youth as change agents need to be enhanced from the perspectives of promoting active learning and fostering future active players of DRR in the community. Engaging in DRR activities as change agents is also expected to promote children's social and emotional life skills.

(7) Develop a monitoring system of students and schools affected by the earthquakes

As indicated in PDNA, it is critical to conduct sustained monitoring of school attendance rates of girls and boys, who were affected by the earthquakes in order to take corrective measures if any negative tendencies exist. Data regarding students with disabilities and those who are vulnerable and marginalized also need to be collected and analyzed continuously. It will be necessary to compile other relevant disaster-related data in EMIS to continuously assess the situation of schools affected by the disaster.

(8) Develop networks for more effective DRR management and education

As DRR human resources in the education sector is limited, it is important to collaborate with national and local resources to provide effective DRR education at school. It will be instrumental to develop a network of DRR experts, including Ministry of Home Affairs, universities/research institutes, municipalities, NGOs/Civil Society Organizations, media, community radio, fire stations, and community members, and find a way to effectively collaborate with them to provide DRR education at school.

(9) Promote locally-adapted manuals and materials

One-centralized manual on DRR cannot accommodate different hazards in different parts of the country, and different conditions and surroundings of each school. Therefore, it will be useful for the central government to develop a guideline on how to develop a school-level manual, but a DRR manual itself should be developed by school and community members by assessing situations of their own schools. The manual development exercise can be a good teaching/learning opportunities for students and community members.

(10) Pay special attentions to students with disabilities and other vulnerable students

Special attentions need to be paid for students with disabilities so that they are fully included in the

DRR-related plans and operation conducted at school. DRR education and management activities need to be modified to the needs of those children.

(11) Develop plans for all the stages of disaster

As the Thirteenth National Development Plan 2013-2016 points out, less focus is placed on DRR preparedness plan compared to rescue and relief work in Nepal. It is necessary to take an integrated disaster risk management approach, and plan appropriate measures and activities for all the stages such as prevention, mitigation, preparedness, response, rescue, recovery and rehabilitation.

Long-Term Recommendations

(1) Development of Laws and Regulations

For the sustainability of DRR management and education at school level, it is necessary to develop necessary laws and regulations regarding DRR. It can include mandatory development of DRR manual and implementation of regular drills at school level, compulsory training for teachers on DRR, preparation of emergency kits and supplies at school, and any other relevant and necessary actions to be taken.

4.3.4 Lessons Learnt from the Survey to the 3rd Project Year

It is critical to involve SMCs in an attempt to implement DRR activities at school level. Though no specific roles of SMCs regarding DRR activities are stipulated in the official document, SMCs are well positioned to support DRR activities at school by incorporating them in their respective SIPs¹⁰. At the moment, however, there are no national programs to strengthen SMC participation in DRR activities at school. Given that SMCs are now established in all the districts, SIPs are prepared, and their awareness on DRR are raised due to the earthquakes, it will be timely to start calling for active involvement of SMCs in DRR.

Another main point is that there are no regular budgets secured for DRR at all the levels. Therefore, the feasibility of DRR activities depends on the availability of donor funding, which leads to ad hoc implementation in limited areas. In order to ensure disaster preparedness at school nationwide, it is necessary to ensure that all the DRR related sections plan specific DRR related activities with roles and responsibilities for different actors clearly specified, and secure regular budget for them.

¹⁰ According to the Education Act, Government schools are classified as “community schools” to be managed by a school management committee (SMC). The functions, rights and duties of the SMC encompasses a wide range of responsibilities, such as mobilizing various types of resources, and operate, maintain, monitor and supervise the school, including development and implementation of School Improvement Plan (SIP).

Chapter 5: Progress and Achievement of Public Relations

5.1 Dream School Campaign

In order to motivate and encourage guardians and community members to have more interest in the school and to participate in the school management, it is necessary to develop two-way communication between the schools and the guardians. SISM2 has been conducting a feasibility study of “The Dream School Project” to examine what kinds of communication methods/activities attract guardians.

In the 2nd half of the 2nd Project Year, SISM2 carried out a survey “Communication between Parents/Guardians and School”. It aimed to find out current communication situation between guardians and a school to move forward “The Dream School Project”. Also, to know the real situation about communication/relation between guardians and a school, SISM2 observed an enrollment program in two schools.

5.1.1 Communication between Guardians and School

A survey of “Communication between Parents/Guardians and School” was conducted by SISM2 in 10 schools to find out existing communication system (the school list is placed in Appendix-8.1). Based on this survey, the ways to involve parents in a school would be explored for “The Dream School Project”. Table 5-1 shows the findings.

Table 5-1: Summary and General findings

1. Occasions on which the document/letter is sent to parents
<ul style="list-style-type: none">• The most common occasions: Result Day (to collect the progress report of children), Admission Day, Parent’s Day, and Social Audit• All ten schools inform parents of students’ progress in learning achievement three times in a year.• Some of the other occasions are parents gathering, interaction about education, fund collection, school programs (extracurricular activities), School Management Committee meeting, PTA meeting, programs conducted by different I/NGOs, etc.
2. Shared information with parents
<ul style="list-style-type: none">• The schools mainly give importance of information sharing with parents on:<ul style="list-style-type: none">- Educational information (progress report, regularity of homework, attitude and behavior of students)- Irregularity of students• The other types of information shared with parents are:<ul style="list-style-type: none">- Admission information- Health and cleanliness of students- Financial information (budget, request for donation, information about grants, fund collection)- Infrastructure/Construction matter (including request for labor contribution)- Information about school management- Social problems (bad habit of students e.g. smoking, drugs)
3. The common means to share information with parents
<ul style="list-style-type: none">• Common means: Letters (letter of invitation or notice), Phone, and School Calendar• Seven out of ten schools distribute School Calendar, which includes activity information such as terminal exams, extracurricular activities, parents gathering, and national holidays, etc., to all students.• Students are also verbally requested to provide information to parents.• Information is also announced to students at assembly time in the morning. Child club informs necessary information to their friends as well as parents, too.

<ul style="list-style-type: none"> Two out of ten schools communicate with parents through students' dairy/record every day. Other two schools have standard message format for information sharing (Message Card, Absent Note). One school is on Facebook and the school uploads information about school activities and upcoming plans from time to time. Several schools utilize FM radio, local newspaper and notice board (including posted in the local shops). Some information related to health and hygiene is provided by pamphlets. Head Teachers does home visits for direct interaction with parents. Parents can receive information directly from teachers during school visits occasionally.
4. <i>How to convey messages from parents/guardians to school</i>
<ul style="list-style-type: none"> Phone calls and visiting the school directly The other way to convey messages is through SMC/PTA. Students convey parent's messages verbally to the school.
5. <i>Occasions for gathering of parents</i>
<ul style="list-style-type: none"> All ten schools have parent's gathering that is compulsory on Result Day. The other common gatherings are Admission Day, Parent's Day, Social Audit, SIP formulation, PTA/SMC meeting, Children's Day (cultural/festival activities), and extracurricular activities (speech context, quiz competition, discussion on certain topics). According to the schools, 70-90 % of parents attend such occasions, especially for Admission Day and Result Day. However, in Jana Jagriti HSS, Dhading, few parents attend other school programs like Parent's Day and extracurricular activities. The reason is that majority of parents are working for stone crusher factories as labors and they do not have time to visit the school. <p><u>Major activities which are done during the gathering:</u></p> <ul style="list-style-type: none"> - Admission Day: distribution of uniform, orientation, sharing about annual plan, suggestion from parents - Result Day: Parents are invited compulsorily to receive the progress report of their children. A discussion is held with the parents on how to improve the scores of students. Parents are requested for suggestions. - Parent's Day: Chief guests like education specialist, local politicians are invited, and students welcome the parents, cultural shows and street plays are performed by children. School reviews the previous year activities and provides academic information. Rewards are given to parents who have maximum involvement in the school. It is one way to encourage parents to come to visit a school. - Parent meeting: Parents are requested to commit caring of their children to increase the educational achievements. Discussion on certain agenda or topics like irregularity of students, financial situation of schools, and student's learning achievement are held, and suggestions are taken from parent's side.

As Table 5-1 shows, the schools are aware of the importance of sharing information with parents/guardians and they are trying to communicate with them on various occasions. They think that sharing information with parents/guardians is essential because;

- Coordination between the three pillars; parents, teachers, and students are essential. It would be difficult to run school without the three pillars.
- The school also gets a chance to improve if the school receives feedback from parents.
- Teachers can recognize the weakness of students through information sharing. It will help to improve teaching practices.
- It is necessary to have a mutual understanding, which helps to improve the quality of education and build up the trust from the parents, and to understand the parents' views.
- The students will also realize that the parents are more concerned about their study and overall progress through communication between a school and parents. Keeping interest in their children will develop the relation of the students and the parents as well.

- It will help to improve school management.

On the other hand, their views about current communication/relationship with parents/guardians are a little bit different. Most schools think that the communication/relationship between parents/guardians and the school are satisfactory. Though it has not reached the level that the school wants. They hope that 100% parents could come to school especially for a collection of the progress report on Result Day. The schools expect that the parents could take a time to observe the school, discuss how to improve the learning achievement and behavior of children, discuss how to encounter social problems, and provide feedback to the school. Some of the schools expect mothers to be more involved in school and to visit the school more because mothers spend more time with children at home. However, for example, according to Shree Krishna Primary School, mothers are reluctant to come to the school compared to fathers because of gender and social issues.

Regarding SMC/PTA, most of the schools think that SMC/PTA plays a role in providing feedback from parents to school, giving information about SIP to parents, asking parents to attend the school programs. Also, SMC/PTA could help interaction between school/teacher and parents. SMC/PTA is functional as a bridge to connect school and parents in a school. However, according to several schools, SMC is interested in infrastructure development, and they are not concerned with educational aspects such as improvement of students' learning achievement. Besides, it was reported that SMC/PTA are not active and they intervene only when it is necessary.

Schools try to convey their messages to parents/guardians through not only special occasions but also day-to-day activity. However, schools are not satisfied with the current situation, and they expect parents/guardians and community members to have more interest in the school and the students.

Since the survey was targeted schools, it would be better to have a chance to hear parents/guardians' voices about the communication/relationship with the school to understand the real situation of it more clearly.

5.1.2 Observation of Admission/Enrollment Program

In order to know real communication between schools and parents, SISM2 members observed admission/enrollment programs in Balsewa LSS on 21st April 2015 and Krishna LSS on 15th April 2015 in Bhaktapur. The findings are as follows;

[Preparation (which was done by the school before the program)]

- The notice letter was issued from the school to the guardians for enrollment of the students.
- The poster of students' registration program was displayed in public places of the village.
- Personal contact was made by teachers and SMC/PTA members.
- Home visit for enrollment campaign was done with the agenda of:
 - Sharing of the progress of the school
 - Information about the enrollment campaign of the student for new academic year
 - Collection of the suggestions and feedback from guardians
- Purchasing textbooks

[Overall observation during the program]

- The school gave students “Tika” and some sweets to motivate them.
- Students came with their guardians in Balsewa LSS, but fewer guardians in Krishna LSS.
- The school gave textbooks and annual school calendars to students or guardians.
- Head teacher and guardians had a small meeting and shared school and educational issues such as students’ absenteeism, a result of the exam, and school management. Also, guardians were suggested taking care of children’s homework.

SISM2 interviewed guardians and students in both schools. They have a positive view of the schools because the schools have a good teaching environment. Also, since the schools are located in a small community, neighbors and children know each other. There is a good relationship in the community and good friendship among children. Besides, since students can go to the school on foot, extra fee for a school bus is not necessary. Thus, the school is beneficial to both students and guardians. However, Balsewa LSS is unable to run Grade 8 from this year, because they do not have enough classrooms and lack of teachers. Guardians and students expect the school to restart Grade 8 so that students can continue study in such a good environment in their community.

The schools located in a small community, it seems easy for both the schools and the parents to communicate each other. Also, community members could be supportive of taking care of children in the village. In such a case, communication between a school and parents seems to be good and built up smoothly.

5.2 Media Agencies

In order to learn effective way of public relations and dissemination through mass media, SISM2 members visited two major media agencies in Nepal, Full Circle and ECHO Advertising. Both agencies have experiences of public service announcement. According to them, values of family, friendship, and humanity are important to attract Nepali people. Therefore, they try to incorporate such elements into commercials and advertisements. Also, they care about the cultural context in Nepal.

Most common communication media are FM radio, TV, and newspapers. Posters, street drama, flip charts, and cartoon characters are also typical as a communication media in Nepal.

5.3 Workshop on Drawing Community Hazard Map for Communication between School and Guardians

After the earthquakes, SISM2 concerned how to proceed with “Dream School Project”, which aimed to promote communication between a school and parents. Since the project was still at the preliminary survey stage, SISM2 decided to slightly change the concept of it and to apply to the context of disaster prevention education.

“Workshop on drawing a community hazard map around school” was held at two schools with teachers’ and parents’ participation. The workshop intended to draw a map around the school showing safe or dangerous places when natural disasters happen. Table 5-2 shows the schedule and outline of the

workshop.

Table 5-2: Workshop on Drawing Community Hazard Map

School	Manohara LSS, Bhaktapur	Krishna LSS, Bhaktapur
Date	Sep. 2 nd 2015	Sep. 3 rd 2015
Participants	Students 21 (Grade 4) Parents 18 Teachers 3	Students 6 (Grade 4) Parents 1 Teachers 4
Time schedule and activity	1. Introduction including self introduction (10 minutes) 2. Quiz: What the pictogram shows? (30 minutes) (the list of pictogram is placed in Appendix-8.2) To know what kinds of pictograms are understandable to children in Nepal 3. Design research: Which illustration shows “safety” and “danger” (20 minutes) (the list of illustration is placed in Appendix-8.3) 4. Making a student commuting hazard map (50 minutes) (1) Draw a map of around the school (2) Put pictograms (school, house, hospital, forest etc.) on the map (3) Discuss safe and dangerous area, and indicate on the map 5. Wrap-up (10 minutes)	

Findings are as follows;

- Students actively participated in the workshop. Parents were interested in what their children were doing.
- The pictograms prepared by SISM2 were difficult for children to understand. It needs to be modified based on Nepali context.
- The varieties of pictogram for the map were not sufficient. It needs to develop some more illustrations.
- Children enjoyed making the map. However, it is difficult for them to make a map without facilitations.
- It is necessary to try the workshop with upper grades’ students to explore the best target of the workshop.
- The result of the workshop should be shared among parents to make them aware of the importance of how to protect their children from natural disasters.
- The workshop is also expected to stimulate the communication between a school and parents through the discussion of disaster preparedness.

5.4 Website, Newsletter, and Other Public Relations

In order to disseminate SISM2 information to the relevant stakeholders, public relations activities in Table 5-3 have been carried out in the 2nd half of the 2nd Project Year.

Table 5-3: SISM2 Public Relations in the 2nd Half of the 2nd Project Year

Title	Type	Target	Achievement/Progress
SISM2 UPDATE	A4-size 4-page newsletter English version and Nepalese version prepared	SISM2 Stakeholders at central and	- 5 th issue about the completion of District Training of Trainers (D-ToT) and joint monitoring

		districts	issued in March 2015 (English version is placed in Appendix-9.1) - 6 th issue about the emergency support, good practice of SIP formulation and updating, reflection of RC-W and wrap-up meeting issued in September 2015 (English version is placed in Appendix-9.2)
SISM2 Website on DoE Website	SISM2 Site in English (and in Nepalese) in DoE Website (http://www.doe.gov.np)	To anyone interested in education, SIP, and school management	- Updating SISM2 activities, Good Practices, and Reports and Newsletter
SISM2 Website on JICA Website	SISM2 Project Site in Japanese in JICA Website (http://www.jica.go.jp/project/nepal/006/index.html)	To anyone interested in education, SIP, and school management	- The major events/achievements are reported.
SISM2 Calendar	SISM2 Calendar for 2015.4/2016.3 A3-size 2 pages (front page in Nepalese and back page in English)	SISM2 Stakeholders at central and districts	- Published in April, 2015 and distributed to stakeholders before new year started

(Source: Prepared by SISM2)

Chapter 6: Next Steps

6.1 Basic Principle of 3rd Project Year Planning

The basic principle of the third project year planning is that the refined SISM Model is technically and financially integrated into the SIP framework nationwide. Thereby, SISM Model will be sustained and SIP activities will be practically implemented even after SISM2 ends.

For that purpose, the 3rd Project Year plan has the following points.

- 1) Updating the training plan, printing and distributing SIP supplementary training materials including school disaster prevention management, monitoring and social audit.
- 2) Providing SIP refresher training and workshops for strengthening capacity of DEO and school stakeholders including SMC members with the Program Implementation Manual (PIM) of MoE.
- 3) Further development of school management capacity of school stakeholders by using SIP including school disaster prevention management, monitoring and social audit.
- 4) Integration of SISM Model with the ETC's SIP training for RP and head teachers at the central level.

6.2 3rd Project Year Action Plan

The original duration of the 3rd Project Year was from September 2015 to December 2016. However, due to the 3-month extension of the 2nd Project Year for conducting emergency support in the three earthquake affected districts, the amended duration of the 3rd Project Year is from December 2015 to June 2017.

The tentative activity components of the 3rd Project Year are shown in the table below.

Table 6-1: Activity Components of 3rd Project Year

No	Activity	Done by	Output
1	Updating on the training program and preparing SIP supplementary training materials including disaster prevention management activities and school facility maintenance, monitoring and social audit part	TTT/ SISM2	- Updated training program - Supplement training materials
2	Printing supplementary training materials related to planning disaster prevention education management in SIP process	TTT/ SISM2	- Supplemental training materials printed (30,000 copies)
3	Printing supplementary training materials related to social audit (Social Audit Guidelines)	TTT/ SISM2	- Supplemental training materials printed (30,000 copies)
4	Distribution of the supplement training materials to all community schools	TTT/ SISM2	- Supplemental training materials distributed to DEOs, RCs and all community schools
5	Region-level Refresher Training with the updated training program and with more focus of monitoring and guidance of SIP process and disaster prevention management, etc	TTT/ SISM2	- 2 representatives (SIP-CP+1) from all DEOs trained in the 5 regional HQ
6	District-level Refresher with the updated training program in the 5 monitoring districts for checking usability of the updated training from the district to the school level	TTT/ SISM2	- RPs oriented in the 5 monitoring-focused districts
7	District-level orientation for RPs at the regular DEO/RP meetings in the remaining 70 districts	DEO/ RPs	- RPs oriented in the remaining 70 districts
8	RPs providing orientation for HTs at the regular HT meetings in all 75 districts	DEO/ RPs	- HTs of all community schools oriented

9	School-level Workshop for reviewing and updating SIP process with updated materials (@NPR6,500 x 30,000 schools)	RP/ Schools	- SMC/PTA oriented to updated SIP process
10	Joint Field Monitoring Visit	TTT/ SISM2	- Progress in the target districts monitored and guided
11	The 2 nd Counterpart Training in Japan for information sharing about school disaster prevention management		- About 10 technical officers sharing knowledge
12	Central-level ETC Training on School Management (updated SIP process and ETC roles in continuous CD for school management) in 3 batches	DoE/ NCED/ SISM2	- Representatives from all ETCs trained
13	District-level RPs Refresher Training in the 13 earthquake affected districts (Bhaktapur already done)	TTT/ SISM2	- RPs oriented in the 13 affected districts
14	Activities for enhancing the linkage between guardians and schools with focusing on disaster resilience management	TTT/ SISM2	- Enhanced linkage
15	Public relations (Web, DVD, radio, events etc.)	TTT/ SISM2	- Improved interactions
16	Designing of the End-line Survey	TTT/ SISM2	- Survey plan
17	End-line Survey	TTT/ SISM2	- Data collected
18	Report writing of End-line Survey	TTT/ SISM2	- Survey report
19	Good practices collection	TTT/ SISM2	- Good practices collected
20	Selection of best practice schools	RED/ DEO	- Best/good practice schools' experience sharing
21	Mid-term Review and Terminal Evaluation	JICA/ MoE/ DoE	- Lessons learnt and recommendations
22	Updating of SISM2 recommendation: Programme for CD for enhancing school-based management (prepared in the 1st year)	TTT/ SISM2	- Continuous CD plan
23	Wrap-up in each region and awarding	TTT/ SISM2	- Information sharing
24	CC Meeting	CC	- Progress reporting and continuous CD plan discussed
25	Information sharing workshop with various stakeholder	TTT/ SISM2	- Information sharing
26	Submission of Progress Reports and Completion Report	TTT/ SISM2	- Reports

TTT: Technical Task Force Team of MOE

The outlines of major activities in the 3rd Project Year are as follows.

Additional Supplementary Training Material

In the 3rd Project Year, SISM2 will continue the refinement of SISM Model. Up to now, it already has become clear that there are two additional supplementary training materials to be added. One supplement is regarding the inclusion of disaster management in SIP. After the Gorkha Earthquake, the demand came that each school put much efforts in disaster preparedness. In the present contents of SISM Model, disaster responses are not emphasized in the school management, so that SISM2 has to work on helping school integrating disaster management in their SIP.

SISM2 is also requested by DoE to enhance the school's capacity for social audit. In the 3rd Project Year, SISM2 training material package will include Social Audit Guideline in addition.

Material for Disaster Preparedness in SIP

For refresher training at regional and district levels, SIP orientation at district and RC levels and school workshop, SISM2 develops supplementary material for disaster preparedness in SIP. After the development, SISM2 will distribute it with Social Audit Guideline to all public schools in Nepal.

Refresher Training and District-level Orientation

There are two levels of refresher training. The first level is at Region, and the second level is at district. The regional-level refresher training will be facilitated by TTT and SISM2 jointly. Two representatives and one SIP-CP from each DEO in the region will be trained at the regional HQ. On the other hand, the district-level refresher training will be conducted in the five monitoring districts for checking usability of the updated training from the district to the school level.

Meanwhile, there will be the district-level orientation at each DEO after the regional-level refresher training except the five monitoring districts. At this refresher training, the facilitators are DEO representatives who participate in the regional refresher training, and the participants of this training are mainly RPs. After this district-level orientation, RPs will conduct RC-level orientation for HTs. Following this, the school-level workshop will be conducted for reviewing and updating SIP.

Refresher Training in 13 Earthquake Affected Districts

Besides the refresher training in the five monitoring districts, TTT and the SISM2 team will also conduct the district-level refresher training in the 13 earthquake affected districts except Bhaktapur District because it has been already done. These 13 districts need to receive further assistance for recovering from the earthquake. Therefore TTT and the SISM2 team directly conduct the refresher training for DEO, SS and RPs.

End-line Survey

In the 1st Project Year, SISM2 conducted the Baseline Survey of the SISM Model national dissemination. The target districts are Sankhuwasabha, Bhaktapur, Kapilbastu, Kalikot and Dadeldhura, which are selected from each region. In the 3rd Project Year, SISM2 will conduct the End-line Survey working with these DEOs. SISM2 will measure changes from the results of the Baseline Survey in these five districts and analyze them including impact analysis.

Good Practice Collection and Selection of Best Practice Schools

TTT and the SISM2 team has done national dissemination of SISM Model of enhancing SIP process in the 2nd Project Year. The SISM2 Team assumes that there are many good practices of SIP formulation activities at the district, RC and school levels. Therefore, the SISM2 Team will collect good practices of SIP formulation activities supported by DEOs, as sharing these good practices to other districts and schools will stimulate them to start SIP formulation process, especially with community participation. SISM2 will spread the use of these good practices across the nation by using SISM2 Website, SISM2 Updates (newsletters), newspapers and other media.

After collecting good practices of SIP formulation, SISM2 plans to select best practice schools applying criteria set by TTT and the SISM2 Team. SISM2 also plans to hold an awarding ceremony for these schools.

Enhancing Linkage between Guardians and Schools and Public Relations

In the 3rd Project Year, SISM2 UPDATE and Website (both DoE Website and JICA Website) will be updated through out the year. SISM2 Calendar 2016.4/2017.3 will be published, too. Also, other public relation activities, for example, newspaper articles will be carried out.

A workshop on drawing a community hazard map around the school will be continued to make community aware of school preparedness for natural disasters. The result of the workshop will be shared among parents, so that they can develop better communication between a school and parents.

The figure on the next page shows the schedule of activities of the tentative 3rd Project Year Action Plan.

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Appendix-1: PDM Version1.0 as of August 12, 2015

SISM2 PDM Version 1.0 (as of 12 August 2015)

Project Title: The Project for Support for Improvement of School Management Phase II (SISM2)

Target Area: Target area for validation: To be determined after designing the refined model

Districts for dissemination: 75 districts

Target Group: (Direct) Staff of central level education authorities

Staff of local level education authorities

* To be determined based on the analysis conducted under Output 1

(In –direct) School Management Committees from all basic schools in all 75 districts

Project Period: May 2013 – December 2016

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
OVERALL GOAL Access to and quality of school education is improved.	<ul style="list-style-type: none"> - Enrollment rate for basic education - Repetition rate for basic education - Dropout rate for basic education 	Key indicators of SSRP	<ul style="list-style-type: none"> - MoE continues to promote SSRP. - Socio-economic and political situation is not worsened - MoE implements other programs and activities to improve
PROJECT PURPOSE Schools are managed through SIP process nationwide for improving access to and quality of basic education.	<ul style="list-style-type: none"> - Number of SIP developed by SMCs based on SIP Formulation Guidebook is increased from X% to Y% - Number of SIP implemented based on SIP Formulation Guidebook by SMCs is increased from X% to Y% - Activities related to improvement of access and quality of basic education are planned and implemented in SIP 	Sampling survey to be conducted for baseline and end-line surveys	

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>OUTPUTS</p> <p>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p>	<ul style="list-style-type: none"> - SIP Formulation Guidebook is revised to incorporate the contents for improvement of access to and quality of basic education - Training package (modules, monitoring tools, TOT materials etc.) are developed - Nationwide training/monitoring mechanisms are developed - Guidelines regarding school management is authorized by GoN - Activities to promote/improve SIP process are included in ASIP/AWPB 	<ul style="list-style-type: none"> - Revised SIP Formulation Guidebook - Training packages - Nationwide training/monitoring mechanisms - Authorized guideline regarding school management - Annual Strategic Implementation Plan (ASIP)/Annual Work Plan and Budget (AWPB) 	<ul style="list-style-type: none"> - Staff of central/local authorities are not transferred frequently - Most of trained SMC members are not replaced
<p>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target area.</p>	<ul style="list-style-type: none"> - Evaluation of staff at central level as trainees of TOT is enhanced - Understanding level of local education authorities for TOT content is enhanced *1 - Content of training and monitoring activities for SIP process - Recommendations and lessons learned on policy, institution and budgetary arrangement - Number of SIP developed by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2 - Number of SIP implemented by SMCs that training and monitoring activities are conducted is increased from XX% 	<ul style="list-style-type: none"> - Observation sheet developed by the Project - Questionnaire for central and local education authorities staff - Result of a small-scale impact survey (baseline and end-line survey) for target area - Recommendations and lessons learnt 	

	<p>to XX% *2</p> <ul style="list-style-type: none"> - Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs that training and monitoring activities are conducted 	
3. Capacity of central and local education authorities to support school management through SIP process is strengthened.	<ul style="list-style-type: none"> - Recommendations and lessons learned on policy, institutional and budgetary arrangement - Evaluation of staff at central level as trainers of TOT is enhanced - Understanding level of local authorities for TOT content is enhanced 	<ul style="list-style-type: none"> - Result of sampling survey to be conducted for baseline and end-line surveys
4. Emergency support of providing teaching and learning materials for all of the community schools located in the three earthquake-affected districts; Sindhuli, Ramechhap and Okhaldunga, properly and timely done based on the school needs (added in August 2015)	<ul style="list-style-type: none"> - Urgent school needs well considered during the planning stage - 100% of RPs of the three districts oriented to how to use the curriculum, teachers' guides, attendance registers (originally created by the JICA-supported School Health and Nutrition Project), and other teaching materials to their responsible schools - 100% of community schools of the three districts using the emergency support 	<ul style="list-style-type: none"> - Distribution Records - Interview to DEOs/RPS of the three districts - Sample interview to the target community schools
ACTIVITIES [For Output 1] 1-1 Conduct mapping and assessment on policies, strategies and guidelines concerning school management for revising the SIP Formulation Guidebook 1-2 Conduct mapping of school management programs/projects supported by JICA, NGOs and development partners	Inputs	
	NEPALESE SIDE 1. Counterpart personnel 2. Office spaces and facilities at DoE 3. Cost for activities under	

<p>1-3 Hold workshops with major stakeholders, NGOs and development partners to revise the SIP Formulation Guidebook</p> <p>1-4 Revise the SIP Formulation Guidebook</p> <p>1-5 Analyze capacity gaps of institutions and their human resources (DOE, NCED, DEO, ETCs, RED, LRCs/RCs) against their roles and responsibilities concerning school management</p> <p>1-6 Conduct mapping and assessment of existing trainings and monitoring activities for school management in conjunction with SIP process</p> <p>1-7 Conduct assessment of training needs of concerned trainers on school management through SIP process</p> <p>1-8 Develop modules for trainings and monitoring tools/formats on SIP/school management (including TOT)</p> <p>1-9 Develop/design nationwide training/monitoring mechanisms on SIP process to support school management</p> <p>1-10 Develop a refined model for school management (the revised SIP Formulation Guidebook, training modules, training/monitoring mechanisms) based on the results of the impact survey for target area conducted under Output 2.</p> <p>1-11 Elaborate the national strategy for SIP/school management</p> <p>1-12 Propose policy actions to make the refined model functional at school including authorization of the SIP Formulation Guidebook</p> <p>1-13 Assist DOE to prepare ASIP/AWPB for implementation of activities to promote/improve SIP process</p> <p>1-14 Revise the refined model for school management based on the results of the recommendations made under Output 3</p> <p>[For Output 2]</p> <p>2-1 Select a target area considering the diversity of Nepal</p> <p>2-2 Conduct a baseline survey for the target area</p> <p>2-3 Support conducting trainings for staff at central level including TOT trainers</p> <p>2-4 support conducting TOTs for staff at local level in the target area *1</p>	<p>Output 3</p> <p><u>JAPANESE SIDE</u></p> <p>1. Dispatch of Japanese experts</p> <p>2. Counterpart training in Japan/the third country as necessary</p> <p>3. Provision of equipment</p> <p>4. Local experts/consultants as needed</p> <p>5. Cost for activities under Output 1 and 2</p> <p>6. Cost for emergency support</p>	<p></p>
		<p>Pre-Conditions</p>

<p>2-5 Support conducting training/orientation to SMCs in the target area *1</p> <p>2-6 Support monitoring and follow up on the progress of SIP formulation/updating/ implementation (SIP process) at schools in the target area *1</p> <p>2-7 Analyze the monitoring reports for implementation process in the target area</p> <p>2-8 Conduct an end-line survey for the target area</p> <p>2-9 Hold workshops for validating the refined model and share experiences for SIP formulation and implementation</p> <p>2-10 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangement and present them to the Coordination Committee</p> <p>*1 TOT trainers, trainers of training for SMCs, and those who conduct monitoring and follow-up for SIP process are determined after the school management standard model is designed under Output 1</p> <p>[For Output 3]</p> <p>3-1 Conduct baseline survey</p> <p>3-2 Support conducting trainings for staff at central level</p> <p>3-3 Support conducting TOTs for staff at local level</p> <p>3-4 Support conducting training/orientation to SMCs</p> <p>3-5 Support monitoring and follow up on the progress of SIP formulation/updating/ implementation (SIP process) at schools</p> <p>3-6 Analyze the monitoring reports for implementation process</p> <p>3-7 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangements and present them to the Coordination Committee</p> <p>3-8 Conduct end-line survey</p> <p>*1 TOT trainees, trainers of training for SMCs and those who conduct monitoring and follow-up for SIP process are determined after the refined model for school management is designed under Output 1</p>		
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<p>*2 Training for TOT trainers, TOT, training/orientations to SMCs, monitoring and follow-up activities are conducted by Nepalese side except validation in target area. JICA experts gives technical advices etc.</p> <p>[For Output 4]</p> <p>4-1 Preparation of the emergency support framework with DoE including selection of the target districts</p> <p>4-2 Needs assessment of the districts and preparation of the schedule with DoE/NCED/CDC and DEOs of the target districts</p> <p>4-3 Selection of the teaching/learning materials based on the local needs</p> <p>4-4 Preparation of the procurement, distribution, and budget plan</p> <p>4-5 Procurement of the items and delivery to the target districts, RCs, then schools</p> <p>4-6 Conducting an orientation workshop for RPs in each of the target districts to reconfirm the relationship between the curriculum and the teachers' guide by CDC and to orient to how to use by their responsible schools</p> <p>4-7 RPs' conducting RC-level orientations during the regular head teachers' meeting to orient them on how to use the teaching/learning materials</p>		
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Appendix-2: Updated SISM2 2nd Year Action Plan

Plan of Operation of the National Dissemination (SISM2 2nd Project Year Action Plan) (Light green line = Initial Plan; Dark green line = Performance and Current Plan)

No.	Activities	Done and funded by	Outputs	2014					2015											
				8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
				Original Period of the 2nd Project Year												Extended Period				
1	Finalization of 2 nd Year Action Plan	DoE/SISM2	Action Plan																	
2	Updating of Training Materials	DoE/SISM2	Updated materials																	
3	Detailed Designing of National Dissemination	DoE/SISM2	Project Implementation Manual (PIM)																	
4	Preparation of Operational Guides (OGs)	SISM2	OG (1), (2), (3)																	
5	T5 Meeting and Approval of Updated Training Materials	MoE/DoE/NCED/CDC/SISM2	DoE approved Training Materials																	
6	Project Implementation Manual (PIM) of the National Dissemination Explained to the REDs and DEOs	DoE	5 REDs and 75 DEOs informed																	
7	Printing/Distributing Training Materials	SISM2	Training material packages delivered																	
8	Region-level ToT	DoE/SISM2	5 regions covered																	
9	District-level ToT (Appointment of "SIP/capacity development Focal Person for Each DEO)	DoE/SISM2	69 districts covered																	
10	RC-level Workshop	DoE	69 districts covered																	
11	School-level Workshop	DoE	around 30,000 schools covered																	
12	RPs' Reporting of RCW and Monitoring/Reporting SLW to Focal Person	DoE/SISM2	69 districts covered																	
13	Joint Monitoring Visit of D-ToT and RC/School Level Workshop	DoE/SISM2	5 monitoring focus districts																	
14	Preparatory Activities for Planning and Checking 3rd Year Approaches	SISM2	Sample districts of 6 f-up districts																	
15	Public Relations and Marketing	DoE/SISM2	SISM Model promoted																	
16	Improvement of SIP/capacity development Session of RP/HT training	NCED/SISM2	Improved SIP-related session																	
17	CP Training in the Third Country	MoE/DoE/NCED/ CDC/SISM2	Improved understanding of CPs																	
A	Information gathering from earthquake-affected districts and schools	DoE/SISM2	Updated Information																	
B	Emergency support in Sindhuli, Okhaldhunga, and Ramechhap	DoE/SISM2	Updated Information																	
18	Preparing the 3 rd Year Action Plan	DoE/SISM2	3rd Year Action Plan																	
19	Mid-term Review	MoE/DoE/NCED/ CDC/SISM2	Lessons learnt and recommendations																	
20	Information Sharing Workshop (Wrap-up Workshop with the 5 Monitoring-Focusing Districts)	DoE/SISM3	Output shared																	
21	3 rd CC Meeting	MoE/DoE/NCED/ CDC/SISM2	Prepared for 3rd year																	
C	Preparation of 3rd Year Action Plan	MoE/DoE/NCED/ CDC/SISM2	Prepared for 3rd year																	
D	Preparation of PIM	MoE/DoE/NCED/ CDC/SISM2	Prepared for 3rd year																	
E	Preparation/updating of OG	MoE/DoE/NCED/ CDC/SISM2	Prepared for 3rd year																	
F	Updating of the training plan/manuals for reviewing and updating SIP	MoE/DoE/NCED/ CDC/SISM2	Prepared for 3rd year																	

Appendix-3: Minutes of CC Meetings and Other Major Meetings

Appendix-3.1: Minutes of CC

MINUTES OF DISCUSSIONS
FOR THE THIRD COORDINATING COMMITTEE MEETING
BETWEEN
AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL
AND
JAPAN INTERNATIONAL COOPERATION AGENCY
ON
THE JAPANESE TECHNICAL COOPERATION
FOR THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF
SCHOOL MANAGEMENT
PHASE-II
(SISM2)

Kathmandu
9 October 2015



A handwritten signature in black ink, likely belonging to Dr. Dilli Ram Rimal.

Dr. Dilli Ram Rimal
Director General
Department of Education
Ministry of Education
Nepal
Dr. Dilli Ram Rimal
Director General

A handwritten signature in black ink, likely belonging to Mr. Tsutomu Shimizu.

Mr. Tsutomu Shimizu
Chief Representative
Japan International Cooperation Agency
Nepal Office



Ministry of Education, Department of Education, National Center for Education Development and Curriculum Development Center convened the Third Coordinating Committee (CC) Meeting for the Project for Support for Improvement of School Management Phase-II in Nepal in cooperation with Japan International Cooperation Agency (JICA), on October 9th, 2015 at Department of Education.

In this meeting, the following authority personnel were invited:

- 1) Director General, DoE
- 2) Director of Planning and Monitoring Division, DoE
- 3) Director of Educational Management Division, DoE
- 4) Deputy Director of Programme and Budget Section, DoE

[Japanese Side]

- 1) Representative of JICA Nepal Office
- 2) SISM2 Team

A list of attendants is attached as Annex 1.

[Agenda]

- 1) **Amendment of Project Design Matrix (PDM)**
- 2) **Extension and Action Plan of the 3rd Project Year of SISM2**

[Mutual Consent]

- 1) **Amendment of Project Design Matrix (PDM)**

All authorities concerned agreed on the contents of the revised PDM (PDM version 1.0) to reflect the SISM2 emergency support activities conducted in Sindhuli, Ramechhap and Okhaldhunga districts. (PDM version 1.0 is attached as Annex 2)

- 2) **Extension and Action Plan of the 3rd Project Year of SISM2**

The meeting agreed to recommend for the extension of the period of the 3rd Project Year for six (6) months to complete additional activities such as SIP supplementary training material distribution to all community schools in seventy-five (75) districts, conducting SIP refresher training in the five (5) regions including school-based disaster preparedness components, strengthening monitoring and social audit, conducting the district level SIP refresher orientation in all seventy-five (75) districts and the district level RP refresher training for the most affected districts by the earthquake.

Therefore, the meeting agreed on the 3rd Year Project Action Plan shown in Annex 3 and recommended for the extension of the 3rd Project Year until June 2017 changing from the original period until December 2016.




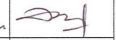






The Project for Support for Improvement of School Management Phase-II (SISM2)

Coordination Committee (CC) Meeting

Attendance Sheet

Date: 9th October 2015

Venue: DOE

SN	Name	Position	Institution	Mobile	E-mail	Signature
1.	Dr. Dilli Ram Rimal	DG	DOE			
2.	Ms. Dev Kumari Guragain	Director	DOE	9841575882	dev.kumari@gmail.com	
3.	Mr. Khagendra Poudel	Director	DOE			
4.	Mr. Narayan Krishna Shrestha	J. Director	DOE	9851058596	narayan.nks@gmail.com	
5.	Mr. Koki SATO	Team Leader	SISM2	9851156670	sato.k@idej.or.jp	
6.	Mr. Bishnu Poudel Acharya	National Manager	SISM2	9851107612	bishnu.sism2@gmail.com	
7.	Mr. Tsutomu Shimizu	CP	JICA		Shimizu.Tsutomu@jica.go.jp	
8.	Ms. Atsuko Tsuruta	member	SISM2	9808586683	tsuruta.a@idej.or.jp	

Note: Annex 2 and Annex 3 of Minutes of CC are shown in Appendix-1 and Appnedix-2 in this report.

Appendix-3.2: Memorandum with MoE and JICA HQ Mission

Memorandum with MoE and JICA HQ Mission

Date : August 12, 2015

Time : 2:30 - 3:30

Venue: Joint Secretary's Room, Planning Division, Ministry of Education

Participants:

A. MoE/DoE

Dr. Lava Deo Awasthi, Joint Secretary, MoE

Ms. Dev Kumari Guragain, Director, Planning and Monitoring Division, DoE

Mr. Deepak Sharma, Under Secretary, Foreign Aid Coordination Section, MoE

Ms. Saraswoti Pokharel, Under Secretary, MoE

B. JICA

Ms. Miyako Kobayashi, Director of Human Resource Development and Basic Education Section,
JICA HQ

Mr. Shinichiro Tanaka, Senior Education Advisor, JICA HQ

Mr. Yamamoto Kawamata, Representative, JICA Nepal Office

Ms. Aika Tomimatsu, Representative, JICA Nepal Office

Mr. Yasumasa Nagaoka, Education Advisor, JICA Nepal Office/DoE

C. SISM2

Dr. Yoko Ishida, Team Leader

Dr. Hiromitsu Muta, JICA Expert

Ms. Michiko Tsurumine, JICA Expert

Ms. Chie Tsubone, JICA Expert

Mr. Bishnu Prasad Acharya, National Manager

Mr. Rabi Chitrakar, Senior Project Officer

Mr. Sanjeev Kumar Gupta, Project Officer

Mr. Chandra Man Jonchhe, Project Officer

Ms. Basudha Gautam, Assistant Project Officer

Ms. Bhumikala Poudel, Secretary

Mr. Rojan Maharjan, Research Assistant

1. Opening

Dr. Awasthi, Joint Secretary, MoE welcomed all participants to the meeting and congratulated DoE/SISM2 team for the excellent performance. With deep respect, he pointed out the significant outcomes and requested to share the progresses.

2. Presentation and discussions on 1) Overall Progress of SISM2 2) Updating log frame (PDM) to add emergency activities for post-earthquake context 3) SISM2 3rd year activities

Overall Progress of SISM2

- Dr. Ishida presented the overall progress of the project since 2013 till date using flip charts highlighting the outline of SISM2, plan of operation of 2nd year activities indicating initial plans and current plans (See the Annex-1 for the outline of the SISM2 and Annex-2 for the Plan of Operation).
- Mr. Acharya, SISM2 shared the progress of national dissemination and emergency support by using the document, attached herewith. (See the Annex-3). On the progress of activities, he shared about the delay of RC-W, which had been initially planned to be conducted in Jan/Mar. 2015, but due to the budget approval delay and the Gorkha Earthquake; 1,700 batches of RC-W out of planned 1,790 have completed with some not completed yet. Similarly, a total of 22,098 community schools conducted SLW and prepared School Improvement Plan (SIP) and 33% of the all community schools submitted the SIPs to DEOs through RC as of the middle of August 2015.

Updating log frame (PDM) to add emergency activities for post-earthquake context

- Dr. Ishida briefed the draft updated PDM of the SISM2 using A0 chart (See the Annex-4 for the updated PDM). She shared PDM revision required to reflect the SISM2 emergency support activities conducting in Sindhuli, Ramechhap and Okhaldhunga districts.

SISM2 3rd year activities

- Dr. Ishida briefly proposed the tentative ideas of SISM2 3rd Year Action Plan (See the Annex-5). While explaining the 3rd year activities SISM2, Dr. Ishida emphasized the updating of the training plan, printing and distribution of supplement training materials for revisiting SIP with disaster prevention management activities included and strengthening monitoring and social audit part. She also highlighted the importance of the central to local level orientation through the existing regular meetings. Integration of SIP in central level ETC training; CP training in Japan. With this presentation, she said that on 3rd year proposed activities of SISM2 project would require the period for 6 month to complete the planned activities by June 2017 instead of December 2016.

3. Discussions

Dr. Awasthi thanked Dr. Ishida and Mr. Acharya for their meaningful presentation which gave clear picture of activities so far accomplished and the ongoing activities and the future plans showed a very good road map of SISM2 implementation. Then the floor is opened for discussion.

Mr. Tanaka

He shared his observation of the August 11 meeting with DoE/NCED and CDC. The meeting was very fruitful and everyone appreciated the efforts of SISM2. Basically, the extension of the project period up to June 2017 and revision of PDM by reflecting emergency support, proposed by Dr. Ishida were agreed by both of DoE/NCED/CDC and JICA, which would require some paper work for official procedure in the near future. He suggested three points for further discussion needed: 1) if we are to include emergency/disaster prevention activities in the SIP process, do we have any idea of how? Any specific ideas?; 2) Homework for MTR: Who will take the SIP-related responsibilities currently done by SISM2 within DoE after SISM2 completed? 3) What activities would be continued after SISM2?

Mr. Nagaoka

The discussion on 3rd year activities had been started by DoE/NCED/CDC and SISM2. Based on the 2nd year experience, it would be necessary to discuss and introduce the mechanism for addressing the budget delay concern. And this is the time for thinking how to feed SISM2 learning in forthcoming SSDP.

Dr. Awasthi

- Our next step will be focused on how the lesson learnt from the SISM2 implementation would be transferred to SSDP process. And SISM2 will be the part of SSDP Preparation.
- SISM2 is revolving program and emergency support is a good way of updating and evolving the project.
- SISM2 learning can be transferred to upcoming SSDP, which will support in sustainability.
- Extension of the project is obvious in order to achieve the planned outcomes and results

Ms. Kobayashi

SISM2 period extension is valid due to two reasons 1) in order to accomplish incomplete activity due to earthquake and 2) to discuss new ideas and approaches for further improvement in capacity development. At the same time, it is necessary to think critically how to address the issues, which emerged during implementation of the 2nd year project period. Financial sustainability is one of those issues from JICA side. JICA will continue our collaboration for upcoming SSDP, also.

Ms. Tsurumine

The wrap up meeting of Dadeldhura in August 2015 was very impressive. All DEO Staff were very committed and hardworking during the RC-W and SLW. They demonstrated their good achievement of their activities. All of the districts might not be able to accomplish the same one; it is necessary to think about the different capacities of the districts.

Next step/agreements by the participants:

- Confirming the revision of the PDM during MTR. January/February 2016 is the appropriate time for MTR from Nepal side and JICA side,
- The signing of the extension of the project period is to be done in the next CC meeting (mid-October 2015).

4. Closing

Dr. Awasthi thanked JICA HQ mission and SISM2 team for their valuable insights about the sustainability of the project activity. He said that management was a very difficult part but that SISM2 were very serious to accomplish the tasks successfully. SISM2, although a small project, it has created major positive impacts in strengthening the capacity of the entire education stakeholders and school management. The final goal of SISM2 is to improve the learning of the students, which will be integrated in upcoming SSDP and ongoing regular program.

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Appendix-3.3: Memorandum with DoE, NCED, CDC and JICA HQ Mission

Memo of Meeting with DoE/NCED/CDC and JICA HQ Mission

Date : August 11, 2015

Time : 10:30 - 12:30

Venue: DG Conference Hall, Department of Education

Participants:

D. DoE/NCED/CDC

Dr. Dilli Ram Rimal, Director General, DoE

Ms. Dev Kumari Guragain, Director, Planning and Monitoring Division, DoE

Mr. Khagendra Prasad Nepal, Director, Educational Management Division, DoE

Mr. Babu Ram Dhungana, Deputy Director, Monitoring Section, DoE

Mr. Yogendra Prasad Baral, Deputy Director, Community School Management Section, DoE

Mr. Shiva Prasad Upreti, Deputy Director, Edu. Counselling and Disaster Mgt. Section, DoE

Mr. Jaya Prasad Acharya, Deputy Director, Program and Budget Section, CDC

Mr. Dipendra Subedi, Deputy Director, Planning and Program, NCED

Mr. Meghnath Sharma, Section Officer, Program and Budget Section, DoE

Mr. Arjun Dhakal, Section Officer, Program and Budget Section, DoE

Mr. Bishnu Prasad Acharya, Section Officer, Program and Budget Section, DoE

E. JICA

Mr. Shinichiro Tanaka, Senior Education Advisor, JICA HQ

Mr. Yamato Kawamata, Representative, JICA Nepal Office

Mr. Yasumasa Nagaoka, Education Advisor, JICA Nepal Office/DoE

F. SISM2

Dr. Yoko Ishida, Team Leader

Dr. Hiromitsu Muta, JICA Expert

Ms. Michiko Tsurumine, JICA Expert

Ms. Chie Tsubone, JICA Expert

Mr. Bishnu Prasad Acharya, National Manager

Mr. Rabi Chitrakar, Senior Project Officer

Mr. Chandra Man Jonchhe, Project Officer

Ms. Basudha Gautam, Assistant Project Officer

Mr. Rojan Maharjan, Research Assistant

1. Opening

Ms. Dev Kumari, Director, Planning and Monitoring Division, DoE welcomed all participants to the meeting and briefed the objective of the meeting and shared the agenda of the meeting. (See the Annex-1 for the Agenda). Dr. Dilli Ram Rimal, Director General, Department of Education in his opening remarks said that the meeting is expected to share the achievements & learning, exploring the gaps & issues and designing of action plan accordingly for 3rd year period of the project. Mr. Shinichiro Tanaka, Representative of the JICA/HQ mission, in his opening remarks said that this advisory mission meeting would help for designing the forthcoming Mid Term Review (MTR) as it debrief and share the status of SISM2. He also said that the focus to be on the exchange of ideas; and opinions to be reflected in the future course of action.

2. Presentation and discussions on

1) Overall Progress of SISM2 2) Updating log frame (PDM) to add emergency activities for post-earthquake context 3) SISM2 3rd year activities

Overall Progress of SISM2

- Dr. Ishida presented the overall progress of the project since 2013 till date using flip charts highlighting the outline of SISM2, plan of operation of 2nd year activities indicating initial plans and current plans (See the Annex-2 for the outline of the SISM2 and Annex-3 for the Plan of Operation).
- Mr. B. Acharya, SISM2 shared the progress of national dissemination and emergency support by using the document, attached herewith. (See the Annex-4). On the progress of activities, he shared about the delay of RC-W, which had been initially planned to be conducted in Jan/Mar. 2015, but due to the budget approval delay and the Earthquake happened in dated 25 April 2015; 1,700 batches of RC-W out of planned 1,790 have completed with some not completed yet. Similarly, a total of 22,098 community schools conducted SLW and prepared School Improvement Plan (SIP) and 33% of the all community schools submitted the SIPs to DEOs through RC as of the middle of August 2015.

Updating log frame (PDM) to add emergency activities for post-earthquake context

- Dr. Ishida briefed the draft updated PDM of the SISM2 using A0 chart (See the Annex-5 for the updated PDM). She shared PDM revision required to reflect the SISM2 emergency support activities conducting in Sindhuli, Ramechhap and Okhaldhunga districts.

SISM2 3rd year activities

- Dr. Ishida briefly proposed the tentative ideas of SISM2 3rd Year Action Plan (See the Annex-6). While explaining the 3rd year activities SISM2, Dr. Ishida emphasized the updating of the training plan, printing and distribution of supplement training materials for revisiting SIP with disaster prevention management activities included and strengthening monitoring and social audit part. She also highlighted the importance of the central to local level orientation through the existing regular meetings. Integration of SIP in central level ETC training; CP training in Japan. With this presentation, she said that due to complete the planned activities which were delayed due to earthquake and addressing the changing needs at the school level after earthquake, the proposed activities of SISM2 project for 3rd year would require the period for 6 month to complete the planned activities by June 2017 instead of December 2016.

3. Discussions

Ms. Dev Kumari thanked Dr. Ishida and Mr. B. Acharya for their informative presentation and she opened for discussion. There were questions and answers and comments/suggestions from the members as below (Question=Q, Comments/Suggestions=C/S):

Q: Mr. J. Acharya appreciated the achievements and progress of the project and put his views that the focus should be on the long term sustainable practical way and we need caption projects. He has two specific concerns 1) The idea of conducting End Line Survey by mobilizing DoE/NCED/CDC and publishing the report with government logo which helps to develop the capacity of the system and take ownership of the findings of the survey. However, the validity of the report should be relying on the concerned by the other agencies. 2) Did we decide the contents and materials of the disaster prevention education?

Dr. Ishida responded that the end line survey would capture both qualitative and quantitative data so that we could validate the findings of the survey. Both ideas from SISM2 side needs further discussions for the detail planning.

C/S: Mr. Subedi agreed the proposed plan for the improvement of SIP session including disaster prevention education of HT regular training. He made commitment to sustain the benefits of SISM2 activities and make it a part of the NCED regular HT or teacher training.

Dr. Ishida responded we would collaborate to make the SISM2 efforts more sustainable, and how to collaborate with CDC need further discussion..

C/S: Mr. Nepal, appreciated the SISM2 initiatives of SIP Updating and capacity development. He proposed to incorporate activities for strengthening RCs capacity and strengthen institutional

capacity of DEO for long term sustainability.

Mr. Tanaka acknowledged the clear and informative presentation of SISM2 progress and status along with the projection of 3rd year action plan. He put forward his two critical concerns: i) only sharing the figures is not adequate and it should be analyzed and discussed; such as “are we satisfied with the result? If not, why and how to improve”; and ii) How the activity/output would become sustainable after the project termination.

Mr. Tanaka also mentioned about the School Risk Management. The idea on how to protect children need to be expanded in Nepal. Response would be required to the changing needs at the school level. Internal agreement required between both parties for MTR. Basically, the extension of the project period up to June 2017 and revision off PDM with reflecting emergency support proposed by Dr. Ishida would be fine. After some discussions between SISM2 and MoE/DoE, the formal agreement between both parties is expected to confirm the PDM and the extension of the project period in the coming CC meeting.

Mr. Sharma, in response to the queries of Mr. Tanaka, some training activities of the project could not be accomplished due to financial & administrative procedural. Schedule was prepared but was not been able to follow the schedule due to internal problem and earthquake. Due to unavoidable circumstances, the program could not be conducted on time but Government of Nepal is committed to accomplish the task.

Next step/agreed on

- Debriefing of the meeting discussions points with MoE by Ms. Dev Kumari (12th August meeting),
- Confirming the revision of PDM during forthcoming MTR. January/February 2016 is appropriate time for MTR from Nepal side and JICA side,
- The signing of the extension of the project period will be in forthcoming CC meeting (mid-October 2105).

4. Closing

Dr. Dilli Ram Rimal, Director General of DoE thanked Dr. Ishida and B. Acharya for presentation and thanked all participants for their active and meaningful participation in the meeting. He thanked JICA HQ mission for their valuable insights for the sustainability of the project activity and wishes every success in days to come of the SISM2 Project and committed to work together for effective implementation of the project.

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Appendix-3.4: Memo of 5th TTT Meeting on March 13, 2015

Memo of SISM2 5th TTT Meeting

Date : March 13, 2015

Time : 10:30 - 11:30

Venue: DG Conference Hall, Department of Education

Participants:

A. TTT (Technical Task Team) Members

Mr. Narayan Krishna Shrestha, Dy. Director, Program and Budget Section, DoE

Mr. Yogendra Prasad Baral, Dy. Director, Community School Management Section, DoE

Mr. Girman Thapa, Dy. Director, Monitoring and Evaluation Section, DoE

Mr. Jaya Prasad Acharya, Dy. Director, Program and Budget Section, CDC

Mr. Dipendra Subedi, Dy. Director, Planning and Program, NCED

Mr. Nabin Kumar Khadaka, Technical Officer, Teacher Training Section, NCED

Mr. Meghnath Sharma, Section Officer, Program and Budget Section, DoE

B. Invitees

Ms. Dev Kumari Guragain, Director, Planning and Monitoring Division, DoE

Mr. Bishnu Prasad Adhikari, Section Officer, Community School Management Section, DoE

Mr. Bishnu Prasad Acharya, Section Officer, Program and Budget Section, DoE

Mr. Arjun Dhakal, Section Officer, Program and Budget Section, DoE

C. JICA

Mr. Yasumasa Nagaoka, Education Advisor, JICA Nepal Office/DoE

D. SISM2 Project members

Dr. Yolo Ishida, Team Leader

Ms. Atsuko Tsuruta, Training Management

Ms. Masami Watanabe, School Management

Ms. Michiko Tsurumine, Education Statistics/School Management Coordination

Mr. Bishnu Prasad Acharya, National Manager

Mr. Rabi Chitrakar, Senior Project Officer

Mr. Narayan Silwal, Project Officer

Mr. Sanjeev Kumar Gupta, Project Officer

Mr. Chandra Man Jonchhe, Project Officer

Ms. Basudha Gautam, Assistant Project Officer

Mr. Rojan Maharjan, Research Assistant

Opening:

Meeting was chaired by Ms. Dev Kumari Guragain, Director of Planning and Monitoring Division, DoE. Mr. Narayan Shrestha, Dy. Director, Program and Budget Section, DoE started the meeting by welcoming T3 members and other participants and shared the agenda of the meeting. (See the Annex for the Agenda)

Agenda 1: Sharing the Progress of the National Dissemination and the Monitoring:

■ Mr. B. Acharya, SISM2 National Manager, shared the progress of national dissemination and its monitoring, using the document, attached herewith. (Refer to Annex 2). On the progress of activities, he shared about the delay of RC-W which was planned to be conducted in Jan/Feb., but due to delayed of the budget approval, it has not been started yet in most of the districts and very few districts started by using their internal budget.

■ Discussion

- Mr. J. Archarya asked how the trainers of the testing districts of SISM2 first year were utilized in RC-T.
- Mr. B. Archarya responded that the best and experienced staff members facilitated R-ToT as recommended by DoE. For example; Mr. Thaneshwor from Rupandehi came to R-ToT -Western Region and joined the facilitator team.
- Mr. J. Archarya also asked how RED and DEOs showed their ownership.
- It was responded by Mr. Narayan Shrestha that DEO was taking the lead and engaged fully since the preparation to the end and the trainers were also strongly motivated, although we have to wait and see how they proceed in the future.

Agenda 2: Upcoming Major Activities from April to July 2015

(Before starting the agenda 2, Mr. Narayan Shrestha requested to Dr. Ishida to brief about SISM2 because it was the first meeting since reformation of new T3 and some of the participants were new. Responding to the request, Dr. Ishida briefed about SISM2.

1) Activities need to design and discuss

1-1) Joint monitoring of RC-W and SLW:

- Dr. Ishida, SISM2 Team Leader, shared the monitoring plan for the RC-W and SLW. (Refer to Annex 3)
- The meeting agreed and accepted on the content and outline of the monitoring plan

1-2) RP/HT in-service training:

- Ms. Tsuruta briefly shared and reported about the discussion that SISM2 recently had with

NCED and the collaborative work with Kavre-ETC. (Refer to Annex 4)

- There were some suggestions and comments as follows:
 - It will be good for the sustainability if we are able to integrate SISM2 learning in the regular system (Mr. Narayan Shrestha)
 - Each year NCED produces the reference materials and documents for the training therefore this idea can be included (Ms. Dev Kumari)
 - NCED also is the member of T3 and T5 so better to precede this in upcoming meeting for the wider discussion (Mr. Narayan Shrestha)
- The meeting agreed to have separate discussion with NCED for finalization of the documents

1-3) Activity plan with the follow-up districts to prepare the 3rd project year action plan:

- Dr. Ishida briefly shared the ideas of possible activities for SISM2 3rd Year (Refer to annex-5).
- There were questions and answers and comments/suggestions from the members (Question=Q, Answers=A, Comments/suggestions=C/S)

Q: Is there any possibility of extending the period of SISM2? (Mr. J. Archarya)

A: It depends on the need of Nepal government. If government strongly request it is possible and you have to convince to JICA. But can't say right now; (Mr. Nagaoka)

C/S: It would be better that pool funding would be without any condition.

C/S: It is not possible. It will have to be continued in the same process like this year. (Mr. Nagaoka)

C/S: For developing and separation of the activities we have to decide what types of activities can be conducted through the government regular system (SSRP) and what types of activities through SISM2. (Mr. Meghnath Sharma)

C/S: Presently, districts are preparing ASIP and AWPB for the coming year plan which will be also beneficial for the designing activities for 3rd project year.

- Following information was shared:
 - The government has already asked to forecast the programme budget for the next year so DoE is doing the planning and exercise for the same.
 - Now ASIP/AWPB 2072/073 is in the preparation phase, so government has planned to announce the budget speech a month earlier than previous (it will be in mid-June)
 - It would be good for DoE/SISM2 to prepare and agree the 3rd year activity and budget plan by May.(before the budget speech)
 - For JICA side it will be nice if it can be discussed during the Mid-term Review Evaluation which will be toward the end of May.
- TTT agreed to continue discussion on the budget matter if needed.
- Follow-up discussion is needed for the planning of the next year project activities with T3 and T5 or we may organize T5 meeting separately for the discussion.

2) Activities need to share and discuss

2-1) CP Training in Indonesia:

- Dr. Ishida shared the information of CP training in Indonesia which is going to be held in April.
- Mr. Narayan Shrestha said: We will further discuss for nominee procedure and programme of CP training in DoE separately.

2-2) JICA Mid-Term Review:

- Dr. Ishida shared the information on JICA Mid-Term Review which will take place tentatively between May 24 and the 1st week of June. This is a joint evaluation so JICA-team and Nepal government representatives will do it together.
- This mission will focus on SISM2, but SSRP will be covered as far as it is concerned with SISM2.

2-3) Activity plan of the dream school:

- Dr. Ishida briefly shared the activity plan of the dream school and explained the concepts and the ongoing activities.
- T3 team liked the concepts of dream school and suggested to come up with more ideas of how to integrate the dreams of the different stakeholders including students, teachers and parents. (Refer to Annex- 6)

2.4) Wrap-up (Result Sharing) workshop and the 3rd CC meeting:

- Dr. Ishida shared the information of wrap-up workshop and 3rd CC meeting, which will be conducted at the end of July, 2015 tentatively.

AoB and Closing

Ms. Dev Kumari Guragain, Chairperson of the Meeting, concluded the meeting by heartily thanking everyone for the hard work and effort for the success of the programme. SISM2 took the lead for the printing of CD materials and distributed to all 69 DEOs, which are highly appreciated. She delivered the closing remarks by wishing the good luck and the best for future and upcoming program and actions of SISM2.

Appendix-3.5: Memo of 5th TTT Meeting on September 15, 2015

Memo of 6th Technical Taskforce Team (TTT) Meeting

Date: September 15, 2015

Time: 14.00 -15.30 hours

Venue: Conference Room, Department of Education (DoE)

Participants:

E. DoE/NCED/CDC

Mr. Narayan Krishna Shrestha, Deputy Director, Program and Budget Section, DoE

Mr. Babu Ram Dhungana, Deputy Director, Monitoring Section, DoE

Mr. Yogendra Prasad Baral, Deputy Director, Community School Management Section, DoE

Mr. Shiva Prasad Upreti, Deputy Director, Educational Counseling and Disaster Management Section, DoE

Mr. Dipendra Subedi, Deputy Director, Planning and Program, NCED

Mr. Hemraj Khatiwada, Curriculum Officer, CDC

Mr. Meghnath Sharma, Section Officer, Program and Budget Section, DoE

Mr. Arjun Dhakal, Section Officer, Program and Budget Section, DoE

Mr. Bishnu Prasad Acharya, Section Officer, Program and Budget Section, DoE

F. JICA

Mr. Yasumasa Nagaoka, Education Advisor, JICA Nepal Office/DoE

G. SISM2 Project members

Mr. Koji Sato, Deputy Team Leader

Ms. Atsuko Tsuruta, JICA Expert

Ms. Masami Watanabe, JICA Expert

Ms. Michiko Tsurumine, JICA Expert

Mr. Bishnu Prasad Acharya, National Manager

Mr. Sanjeev Kumar Gupta, Senior Project Officer

Mr. Chandra Man Jonchhe, Project Officer

Ms. Basudha Gautam, Project Officer (PR and Research)

Mr. Rojan Maharjan, Assistant Project Officer

Agendas:

1. Sharing the "Draft Outline of Supplementary Training Materials for Inclusion of School

Disaster Preparedness in SIP".

2. AoB

Discussions and Decisions

1. Welcome and objective sharing of the meeting:

- Mr. Narayan Krishana Shrestha, Deputy Director, Planning and Budget Section, DoE welcomed to the all T3 members and SISM2 team, and shared the agenda of the meeting (Attachment 1-a)
- Mr. Koji Sato briefly shared the background and the context of the integration of disaster preparedness activities in SIP.
- Ms. Atsuko Tsuruta briefly shared "(Draft) Plan of the National Dissemination of Supplementary Training Materials for Inclusion of Disaster Preparedness Planning in SIP" (Attachment 1-b) and "Outline of Supplementary Material for Inclusion of School Disaster preparedness in SIP" (Attachment 1-c).

2. Discussion

➤ **Coordination/discussion with other DPs/I/NGOs and GOs and collection of the reference materials**

- Mr. Narayan suggested that government and other agencies have been working in the field of school disaster preparedness and have published many publication, hence coordination and discussion with these relevant organization is essential and it is better to incorporate the good practices of these organizations.
- Mr. Dipendra shared that NCED has also published some booklets related to the school disaster risk management and disseminated through the ETC. They are Teacher's Activity Book 1 and Book 2.
- Mr. Meghnath shared that most of the organizations are working in the field of disaster resilience part. He added that UNICEF supported one project covering 20 Terai districts for the preparation of preparedness plan before the earthquake occurred. Some of the activities/learning of this project may be useful for this supplementary training material.

➤ **Finalization of the title of the supplementary training materials**

- Discussion on the wording/name of the training materials which is " Supplementary Training materials for Inclusion of School Disaster Preparedness in SIP"
- Mr. Baburam suggested that no need of "inclusion", only "School Disaster Preparedness in SIP" is better to understand.
- Mr. Hemraj from CDC shared that School Disaster looks something as negative, suggested to omit school from School disaster.....
- Mr. Narayan suggested the naming as "Disaster preparedness in SIP" by concluding all.

- Mr. Shiva shared that it is better to write full form of SIP i.e., School Improvement Plan (SIP), then the title also cover the school.
- And lastly, all agreed with the title **"Supplementary Training Materials for Disaster Preparedness in School Improvement Plan (SIP)"**

➤ **Discussion on Contents of the supplementary training materials**

- Mr. Narayan shared that content # 2 (composition of preparedness plan) and # 6 (example of the school disaster Preparedness Plan) have same meaning and suggested to change #6 as "Framework or structure or guiding framework for Disaster Preparedness Plan".
- On Content # 5 {List of references (agencies/institution who can support the school to prepare the school safety plan)}, suggested to add publication with agencies... and change the school safety plan by **disaster preparedness plan**.
- Mr. Hemraj suggested that 2 to 3 pages are enough for content # 5.
- Mr. Baburam suggested including the example of good practice of not only national but also some international level good example on content # 7.
- Mr. Narayan shared that the users of the supplementary training materials are HT/RP, using of intensive illustration is not required but better to use some which may be applicable in response to Ms. Tsuruta-san.

➤ **Discussion on Formation of Team for the preparation of the supplementary training materials**

- Mr. Narayan suggested forming a team for the preparation/development of the supplementary training materials. After the discussion, the following members were suggested to involve in the finalization of Supplementary Training Materials:
 - a. Mr. Badri Bahadur Pathak, US, MoE
 - b. Mr. Dinesh Khanal, Deputy Director, NCED
 - c. Mr. Yam Narayan Ghimire, Deputy Director, NCED
 - d. Mr. Dambar Angdambe, Deputy Director, CDC
 - e. Mr. Shiva Prasad Upreti, Deputy Director, Educational Counseling and Disaster Management Section, DoE
 - f. Mr. Meghnath Sharma, Section Officer, Program and Budget Section, DoE
 - g. Mr. Arjun Dhakal, Section Officer, Program and Budget Section, DoE
 - h. Mr. Hemraj Khatiwada, Curriculum Officer, CDC
 - i. SISM2 Members

3. AoB

➤ **Sharing the Small Pilot Activity**

- Mr. Koji Sato shared a small pilot activity which was trailed in some schools in Bhaktapur district by SISM2 members (Attachment 1-d) with the objective of enhancing the communication between guardians and school. He also shared Pictogram and Hazard mapping used in pilot workshop.
- Mr. Narayan shared that there are many ways of inviting the guardian in the school; Hazard mapping is one of the most important activities. This may be the one of the activities of supplementary training materials.
- Mr. Nagaoko asked the participants if hazard mapping is used in the education sector by government or any others organization. Mr. Narayan responded that preparation of social mapping is general practice in the school at time of preparation of SIP but hazard mapping is also introduced by some DPs/INGOs but having limited coverage of the schools and suggested to incorporate it in the supplementary materials.

➤ **Others**

- Mr. Narayan suggested to share the electronic copy of the reference materials which are related to school disaster management, collected by the SISM2 to each of the participants.
- Mr. Narayan suggested to share this paper during SSDP-DRR and School Safety Working Group Meeting on 21 or 22 September 2015 (not confirmed)
- Mr. Baburam suggested preparing the pictorial presentation for the DRR Thematic Group Meeting.

➤ **Updated Outline of the Supplementary Training Materials**

- Based on discussion of T3 meeting, "Outline of Supplementary Materials for Disaster Preparedness in School Improvement Plan (SIP)" and "(Draft) Plan of the National Dissemination of Supplementary Training Materials for Disaster Preparedness in School Improvement Plan (SIP)" was revised and updated which are shown in Attachment 2-a and 2-b respectively.

Appendix-4: Details of SISM2 Training Materials Distribution

S.N.	Name of the Organization	Details of materials/quantity					Remarks
		SIP-FGB	SLW-M	SSA	Supplemental Booklet	CFS Poster	
1	Alternative Education Section	1	1	1	1	1	Official use
2	Bajinath Model HSS, Kanchanpur district	1					SIP formulation
3	Bhimeswor SS, Kavre district	1					SIP formulation
4	CDC	1	1	1			For Training purpose
5	Central RED, Hetauda	1	0	0	0	0	Official use
6	Child Fund Japan	35	35	35	0	0	35 schools of Sindhuplanchowk and Ramechhap districts
7	Child Reach Nepal	25	25	25		25	Two days SIP Formulation workshop, 4 VDCs of Sindhuplanchowk district
8	Children and Women in Social Service and Human Rights (SWISH)	1	1	1	0	0	Social mobilizers for use in schools of Kathmandu Valley
9	DEO Gorkha		1				Official use
10	DEO Mahottary	1	1				Official use
11	DEO Taplejung	1	1				Official use
12	Devi Secondary School, Bhaktapur district	1	0	0	0	0	Use for school
13	DoE	30	30	1	2		For Training purpose
14	DoE, Governance Improvement and Internal Quality Section	1					Official use
15	DoE, Planning and Budget Section	1					Official use
16	DoE, Planning and Monitoring Section	1	1				Official use
17	DoE, School Staff and RC Management Section	1					Official use
18	DoE, TEVT Section	1	1				Reference materials
19	Dwaspaeswor LSS, Kavre district	1					SIP formulation
20	ETC Nuwakot	7					HT and RP training
21	Global Action Nepal	1	1				organizational use
22	Good Neighbours International	1	1		1		For SS/RP Training, 13 districts
23	Jaldevi Secondary School, Dolkha district	1	1				SIP formulation
24	Mercy Corps				2		Reference materials for SMC/PTA training for 30 community schools of Kailali district
25	Mercy Corps	28					SMC/PTA training for 30 community schools of Kailali district
26	NCED	1			1		Official use
27	Personal	1	1				Article/reasearch
28	Personal	1	1			1	Study purpose
29	Personal	1	1				Research purpose in Bardia district
30	Personal	1	1	1			Referencre materials
31	Plan Internation in Nepal	1	0	0	0	0	References materials for training
32	Plan Internation in Nepal	1	1	1	1	0	ECD Project in Dolpa
33	Sarthak Shiksha	1	1				Quality Learning for All project in Lalitpur
34	Tribhuvan University	1	1				Reaseach purpose
Total		151	107	66	8	27	

Note: SIP-FGB = School Improvement Plan Formulation Guidebook
 SLW-M = School Level Workshop Manual
 SSA = School Self Assessment
 CFS = Child Friendly School

Appendix-5: Integration of Model

Appendix-5.1: Plan for Integration of Model

Draft Outline of the Plan

To Integrate SISM Material, Methods, and Experiences in the Regular Training Program

1. Introduction / Background:

SSRP in collaboration with SISM2 has been able to conduct SIP training in a national scale, and all the concerned stakeholders are supposed to have received the training by the end of 2071. In the 1st and 2nd years of SISM2, the total of the persons to have received the training on SIP, will amount roughly to 64,000 persons (30 x 5 regions + 30 x 75 districts + 30,000 schools x 2), if all the planned trainings are conducted. This has been a huge investment and efforts. In order to benefit from the investment, the continued training program is a must, in a smaller but stable manner. In this line, the concerned offices of SISM2 especially NCED has been discussing the possible ways forward in regards with the continued training program after SISM2. The first to look at is the possibility of utilization of SISM material, methods and experiences in the existing training program.

2. Objectives:

- To plan for the ways to continue the training on SIP, in a regular program
- To coordinate and collaborate among the different institutions to sustain the impact of SISM in long term.

Possible Actions

(Step I: Piloting, in 2071/72)

- (1) Apply the SISM material and methods in conducting the already existing session on School management and/or SIP in RP-In-Service Training and Head-Teachers Leadership Training at NCED and selected ETCs in 2071.
- (2) Utilize the methods, material and experiences in the development of training material (with NCED)
- (3) Discuss with ETC representatives in their annual meetings (to be conducted in May-June?)
- (4) Follow the same method described in above (1) in any other trainings, such as SS training, and leadership training for the leaders of teachers-union, if appropriate.
- (5) Make the medium and long term plan for sustaining the training on SIP.
- (6) Continue the efforts to improve the coordination with any private organizations (GO and I/NGOs, CBOs) for supporting school activities through SIP.

(Step II: Medium and Long Term)

- (1) Make use of the results and learning of the piloting of 2071 and reflect the lessons in the longer term plan.

- (2) Plan and budget for the refresher trainings for the newly joining SS/SO and RPs.
- (3) Plan and budget for the newly joining SMCs, in a regular (3 year) cycles.
- (4) Improve the SIP funding methods.

3. Expected Outcomes:

- (1) Every stakeholder who engages in the formulation, implementation and monitoring of SIP will have received training on SIP every year and for many years to come.
- (2) SIP continues to be the effective reform tool for improving the access to and quality of education in Nepal.

4. Cost

- (1) The budget of 2071 will be utilized and there is no additional cost indication for the activities of 2071.
- (2) Long term plan will be implemented and budgeted each year.

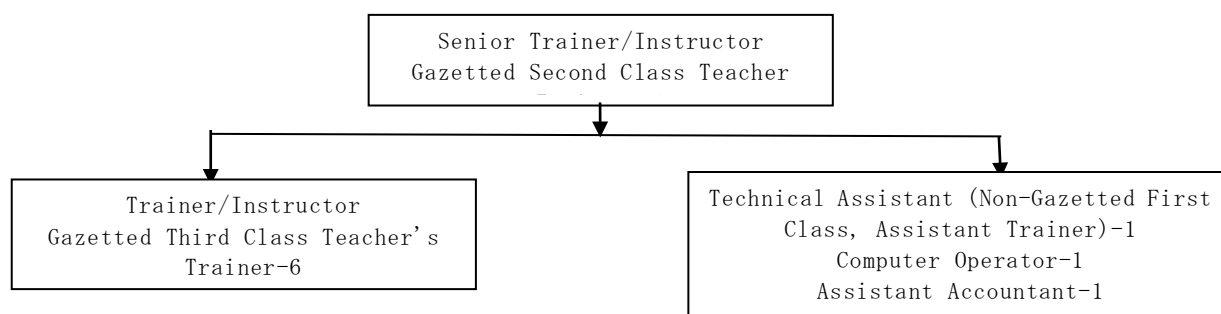
Appendix-5.2: Information of ETCs

Information of ETCs

1. Administration Structure and Lists of Locations

*(In 2071/72, they are not using the names of ETC-A, B, C, due to the change of the position of the chief of ETC; however, in terms of the scale of each ETC, they remains the same, so we will keep the category as before.)

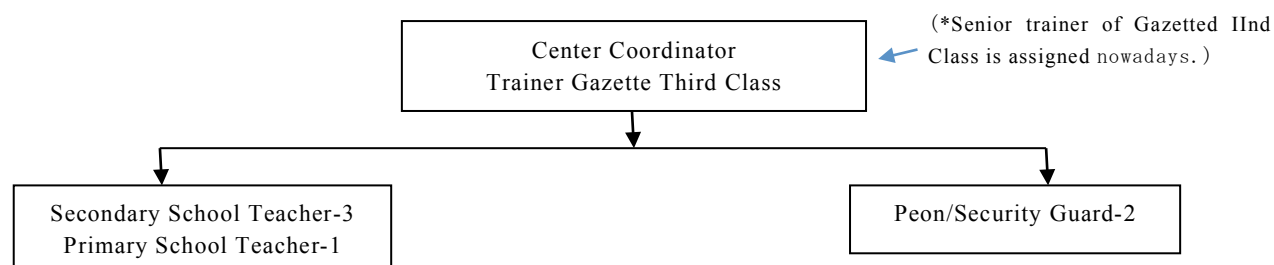
(1) Educational Training Centers (A):9 centers



List/details of Trainer's post of Training Center 'A'

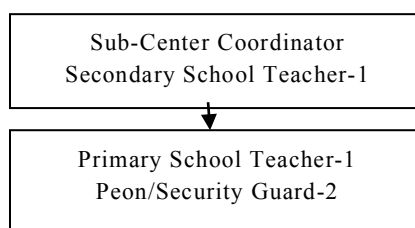
Center/Subject	English	Science	Math	Health Education	Social Education	Monitoring	Number of Trainer's per center
Surkhet -MW	1	1	2	1		1	6
Depayal –FW(Doti)	1	1	1	1		2	6
Kavre-C	2	1	2			1	6
Tanahun-W	2	2	1			1	6
Rupandehi-W	1	2	1	1		1	6
Bara-C	1	1	1	1		2	6
Dhanusa-C	1	1	2		1	1	6
Bhojpur-E	1	1	1	1		2	6
Susari-E	2	2	1			1	6
Total	12	12	12	5	1	12	54

(2) Educational Training Centers –B (20 centers)



See below for the locations of ETC-B:

(3) Educational Training Sub-Center, (Including Technical Education Training Center): Dhanusha, Kavrepalanchok, Rupandehi, Surkhet & Doti



ETC-A	ETC-B		LRC
Bara	Baitadi	Achham	Manang
Bhojpur	Banke	Arghakhanchi	Mugu
Dhanusha	Chitwan	Baglung	Mustang
Doti	Dang	Bajhang	Nawalparasi
Kavrepalanchok	Gorkha	Bajura	Okhaldhunga
Rupandehi	Ilam	Bardiya	Panchthar
Sunsari	Jhapa	Bhaktapur	Parbat
Surkhet	Jumla	Dadeldhura	Pyuthan
Tanahun	Kailali	Dailekh	Ramechhap
	Kanchanpur	Darchula	Rasuwa
	Kaski	Dhading	Rautahat
	Kathmandu	Dhankuta	Rolpa
ETC-A=9	Khotang	Dolakha	Salyan
ETC-B=20	Morang	Dolpa	Sankhuwasabha
LRC=46	Myagdi	Gulmi	Sarlahi
total 75	Nuwakot	Humla	Sindhuli
	Palpa	Jajarkot	Sindhupalchok
	Parsa	Kalikot	Siraha
	Rukum	Kapilvastu	Solukhumbu
	Saptari	Lalitpur	Syangja
		Lamjung	Taplejung
		Mahottari	Terhathum
		Makawanpur	Udayapur

2. Budgets/Activities of Training in ASIP/AWPB, related with SIP/school management in 2071/72

(Selected from the AWPB of 2071/72 under the code number 5)

Code #	Activities	Unit	Target	Unit cost (,000)	Total cost (,000)	Remarks
5.3	In-Service Training for Resource Persons through ETCs	RP	1053	15.0	16,848	SISM2 started collaboration
5.3	Professional development training (30 working days) for school HTs including institutional school (through ETCs)	Person	725	15.0	10,875	

5.2.1	One month in-service educational management training for gazette II and III class officers of MOE (NCED)	persons	60		2,400	To be discussed soon
5.2.5	RPs capacity building course development (2 nd & 3 rd module) (NCED)		1		200	Potential areas for the 3 rd Year
5.2.8	Revision of HT management training module (NCED)		1		200	
5.3	Leadership development training for leaders from different professional teachers unions (ETC?)	Person	-	15.0	3,000	
5.3.2	Capacity building training on monitoring and evaluation (NCED)		40		400	

3. ETC-wise information

(RP-IST:RP In-Service-Training, HTCBT=HT Capacity Building Training)

	Center/Subject	Situation of Web	Training info		Other info (Newsletter, schedule, etc), which are down-loaded and filed
			RP-IST	HTCBT	
A1	Surkhet	To be uploaded	-	-	-
A2	Depayal (Doti)	To be uploaded	-	-	-
A3	Kavre	Page not open	-	-	-
A4	Tanahun	Some info	-	75 HTs (166 HT total during SSRP)	Bulletin (2014/15)_HT-T_71, which include detail of HT training
A5	Rupandehi	To be Uploaded	-	-	-
A6	Bara	Hacked	-	-	-
A7	Dhanusa	Some info	61 RPs	100 HTs	-Progress report - Info. On On-line Off-line training
A8	Bhojpur	Some info	20 RPs (4/21-30)	25HTs (2/28-4/21)	ETC_Bojupur Newsletter 2070
A9	Sunsari	To be uploaded			

B1	Baitadi	To be Uploaded	-	-	-
B2	Banke	To be Uploaded	-	-	-
B3	Chitwan	To be Uploaded	-	-	-
B4	Dang	To be Uploaded			
B5	Gorkha	To be Uploaded			
B6	Ilam	To be uploaded			
B7	Jhapa	Minimum		26 HTs (10/21-10/30)	Participants list
B8	Jumla	To be Uploaded			

B9	Kailali	Some info	Mentioned without detail	50 HTs 25 last year	-Kailali ETC News (2013/14 & 2014/25) -ASIP/AWPB_Kailali ETC
B10	Kanchanpur	To be uploaded	-	-	-
B11	Kaski	To be uploaded	-	-	-
B12	Kathmandu		-	-	-
B13	Khotang	Forbidden	-	-	-
B14	Morang	Some info	-	44HTs from Morang+San kwasabha	-Annual target and Progress of 70/71
B15	Myagdi	Some info	37 RPs	25 HTs	Progress Report
B16	Nuwakot	To be uploaded	-	-	-
B17	Palpa	Some info	Not found	50 HTs	Palpa ETC Progress Report (2 years)
B18	Parsa	To be uploaded	-	-	-
B19	Rukum	To be uploaded	-	-	-
B20	Saptari		21RPs (12/7-12/16)	21HTs (4/1-4/10)	-Program Action Plan Saptari -Saptari ETC Program -TPD module workshop schedule

4. Key points in PIM concerning NCED activities (“Teacher education and development”, PIM 2070/71, page 49 to 65)

- Program under the code number 5 is related to teacher education and their capacity development with the objective to increase the learning achievement of students by professional capacity building of the teachers.
- Total of 33 activities are included under this program.
- The process of selection of how to select the participants and how to conduct the training are described in details. Contents of the training are not described.
- Responsible agencies, time period and monitoring/performance indicators of each activities are described.

Appendix-5.3: Outline of RP-IST_ETC Kabre

DRAFT
Outline of Sessions on SIP in RP-In-Service-Training
At ETC-Kabre

1. Time & Date: 10:30-12:40 June 17, 2014
2. Venue: ETC-Kabre Training Hall
3. Objectives:
 - ♦ To orient the participants on the SISM approach for the improvement of SIP as a tool to work toward the quality of education.
4. Participants:
 - ♦ RPs from various districts in the Central Region
5. Main Activities:
 - (1) To quickly review the situation of each district and share among the participants
 - (2) To orient the participants with the SISM approach.
6. Workshop Session Table (10:30 – 13:20)

	Contents
S.1 10:30-11:30	1) Quick review of the situation in each district (10m) 2) Presentation of the situation in each district(10m) 3) Presentation of SISM Approach and Q & A(20m) 4) Quick review of SIP Formulation Guidebook (20m)
S.2 11:40- 12:40	1) Orientation to some participatory activities at school level workshop <ul style="list-style-type: none">♦ Analysis of the School Attendance Register-Book♦ Good school (with 6 pillars) and bad school (with only 2 pillars)♦ SSA-checklist

7. Preparation and Material
 - (1) Revised version of School Level Workshop Manual, RC-T Manual, and D-ToT Manual
 - (2) Revised material for training.
 - (3) Others as required.

8. Session Plans

Session 1 (10:30-11:30)

Objectives:

- ♦ To reflect on the SIP situation in each district and share among the participants
- ♦ To learn about SISM Approach.

Activities:

(1) Participants form groups district-wise and discuss the following:

Q1: What are the problems of SIP in your district?

Q2: Why it is so?

Q3: What can be done?

(2) Each group present their discussion results

(3) SISM Approach is presented and questions and answers session

(4) Quick review of SIP Formulation Guidebook

Session 2 (11:40-12:40)

Objectives:

- ♦ To orient with facilitation methods effective at school level sharing and discussion for SIP formulation.

Activities:

(1) FC introduces the following methods, using hand-outs and SLW-Manual

- ♦ School Attendance Analysis (hand-outs are copied from SLW-M)
- ♦ Good School (with 6 pillars) and Bad-School (with only two pillars)
- ♦ SSA-checklist

Appendix-5.4: Outline and Session Plan of SIP Sessions in HT-LCBT

Outline and Session Plan of SIP Sessions in HT-LCBT (Draft)

1. Objectives:

- To try SISM training methods and material in the sessions of HT-LBCT (Head teacher Leadership Capacity Building Training) and draw the lessons for the national dissemination.

2. Process and Schedule:

- (1) Apply the SISM training material and methods on SIP in already-existing- session on school management in HT-LBCT, conducted in ETCs in Kavre, Chitwan and Nuwakot, in April 3, 2015.
- (2) Try out the revised session plans in Nuwakot ETC and Chitwan ETC, in April.
- (3) Present the program and discuss the possibility for replicating in other ETCs in the annual meetings of ETC Senior Instructors (to be conducted in May-June?)
- (4) Consult with NCED regarding the possibility of applying the same methods in other trainings, such as SS training, and leadership training for the leaders of teachers-union, which are included in ASIP/AWPB annually.

3. Expected Outcomes:

- (1) Lessons are learned and reflected in the design of session plans to be used for the sessions on SIP as a part of HT-LCBT curriculum for the national dissemination.
- (2) Training material and session plans are prepared.

4. Session Contents

Session 1: Background/Introduction and SIP Writing Practice	
(90min.)	<ul style="list-style-type: none">➤ <u>Activity 1</u>: Overview of Educational Decentralization and Micro-planning, and Orientation of the Day's Sessions (20 min.)➤ <u>Activity 2</u>: Experience Sharing and Expectations (30 min.)➤ <u>Activity 3</u>: Key Factors of SIP (20 min.)<u>Activity 4</u>: Table 1-9 of SIP-FGB (school data) (20 min)
Session 2: Practice of Writing SIP	
(90 min.)	<ul style="list-style-type: none">➤ Continuation of <u>Activity 4</u> (30 min)➤ <u>Activity 5</u>: Attendance Analysis Exercise (30 min.)<u>Activity 6</u>: SSA-Checklist Exercise (30 min.)
Session 3: Practice of Writing SIP	
(90 in.)	<ul style="list-style-type: none">➤ Continuation of Activity 6 (SSA Checklist Exercise) (20)➤ <u>Activity 7</u>: Explanation and Practice of Annex 2-8 (60 min.)<u>Wrap-up</u> (10 min.)

5. Material

- (1) To be distributed to all the participants
 - SIP-FGB

- SLW-M
- A set of 9 Tables with real data of a school (one set for each participant)
- Exercise sheets of Table 2 (Internal Efficiency) and Table 3 (Students Learning Achievement)
- Tables/formats of Annex 2-8

(2) For facilitators

- Student Attendance Registers of class 1-5 borrowed from a neighbouring school
- Newsprint HAPAMA (Hand-Prepared-Material) prepared by the facilitator, of Table 2 and Table3.
- Table of Analysis of Students Attendance (on newsprints)
- Table of List of Ways to Improve Students Attendance (on newsprints)
- SSA-Checklist
- Stationaries (newsprints, meta-cards, clips, markers, etc.)

6. Detail Session Plan

Activity 1: Overview of Educational Decentralization, Micro-planning and Orientation of Day's Sessions (30 min.)

- (1) First part will be conducted following the regular curriculum of HTLCBT, on Educational Decentralization and Micro-planning.
- (2) Then, the facilitator briefly mention about the background of SISM Project and the intention of days' sessions.

Activity 2: Experience Sharing, and Expectations (30 min.)

- (1) Ask participants "which districts completed RC-W?" and ask them to share their experiences including benefits and issues.
- (2) Distribute SIP-FGB and SLW-M and briefly explain what they are. Show them the SLW bag and explain briefly. Then ask them to have a quick look at the two books.
- (3) Now that they have learned about the intention of the today's sessions and had a look at the two textbook, they have clearer ideas as to what they expect from today's session. Ask participants to write in meta-cards their expectations in today's sessions regarding SIP formulation and writing. (Request them to try to be specific, focus on SIP writing, and not to include wider complicated policy level issues)
- (4) Paste the meta-cards, possibly by grouping. Then summarize the key areas.

(Material)

- SIP-FGB (one for each)
- SLW-M (one for each)

Activity 3: Key Factors of SIP (20 min)

- (1) Ask participants to open the page 14 of SLW-M. Ask them to read silently first, then ask a participant to read out one by one. Add explanation.

(Copied from page 14 of SLW-M)

Information box for facilitators (1)

What is SIP? (key factors)

- 1) SIP is a 5-Year-Plan, formulated every 5 year, with an annual plan attached every year.
- 2) Annual Plan should be formulated every year and submitted to DEO through RP.
- 3) SIP is a tool for better school, better teaching and better learning.
- 4) SIP is mandatory for receiving any grant from government and other institutions.
- 5) Annual Action Plan is to be submitted yearly in Jestha.(May/June)

Who are responsible for formulation of SIP?

- 1) Head-teacher has the major planning responsibility for preparation of SIP.
- 2) "SIP writing committee", with at least 5 members, prepares SIP
- 3) All stakeholders, guardians, teachers, students and community representatives, have to be consulted.
- 4) SMC will approve the SIP.

Activity 4: Table 1-9 of SIP-FGB (school data) (50 min.)

- (1) Brief overview of SIP-FGB (10 min.)

- Explain briefly the structure of SIP-FGB, by opening the page of "CONTENT". (make sure participants learn that there are three parts; Part A, Part B, and Part C)
- Then ask them to open page 12 and explain the structure of SIP sample format, consisting three parts, which are: Part 1: "Introduction of School", Part II: Identification of Needs, and Part III: Plan Formulation. Then go to the Part I, with 9 tables.

- (2) Orientation of 9 Tables (school data) (10 min.)

- Make sure they know what the nine tables are : Table 1 is "Grade-wise Students Profile", Table 2 is "Internal Efficiency", Table 3etc.
- Distribute the sets of 9 Tables with the real school data (one set to each participant) and explain what they are.
- Ask the participants to study the sample data for 5-10 min.
- Questions and answers

- (3) Explanation and exercise of Table 2 (15 min.)

- Ask the participants to open the page 14 and look at Table 2.
- Put up the newsprints on which the same tables (as in the hand-out) are written by the facilitator, and explain how to check and count repeaters, dropouts/transfers and promoters using sample figures.

S. N.	Name of enrolled Students	Please Tick			Remarks
		Repeaters in the current year	Dropouts & Transfers	Promoters in the current year	
1.	Ram		√		
2.	Rita	√			
3.	Sunil			√	
4.		√			
5.			√		
6.				√	
7.				√	
8.		√			
9.				√	
10.				√	
11.				√	
12.				√	
13.		√			
14.		√			
15.				√	
16.				√	
17.				√	
18.				√	
19.			√		
20.	Anju			√	
	20 (a)	5 (b)	3 (c)	12 (d)	

- Then show them how to enter in the Table 2, using the prepared newsprint. Also calculate the repetition rate, dropouts/transfer rate and promotion rate together in the front.

Grade	Number of Students Enrolled (a)	Number of Repeaters (b)	Number of dropouts & transfers (c)	Number of Promoters (d) a-b-c	Repetition rate $b/a*100$	Dropouts & transfer rate $c/a*100$	Promotion rate $(d/a)*100$
1	20	5	3	12		%	%

- Distribute the explanation/exercise sheet, saying that this is additional explanation for the same table in page 14 of SIP-FGB.
- Ask them to find the answers for columns (x), (y) and (z).
- Ask the participants what answers they got. Give the accurate answers and how to calculate.

(4) Exercise of Table 3 (15 min.)

- Ask the participants to open page 16 of SIP-FGB, and to have a briefly look at Table 3.
- Then after asking them to close SIP-FGB, explain how to calculate the grade-wise average achievement, with simple examples of table below by using the white-board or newsprint. Fill in the blank columns together with the participants.

Grade	Number of students	Nepali (%)	English (%)	Mathematics (%)	Social Science	Science	Grade-wise Average
3	20	40	30	50	20	25	
4	30	50	20	40	25	35	

- Give the exercise sheets of Table 3 to the participants and ask to find the answers to fill in the columns of X, and Y.
- Ask some participants to give accurate answers.
- Then explain how to calculate the subject-wise average achievement.
- Ask them to find the answers to the questions.
- Ask the participants who got the correct answers to come forward and explain how s/he did the calculation.

(Material)

- Sets of 9 Tables with real data of a school (one for each)
- Newsprints of HAPAMA of Table 2 and Table 3 prepared by the facilitators
- Exercise sheets of Table 2 and Table 3. (one for each)

Activity 5: Attendance Analysis Exercise (30 min.)

- (1) Draw participants' attention to SLW-M and explain its use, highlighting the importance of community participation.
 - ✧ This Manual is to be used for school level workshop (SLW)
 - ✧ The aims of SLW is to have a platform to discuss school matters with the major stakeholders, including SMC/PTA, teachers, students and guardians, so that all concerned can contribute something for the "better school and better students".
 - ✧ SL-W is a must for the preparation of SIP.
 - ✧ The results of the activities conducted during the SLW will be reflected in the SIP.
 - ✧ 9 tables is shared in the beginning of SL-W.
 - ✧ By making SIP in a participatory way, you can cover major part of Social Audit as well.
- (2) Ask participants to browse through SLW-M.
- (3) Ask the participants to open page 22 (Session 3) of SLW-M
- (4) Explain that we are going to look at the attendance analysis which is to be done during the school level workshop.
 - Explain that this exercise of attendance analysis is very important because of the following reasons:
 - ✧ It helps everyone realize that the attendance of the school is not good

- ✧ The improvement of attendance is one important step for improvement of quality of education.
- ✧ For the improvement of the attendance, the efforts have to be given by everyone concerned and there are many things everyone can do to improve the situation.
- Explain further that there are two activities in this session. One is to look at the attendance register (real one) and to look closely at the attendance. Second one is to discuss the ways to improve students' attendance.
- (If time allows) Practice the first activity of attendance analysis. (If time is not sufficient) Explain how to conduct the activity.
- Then, look at page 24 and explain how to conduct the activity of listing ways to improve students attendance.

(Material)

- Student Attendance Register of class 1-5
- SLW-M
- Table of Analysis of Students Attendance
- Table of List of Ways to Improve Students Attendance

Activity 6: SSA-Checklist Exercise (50 min.)

- (1) Ask participants to open the page 41 of SLW-M and explain about SSA-Checklist high-lighting the following:
 - ✧ SSA checklist is a good tool for discussing with the community about various aspects of school matters.
 - ✧ Using this, the realization of the reality of school and prioritization of areas for improvement become clearer.
 - ✧ The result of the SSA-Checklist can be reflected in SIP formulation.
- (2) Explain the linkage of SSA-C with the 9 Tables
 - i.e. indicator 1-3 from Internal efficiency (T.2 of annex1 SIP-FGB);
 - Indicator 4-5 from Students Learning Achievement (T.3);
 - Indicator 6-9 from School days & Attendance(T5).. etc.
 - However, some of the indicators from # 19-29 are not in the 9 tables. For these, HT can explain the situation directly.
- (3) Go through the indicators in the checklist.
 - Ask participants to rank/prioritize the present school condition by reading every item (A Very Good condition, B Condition to be improved and C Urgent or condition to be improved immediately).

- Encourage each individual participants to give answer on different question/indicator and all participants to give clapping if condition of the school is very good.
- If the participants have different opinions, further facilitation may necessary for common understanding.
- After completing the indicators part, list out the number of each category A, B, and C on priority basis in the summary table.

(4) Explain that the results of the checklist should be reflected in the Annex 2, 5, 6, and 8.

(Material)

- SSA-Checklist

Activity 7: Practice of Annex 2-8 (60 min.)

(1) Introduction and Explanation (20 min.)

- Ask the participants to open pages of Annex 2 to 8 in SIP-FGB and explain briefly.
- Explain the linkage and relation of the data & information given in 1-9 tables of Annex 1 with Annex 2-8 while instructing how to use this information. (10 minute)

(2) Practice of writing Annex 2-8 (30 min.)

- Handout the exercise sheets of Annex 2 to 8 (blank tables/formats) to each participant
- Ask each participant to write the Annex tables individually, using the data of 9 tables.

(3) Questions and Answers (30 min.)

(Material)

-SIP/FGB.

-Tables/formats of Annex 2-8.

Appendix6: Progress of RC-level Workshop in 69 Districts

(As of August 2015)

S.N.	District	Total Number of Community Schools	RC-W		Remarks
			Total batches planned	Total batches completed	
1	Dhanusha	351	25	15	Remaining RC-W were planned to conduct on the 3rd week of July but not able to conduct due to political situation.
2	Mahottari	394	28	0	DEO released fund to school account and were planned RC-W were planned to conduct on the 3rd week of July but not able to conduct due to political situation.
3	Sarlahi	468	33	33	
4	Sindhuli	571	36	36	
5	Ramechhap	358	35	37	
6	Dolakha	372	32	32	
7	Sindhupalchok	547	41	41	
8	Kavrepalanchok	594	50	50	
9	Bhaktapur	129	11	11	
10	Makwanpur	520	39	39	
11	Rautahat	363	32	32	
12	Bara	422	32	32	
13	Parsa	344	23	23	
14	Chitwan	390	28	28	
15	Gorkha	496	35	35	
16	Lamjung	372	33	33	
17	Tanahu	513	33	33	
18	Syangja	548	45	45	
19	Kaski	414	37	37	
20	Manang	27	3	3	
21	Mustang	61	12	12	
22	Myagdi	239	18	18	
23	Parbat	335	18	18	
24	Baglung	529	41	41	
25	Gulmi	554	40	40	
26	Palpa	443	34	33	One batch is merged but completed all.
27	Nawalparasi	531	34	34	
28	Nuwakot	485	47	47	
29	Arghakhanchi	396	22	22	
30	Kapilbastu	458	29	29	

S.N.	District	Total Number of Community Schools	RC-W		Remarks
			Total batches planned	Total batches completed	
31	Taplejung	338	24	24	
32	Panchthar	394	29	29	
33	Ilam	439	28	28	
34	Jhapa	408	32	32	
35	Morang	535	35	35	
36	Sunsari	372	27	27	
37	Dhankuta	312	24	24	
38	Terhathum	237	13	13	
39	Sankhuwasabha	376	32	32	
40	Bhojpur	387	38	38	
41	Okhaldhunga	332	27	27	
42	Khotang	498	33	27	Some batches are merged but completed all.
43	Udayapur	460	24	24	
44	Saptari	430	10	10	
45	Siraha	440	21	21	
46	Pyuthan	448	21	21	
47	Rolpa	409	16	16	
48	Rukum	401	15	15	
49	Salyan	450	17	33	Schools are divided into more batches but completed all.
50	Dang	423	26	15	Some batches are merged but completed all.
51	Banke	347	9	9	
52	Bardiya	300	18	18	
53	Surkhet	522	31	31	
54	Dailekh	508	29	29	
55	Jajarkot	428	22	22	
56	Dolpa	117	6	6	
57	Kalikot	291	25	25	
58	Mugu	137	8	8	
59	Humla	133	7	7	
60	Bajura	249	19	19	
61	Bajhang	486	13	13	
62	Achham	513	14	14	
63	Kailali	559	32	32	
64	Kanchanpur	462	14	14	
65	Dadeldhura	249	19	19	
66	Baitadi	557	40	40	
67	Darchula	348	18	18	

S.N.	District	Total Number of Community Schools	RC-W		Remarks
			Total batches planned	Total batches completed	
68	Kathmandu	277	33	20	
69	Lalitpur	196	15	15	
	Total	26,992	1,790	1,739	

(Source: Prepared by SISM2)

Appendix7: Discussion Memos of Emergency Support at Three DEOs

DEO Visit (SISM2 Emergency Support) Memo June 24-26, 2015, Ramechhap and Sindhuli Districts

1. Meeting and Planning with the DEO Ramechhap- June 24, 2015:

Participants:

- Mr. Khubiram Adhikari – DEO, Ramechhap
- Mr. Ramesh Singh Thapa – ADEO, DEO Ramechhap
- Mr. Lok Bahadur Waiba – SS, DEO Ramechhap
- Mr. Netra Prasad Gajurel - SS, DEO Ramechhap
- Mr. Koji Sato – Deputy Team Leader, SISM2
- Mr. Rabi Chitrakar – SISM2
- Mr. Sanjeev Kumar Gupta – SISM2

We had a meeting with Mr. Khubiram Adhikari, DEO and his team. Mr. Sato explained briefly about SISM2 and the purpose of the visit. Mr. Adhikari shared the present situation of the district after the earthquakes.

- Damaged situation of the schools of the district (as per shared by DEO)
 - 100 schools - fully damaged,
 - 275 schools - major damaged and
 - 90 schools - partially damaged
 - 1,935 class rooms – fully damaged
 - 1,411 classrooms – major damaged
- Total of 5 students were lost and 7 injured
- Following I/NGOs are supporting the district in education sector:

S.N.	Name of Organization	Details of Support
1	Save the Children	<ul style="list-style-type: none">• Supporting in 5 VDCs• 11 sets of educational kits (recreational kits, educational kits, ECD kits) supported•
2	Child Fund Japan (through local NGO)	<ul style="list-style-type: none">• Support through local NGO RBPW (Ramechhap Business and Professional Women)• Support 25 TLCs• Provide ECD kits, educational materials, refreshments materials, psychosocial counseling
3	World Education	<ul style="list-style-type: none">• Support 30 TLCs• Educational material (kits)• Wash
4	Restless Nepal	<ul style="list-style-type: none">• Support 30 TLCs• Psychosocial training for teachers

5	Room to Read	<ul style="list-style-type: none"> • Support references materials to 150 schools • One set consist of 105 books of story, poem and others
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- The schools were opened on May 31, 2015 as per the DoE suggestion.
- NRs 25,000 to 300,000 was already deposited in school account of most of the schools.
- The reference materials provided by Room to Read are very effective at the present as well as for long time to maintain/establish small library. Room to Read has provided the materials only for 150 schools, so he proposed to provide the materials of Room to Read to rest of 307 schools.
- DEO also proposed to provide recreational materials for kids if possible.
- All the 16 RC have road access from the district headquarters, but road condition became very worse especially in muddy types of road during the rainy season.
- DEO proposed 4 centers for the delivery of the materials namely a) Dolalghat b) Nepalthok c) Manthali and d) Those

Response from SISM2: Mr. Sato explained and clarified to DEO that SISM2 mainly supports in school management so as per the request we will provide the curriculum and teachers guide and try for the references materials of Room to Read if the budget permitted.

2. Meeting and Planning with the DEO Sindhuli- June 25, 2015:

Participants:

From DEO Sindhuli

- Mr. Yam Bahadur Khadaka – DEO
- Mr. Devi Prasad Adhikari – ADEO

From DoE

- Mr. Narayan Krishana Shrestha – Deputy Director, Planning and Budget Section, DoE
- Mr. Meghnath Sharma, Section Officer (DoE)

From SISM2

- Mr. Koji Sato – Deputy Team Leader, SISM2
- Mr. Rabi Chitrakar – SISM2
- Mr. Sanjeev Kumar Gupta – SISM2

We had a meeting with Mr. Yam Bahadur Khadaka, DEO and his team. DoE team lead by Mr. Narayan krishana Shrestha were also participated in the meeting. Mr. Shrestha explained briefly about the background and purpose of the SISM2 visit. Mr. Sato explained briefly about

SISM2 and facilitated the meeting. Mr. Khadaka shared the present situation of the district after the earthquakes.

- Damaged situation of the schools of the district (as per shared by DEO)
 - 504 class rooms – fully damaged
 - 1576 classrooms – major damaged
 - 1311 classrooms – Minor damaged
- Plan International Nepal, World vision and some local NGOs are supporting the district for the construction of TLC and others support to the school. Political parties are also involved in the construction of TLC.
- Total of 152 TLC need to construct where as only 40 are under construction with the support of different organizations.
- The schools were opened on May 31, 2015 as per the DoE suggestion.
- DEO proposed to support white board, marker and refill-ink for the heavily damaged class rooms.
- All the 16 RC have road access from the district headquarter but road condition became very worse especially in muddy types of road during the rainy season.
- DEO proposed 5 centers for the delivery of the materials.

Response from SISM2: Mr. Sato explained and clarified to DEO that SISM2 mainly supports in school management so as per the request we will provide the curriculum and teachers guide and try for the white board especially for fully damaged class rooms of the district if the budget permitted.

3. School Visit- June 24, 2015:

A. Bhavishya Nirmata Siddhababa HS School, Kamalamai, Sindhuli.

Observation:

The School is located about 2 km away for the market. The school has 4 buildings where 1st building is of 2 stories, 2nd one is 3 stories and the rest 2 buildings are single story. There is a brick compound wall in the entrance of the school and remaining area is barbered wire. Out of 4 buildings of the school, 2 were marked red tag as it is severely damaged, remaining 2 was marked with green tag and one toilet is completely damaged so now there is only one toilet. The school has enough space for the playing ground in middle of the school premises. One TLC having seven class rooms was built by SMC with the support of the political party and handed over to the School.

Sharing the experiences by Head teacher

- If these devastating earthquakes had happened on school running day, many children might have hurt severely while running away from class rooms and colliding each other leaving greater extend of human casualty.
- The building did not collapsed by the earthquake but it is very risky to run the class and the students were very scary and nervous so the school conducted psycho-social council to them to get rid of the fear.
- Head teacher has noticed that the children were very happy to be in school as they were entertained with songs, dances games for few days.
- School has also conducted two training/orientation classes on the disaster preparedness and mitigation to the students and teachers as well.
- We should train the student hoe to protect if devastating disaster comes again with more practice that theory.
- It helps them to relief for the fear of earthquake and educate them how to protect themselves and what they have to do if earthquake come again.
- We realized that the class room should be built with single story with more space to move around.

B. Bhimeshwori Primary School, Rata tar, Sindhuli

This is Primary school is located at top of the hill about 10 minute drive from Khurkot market. It has 3 building blocks. In one building having three rooms used to run class for 1-3 grades, the second building having 2 rooms is used for administrative block teacher's room and the 3rd one is toilet. The class room building is collapsed and damaged completely and other buildings were also damaged badly and cannot be used. The school does not have enough space to build TLC. So, Nepal India Help Society is helping SMC to rebuild the destroyed classroom.

Sharing the experiences by Resource person

- Due to lack of the space, they are running class in '*Chautara*' (open space under the tree) where they conducted psycho-social council to the children for first few days.
- The training materials such as back to school, leaflet, teachers guide on disaster management were provided by the DEO.
- The HT conducted orientation classes to the parents and other stakeholders of the school as well on preparation before and after earthquake.
- It also focused the symptoms and curing approaches of the mental of traumatic disease caused by the earthquake.
- With the leadership of HT of the school, the local inhabitants were helped to build a temporary shelter to protect them from sun, wind and rain.
- They also help earthquake team in distribution of the relief package to earthquake

affected family and individuals.

C. Janakalyan Lower Secondary School, Bhalujor, Ramechhap

This is Lower secondary School school is located at 45 minute drive from '*Khurkot*' across the Tamakosi River. It has 3 building blocks. 1st building is situated at little higher place of the school having 2 classes, the 2nd & 3rd building are used for running classes from grade 1 - 8 and administrative purpose. The structure of this building was not damaged only the wall fell down. Other classes rooms have severe cracks in the wall and not used for running the classes. One TCL with tarpaulin roof is built in open space where as three TLC of bamboo block and CGI sheet roof are under construction with the support from Ramechhap Business & Professional Women, RBPW

Sharing the experiences by Teachers

- As the location of the school is such there is no enough space for building the TLC.
- The bricks and other rubbish of the 1st building as mentioned above was cleaned and developed as TLC and classes are running.
- One day psycho-social council training was provided to the teachers of this school by RBPW with training materials.
- The contain of the training focuses on preparedness and mitigation on earthquake,
- Then the teachers conducted such training to the students focusing what should do and how to protect themselves and other to minimize the human casualties.
- The head teacher advised to tell the truth on the reoccurrence & extend of the damage of the earthquake to the students in child friendly way and conduct regular earthquake preparedness exercise in the school.
- They will teach students to identify and explore the safe points in around the school, house and road so that they can avoid such area to protect themselves when earthquake comes again.
- The psycho-social counselling and entertaining activities with songs, dances games with the friends showed that the children were very happy.
- Other concerned they raised is the public foot trailer goes along the school premises, the class are used to be disturbs and the movement of the domestic animals through school premises sometime danger to the students.

Photo Gallery of DEO's and School visit

A. District: Ramechhap

Date: June 24, 2015



DEO office at Manthali, Ramechhap



Meeting with DOE of Ramechhap



Lower Secondary School, Bhalujor,



Destroyed building converted as TLC.



TLC under construction at the school.



Sharing with School Team

B. District: Shindhuli

Date: June 25, 2015



Meeting with DOE of Ramechhap



Building of HS School, Kamalamai!



DOE/SISM team visiting TLC.



Regular Class running in TLC !



Green tagged school building!



Regular Class in green tagged room!



Junction of Banepa- Bardibas Highway!



Damaged houses in Rata tar VDC!



Damaged school of Rata tar VDC!



Open Space as TLC under 'Pipal' Tree!



Bird eye view of 'Khurkot' from Bhalujor!



Banepa-Bardibas Highway along 'Tamakoshi'!

DEO Visit (SISM2 Emergency Support) Memo

June 24-26, 2015, Okhaldhunga

1. Met with:

Name	Position	Contact
Mr. Bijaya Pd. Acharya	District Education Officer	9849209394
Mr. Shankar Babu Shrestha	School Supervisor	9844247471
Mr. Lekh Raj Karki	Section Officer (School Administration)	9849506713
Mr. Ram Bdr. Lama	School Supervisor	

Met by: Ms. Masami Watanabe, Mr. Bishnu Pd. Acharya and Mr. Naryan Silwal – SISM2

2. Meeting and short planning with the DEO- June 24, 2015:

- We had a short meeting with Mr. Bijaya Pd. Acharya (DEO) and his team. Ms. Watanabe explained briefly about SISM2, informed the purpose of the visit and updated the SISM2 ongoing initiatives. We also confirmed the next day's meeting.
- DEO welcomed the team and expressed that this is good opportunity for the collaboration to support to schools in the emergency.

3. School Visit- June 24, 2015:

a. Biddhya Kalika Devi Lower Sec. School- Madhavpur VDC

- We reached the School about 9.30 am after 45 min drive from the district center and 15min walk from the road side through the narrow and down steep path.
- We observed the school building and found that school was divided into 4 blocks but 2 blocks were collapsed, 1 was damaged and given a red sticker and the last one had minor cracks. The toilet also was collapsed.

HT and teachers team reported:

- Due to safety reason school management committee decided to establish the TLC near the school at safe place.
- Immediately TLC was established in the rented place and school was opened on May 31.
- School pays NPR 1000 per month to landlord and the venue is rented for coming 2 years.
- School has 10 rooms now (temporary classrooms made from CGI sheet and tarpaulins sheets are used for the roof).
- Among 10 rooms 9 are used as classroom along with ECD and one room is used for the office. The temporary toilets also are made separately for girls and boys.
- At the early stage, Nepal army helped the school to build the TLC requested by the school.
- 247 students are studying in this school (grade 1-31, 2-25, 3-19, 4-21, 5-27, 6-38, 7-40, 8-40) and ECD is not included in this number.
- Up to grade 5 this school has English medium and this school is awarded as a model school in the district.
- Currently 11 teachers are working in the school such as permanent teacher -2, ECD-1, Raahat- 4 and locally hired-4.
- The school received NPR 100000 from DEO which was spent to build the TLC.

- The school opens on Sunday to Friday from 6.45 to 12.35.
- DEO staff are supportive and delivering the support to school regularly.
- School will be grateful for having story books, globes, atlas, playing/sports materials (indoor and outdoor) if somebody/organization support. In regards curriculum and teachers guide school already have it.

Brain storming 1: What do you think the damage could have been, if the earthquake had happened during the school time one normal day?

- 50% children could be damaged, we could be facing big human casualty.
- The children might be frightened a lot which might cause serious trauma.
- The children might not be ready to come to school.

Brain storming 2: What are the measures you think you could have taken before the earthquake in order to minimize the damage/casualty?

- Build the earthquake proof building also build/have truss types of school building.
- No tall building and no many stories
- Blocks should be separated in case of collapse it won't affect to other building.
- Classroom should be more spacious, with 2 doors.
- Good sitting arrangement and also keep some space in the inside as a safe place.
- Provide earthquake/disaster related educations to students.

b. Thulojure Primary School- Ketuke VDC.

- We reached the School about 12.30 after 30 min drive from Biddhya Kalika Lower Sec. School.
- We observed the school building and found that school had 2 blocks of which one was stamped with a red sticker due to heavy damage, and another was in the operation with miner cracks. The toilet also was badly cracked.

HT and teachers team reported:

- The school was established in 2045. The school has 34 students from grade 1-5 (grade 1-10, 2- 5, 3-6, 4-6, 5-7) and ECD has 9 students
- Currently 5 teachers are working in the school such as permanent teachers -3, ECD-1 and Raahat- 1.
- Due to safety reason TLC was built on the school premises.
- On 31 May, the school was opened and since then students are regular in the school.
- Tarpaulins sheets were provided by DEO and teachers made the TLC. They also received the community support.
- NPR 60,000 was provided by DEO which was used to buy the bamboos and other construction materials and some maintenance work are still ongoing.
- School only has very old teachers guide and no new curriculum. He requested to provide new teachers guide and curriculum with short orientation.
- RC is far from the school that is why less support they receive (5 hours on foot).

Brain storming 1: What do you think the damage could have been, if the earthquake had

happened during the school time one normal day?

- We could be facing big human casualty that could be a big loss.
- The children might be frightened so they could not come to school due to trauma.

Brain storming 2: What are the measures you think you could have taken before the earthquake in order to minimize the damage/casualty?

- Provide earthquake/disaster related education to students
- Find the safe place and orient students to gather in case of any disaster (inside and outside the school)
- Made a good sitting arrangement so that students can easily exit.
- Build the students friendly benches/chairs because the present types of benches are not good for small students
- Provide disaster related education to parents so that they could guide their children.

4. Meeting with DEO- Okheldhunga:

- As per the plan, we had a meeting with Mr. Bijaya Pd. Acharya (DEO) and his team. Ms. Watanabe explained briefly about SISM2, informed the purpose of the visit and distributed SISM2 leaflets and updates.

DEO reported:

- The schools were opened on May 31, 2015 as per the DoE suggestion.
- TLCs are already built in all affected schools.
- The allocated budget for the school was already deposited in school account.
- In total 60 schools were fully damaged, 316 classroom had minor cracks, 439 classroom are unsafe.
- 1450 tarpaulin sheets were provided by SDC (Swiss Development Corporation) on the special request of Regional Director. The tarpaulins sheets are already given to the affected schools.
- No education cluster meeting in Okhaldhunga because none of the NGOs are working in the disaster issues and only we have a meeting of DRRMC (District Disaster Risk Reduction Management Committee).
- 332 community schools are in Okhaldhunga and 14 RCs, Out of 14 RCs 6 RCs are remote and takes 3-5 days to reach on foot due to poor road facilities and rainy season.
- The cost of a porter with 30-35 Kg load is NPR 1500-2000/day.
- The cost of a vehicle to deliver the stuff from DEO to RC is NPR 5000-7000.
- Communication materials related to disaster support are already distributed by DEO.
- Schools reported to DEO during his field visit that school lack curriculum and guidebooks, so he requested to provide them.
- The story books and other sports materials also will be nice to students.
- Science materials and equipment are needed for school. He proposed to provide one microscope to all RCs if not, at least to the lead RC and DEO

- He also proposed to provide day meal and school uniform to children in limited schools and places.
- DEO requested to provide supports (curriculum, story book etc) to institutional schools if possible.
- 5th of every months DEO holds the regular RP meeting

Response on the unclear topic: Ms. Watanabe and Mr. Bishnu Pd. Acharya explained and clarified to DEO that SISM2 mainly supports in school management so as per the request we will provide the curriculum and teachers guide and other related materials but no guarantee of science lab equipment and others. In regards supporting to institutional school that we follow the rule of DoE so this support goes to only public school.

5. Traveled back to Kathamndu- June 26, 2015.







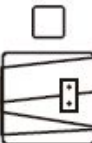


















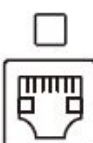





-END-

Appendix-8: Communication between Guardians and School

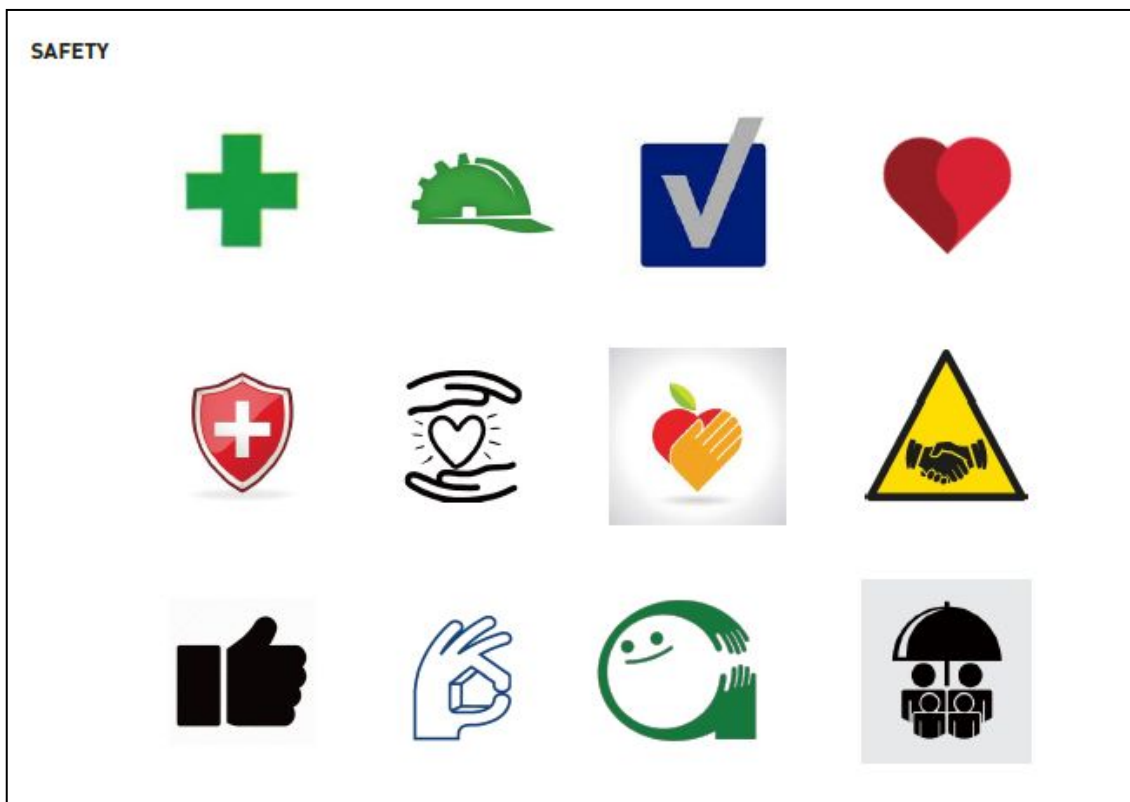
Appendix-8.1: The school list of a survey of Communication between Parents/Guardians and School

SN	Date of visit	District	School	No. of students	No.of teachers	Respondent
1	18-Feb-15	Bhaktapur	Manahara LSS	138	14	Mr. Ramesh Shrestha
2	18-Feb-15	Kavre	Sanjiwani Model HSS	817	27	Mr. Lokendra Dhakal
3	20-Feb-15	Bhaktapur	Chunadevi LSS	155	13	Ms. Nanu Maya Giri
4	20-Feb-15	Changu	Krishna PS	116	10	Mr. Lal Bahadur Tamang
5	20-Feb-15	Bhaktapur	Gadgade LSS	140	9	Mr. Uddhav Jamakatel
6	22-Feb-15	Lalitpur	Kritini HSS	874	46	Mr. Sharoj Kumar KC
7	22-Feb-15	Lalitpur	Navajyoti LSS	155	11	Mr. Harihar Lamichhane
8	24-Feb-15	Bhaktapur	Devi HSS	649	60	Mr. Raja Ram Chhukan
9	2-Mar-15	Dhading	Chandrodaya HSS (Primary section)	60	6	Mr. Siva Raj Bisural
10	2-Mar-15	Dhading	Jana Jagriti HSS	1,085	28	Mr. Saroj Karki

Appendix-8.2: The list of Pictograms: What the pictogram shows?

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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
									
くすりなど	ほうたいなど	ばんそうこうなど	みず	たべもの	のみもの	ミルクなど	カップめんなど	おかし	
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でんちなど	ライトなど	カイロなど	なべなど	ガスコンロなど	しよきなど	ラップなど	トイレットペーパー	せいりようひん	
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せっけんなど	えいせいようひん	おむつ	コートなど	ようふく	くつ	てぶくろなど	したぎなど		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
<input type="text"/>									

Appendix-8.3: The List of Illustrations: Which illustration shows “safety” and “danger”?



Appendix-9: SISM2 UPDATE

Appendix-9.1: SISM2 UPDATE Vol.5 (English)

SISM2 UPDATE

The Project for Support for Improvement of School Management Phase-II

March 2015 / Issue 5



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P1: Message from DG- Strengthening of School Management

P2-3: Reflections of District-level ToT for Capacity Development in SIP Formulation and Updating

P4: Reflections of Joint Monitoring in Kapilbastu

Upcoming Activities

Strengthening of School Management

Dr. Dilli Ram Rimal
Director General, DoE



Education is an inevitable fundamental need of human being for the holistic development. Quality of life is possible upon the qualitative education. Despite the significant achievement in access to education, there is an utmost need of the additional efforts for the enhancement of quality of education.

In this regard, School Sector Reform Program (SSRP) focusing on an equitable access to quality of education and school management has been adapting the policies and strategies to implement various initiatives to ensure right to education for all. Single effort of the government for the successful implementation of the national campaign on "Education for All" may not be adequate. It needs collective effort and commitments of educational stakeholders and actors including development partners. In this regard, the government has been initiating capacity development of all stakeholders from the center to the grassroot level for the formulation and updating the School Implement Plan (SIP) with the technical support from SISM2. The Project activities focuses on strengthening school management adopting decentralized education planning approach. The Project has been providing technical support in the formulation and updating SIP. Also, the project has been supporting capacity development of the stakeholders from Central, Regional, District, Resource Centers and to School levels following cascade module training, and development and distribution of training and reference materials in collaboration with Department of Education since the current year 2014/15.

I do believe that the enhancement of educational quality is possible through the improved school management following the decentralized educational plan and its effective implementation. Similarly, it is expected that the Project will be crucial in bridging the educational plans of various levels contributing to educational development in Nepal in days to come.



Successful Completion of District Training of Trainers (D-ToT) for Capacity Development in SIP Formulation and Updating in 30 Districts

SISM2 conducted D-ToT for capacity development in SIP formulation and updating in 30 districts of Central and Western Regions. It started in December 2014 and completed in early March. There were great effort and dedication of DEOs, D-ToT facilitators, School Supervisors, RPs, teachers, other DEO officers, and participants to achieve the objective of the training. SISM2 would like to thank all the stakeholders involved.

DoE and SISM2 also conducted D-ToT joint monitoring in five selected districts (intensive monitoring districts): Dadeldhura, Sankhuwasabha, Kalikot, Bhaktapur, and Kapilbastu, collaborating with the government. This time, joint monitoring teams consisted of MoE/DoE officer, RED, and SISM2 team members. Resource Center-level Workshop (RCW) and School-level Workshop (SLW) will also be monitored jointly in the five districts from March 2015 onwards.

The following are the reflections from six districts about D-ToT. Also, Mr. Arjun Dhakal, Section Officer of Program and Budget Section, DoE, shares his experience of joint monitoring of D-ToT in Kapilbastu.

Kavrepalanchok: Ms. Yamuna Pokhrel, School Supervisor



"Success comes with planning" -this becomes true only when there is an effective implementation. When the related stakeholders have an active participation with ownership, it will bring effective implementation.

SIP has been implemented in all schools since 2001/02 for the overall development of schools along with decentralization in the country. This year, capacity development training for SIP formulation and updating has been conducted with the coordination of the government and JICA's technical support. The training assures the active participation of all stakeholders in SIP formulation. This cascade training was the most effective one among the trainings in the past at school-level.

SIP is a micro plan developed by local stakeholders of schools based on identification of the school needs. It is also one of the schemes of decentralization of education plan. In the current situation, SIP is considered as a capable improvement mechanism to fulfill the target of SSRP. SIP includes some specific topics identified by the stakeholder's workshop, and it is finalized and approved by SMC. In my experience, SISM cascade training model is appropriate one among the different training structures related to education. It was a good opportunity to participate in the training like Regional-level ToT (R-ToT) and District-level ToT (D-ToT). This cascade training model covers from the central to the regions, districts, RCs, and schools. What I found and learned from R-ToT and D-ToT are: importance of preparation before the training, adequate and complete training materials, effective facilitation by facilitators, series of planned activities, objective and practical presentation, exercise of SIP formulation based on the real information, active participation of participants, punctuality, review of each day sessions, work distribution for the next day, and strategic formulation for effectiveness.

Makwanpur: Mr. Khemnanda Bhusal, ADEO



The three-day D-ToT program was conducted with strong leadership of Mr. Ganesh Prasad Poudel (DEO). Mr. Khemnanda Bhusal (ADEO) and Mr. Krishna Prasad Poudel (SS) facilitated the training with assistance of Mr. Chandra Man Jonchhe, representative of SISM2.

In the training, based on the analysis of the current status of the school which was presented by Mr. Mohan Prasad Sharma, head teacher of Siddhartha Higher Secondary School, major problems were found and problems/needs were prioritized. Through the theoretical and practical exercises, participants identified necessary activities and prepared the outline of SIP. Moreover, participants learned how to use SIP-Formulation Guidebook, SLW-Manual, SSA Checklist, Operational Guides and other reference materials published

by DoE with technical support of SISM2/JICA.

It was the first training that focused only on SIP by participating all DEO staff including ADEOs, officers, SSs, and RPs. It was very effective in enhancing the capacity of developing SIP. We learned importance of the planning process as well. We hope that the parents will be motivated to take care of their childrens' teaching-learning activities as well as participate in the formulation and implementation of SIP.

It will be easy for facilitators (HT and SMC representative) to conduct SLW because all necessary training materials were distributed to each school. RCW in all 18 RCs will be accomplished by the end of February, and the SLW will be conducted in March. We believe that all 520 schools will formulate their SIP by May 2015.

Gorkha: Mr. Janardan Rijal, ADEO

SIP is considered as a local level planning in education sector since 1999. Following this, three-day D-ToT was successfully completed in Gorkha. DEO provided strong leadership and facilitated the sessions very effectively. It brought the energy to the participants.

Participants' view of the training:

- Well informed and clear about SIP
- Well prepared code of conduct and followed by the participants
- There was clarity of subject matter thanks to experienced facilitators.
- DEO played an active and important role in clarifying subject matters and issues.
- All participants actively joined.
- Due to inadequate budget allocation for RCW and SLW, it will be challenge to maintain same quality of D-ToT.
- Time was not sufficient for the additional discussions.

My impression of the training:

- Rich diversity of participants from head teacher to ADEO as well as young to old.
- Active participation and facilitation due to full-time participation of DEO
- We realized that SIP should be prepared based on fact/data of the school with the active participation of stakeholders.
- SISM2 team motivated participants to be positive.

Conclusion:

SIP is very challenging because it is planned based on the real needs identification of schools. We felt that D-ToT was successful in spite of this challenge. We hope that all schools will formulate SIP this year based on the needs of the schools.



Sarlahi: Mr. Ram Hari Rijal, ADEO



We conducted three-day D-ToT and successfully completed with the total of 35 participants. It was well facilitated based on the Operational Guide 2 (OG-2) which was carefully designed for D-ToT. Our team and SISM2 representatives (Mr. Chandra Man Jonchhe and Mr. Rojan Maharjan) made 100% effort for the successful completion of D-ToT. The training made all participants ready to conduct RCW.

SIP focused only on physical aspects before. Therefore, it was more like a demand paper. After the implementation of SSRP, school was able to receive Rs.1,000 as a grant every year to update SIP, but due to the lack of lively training, SIP implementation was not in practice. Though SIP-FGB was published by DoE and distributed to every district, SIP has not been regularly formulated and

updated for past eight years in Sarlahi, because of the lack of a practical guidance as well as a training. This year, however, SISM2 supported the training and provided all training materials to each school. We are relieved now to be able to formulate SIP through RCW and SLW. The schedule of RCW has been prepared during the D-ToT, and it will be conducted according to the plan. Thanks to the exemplary management of SISM2 project, well designed and effective training was conducted in Sarlahi. We hope all schools in this district will prepare SIP based on the real situation.

Parbat: Mr. Ram Prasad Sharma, Section Officer

Two facilitators, Mr. Ram Prasad Sharma (SO) and Mr. Netra Prasad Sapkota (ADEO), conducted the training, and it was supported by Mr. Bishnu Prasad Acharya and Ms. Basudha Gautam, representatives of SISM2.

In the training, theoretical and practical exercises were conducted; What is SIP? Why SIP is necessary? Who, by When and How SIP will be formulated and updated, etc. Based on the data of Balmindir Primary School, the present condition of the school was investigated, and problems that appeared from the data of the school were focused. Through the analysis, participants developed the outline of SIP.

SIP is a practice of institutional planning of school that is a part of decentralized educational plan, and it is also a practice of micro-planning of educational management at the local level. SIP is an institutional five-year periodic plan to make their school a better school with better teaching and better learning focusing on improvement of the quality of education. Moreover, the main objective of SIP is to establish long term and regular practice for the overall development by increasing the involvement, participation and ownership of the parents, social workers, educational devotees, students, and all stakeholder groups.

RCW will be conducted in Falgun (February-March) in 16 RCs in 18 groups, the SLW will be completed in Chitra (March-April). We believe that all the schools will formulate SIP within Baishak (April-May).



Tanahun: Mr. Bharat Raj Baral, School Supervisor

In the D-ToT, participants fully discussed the issues and challenges that are faced at a local level especially in schools. According to the daily schedule, all participants were fully engaged for whole three days. They shared their field experiences and practices especially how to accomplish the SLW and how to improve the student's achievement through SIP to achieve the goal of SSRP.

Presentation of school data by head teacher from a school and their analysis made the training more realistic and practical. Participants were impressed with group discussion and HaPaMa (Hand Prepared Materials) presentations. It was effective in clarifying the subject matter. All participants were satisfied with D-ToT program and motivated to conduct RCW and SLW. They committed to making successful workshop at RC level as well as school level.

Achievement:

- Group facilitation and HaPaMa presentation impressed the participants.
- Training materials contain adequate contents and ideas. It can helpful to develop skills of the participants to formulate SIP.
- SIP formulation guidebook gives simple and applicable ideas as well as format to formulate SIP.
- Some participants commented that D-ToT program actually gave them basic knowledge for SIP formulation.
- Participants were motivated through the program.
- Participants realized that SIP gives basic information for formulation of VEP and DEP.
- The training supports the school based management, and it will improve the students' achievement.

Future:

- Conduct RCW according to the action plan which was developed during D-ToT
- Make effective monitoring
- In FY 2014/15, DEO Tanahun has started SIP formulation and updating campaign through 513 schools.



Effective Joint Monitoring in Kapilbastu

**Arjun Dhakal, Section Officer
DoE, Program and Budget Section**

Monitoring is a tool that enhances effective implementation of the program. It helps to promote implementation status as well as to address challenges and problems that are encountered during the implementation. It ensures achievement of the goal and objectives of the programs. Although all schools in Nepal have been encouraged to formulate SIP under decentralized educational plan since last several years, the results are insignificant. It is mainly due to uncertainty about resources for capacity development initiatives and lack of the cordial relationship between like-minded institutions that have similar and different education programs.



Thus, the government initiated capacity development activity on SIP adopting cascade training. In 2014/15, capacity development on SIP formulation and updating from central to school-level has been implemented. After completion of Regional-level ToT (R-ToT), training materials were delivered to all 69 DEOs by technical support from SISM2. Also, 30 DEOs of Central and Western Regions, which were supported by SISM2, successfully completed D-ToT in December-March, 2015. In addition, 30 DEOs of Eastern, Mid-Western, and Far-Western Regions completed D-ToT so far.

During implementation of D-ToT, a joint monitoring team consisted of Ms. Maya Rai, Regional Director RED Western, Mr. Arjun Dhakal, Section Officer of DOE, and Ms. Masami Watanabe, SISM2 carried out an intensive monitoring of D-ToT in Kapilbastu on February 3-5, 2015. In addition, MoE monitoring team headed by Mr. Surya Prasad Gautam, Joint Secretary, together with Mr. Krishna Prasad Dhungana and Mr. Laxmi Khadka, Under Secretary of MoE, took part in the opening session of the event. There were 32 participants including Resource Persons, School Supervisors, Head Teachers and other DEO officers in the D-ToT.

General observations:

- The sitting arrangement and training materials were well organized with interactive participation of all participants.
- The training materials preparation was very good. The participants became enthusiastic to have joint monitoring team. Also they were impressed with facilitators' presentation skill of the subject matters.
- The head of the MoE monitoring team clarified the queries of the participants about the education act, rule and regulations during the opening session, which yielded synergy effect to the participants.
- The intent and interactive participants as well as rigorous discussion on the subject matter were outstanding.
- The D-ToT enabled all the participants to conduct RC and School level SIP workshop with common and unified understanding on SIP that strengthen school to prepare and update SIP as well.



Suggestions:

- It would be better to share collective experiences rather than that of individual one. It is more relevant, realistic and simple for the topics of SIP.
- The reference materials should have been used with better preparation by the facilitators.
- The sitting arrangement should have been changed regularly to have equal active participation during the sessions.
- Updated and advanced facilitation skills should have been introduced to manage the time and to make better understanding.

Conclusion:

The D-ToT was found very effective and unique one. The sitting arrangement, training materials preparation, and session timing were significant. This cascade model approaches proved that available resources were utilized properly with well-organized training package. Training materials and other overall managements of the training, however, need to be updated over a period.

UPCOMING ACTIVITIES (April-June 2015)

No	Activity	Month	Place
1	RCW and SLW in 69 Districts	March 2015 - May 2015	69 Districts
2	Joint field monitoring of RCW and SLW in selected five districts and other districts	March 2015 - May 2015	Dadeldhura, Sankhuwasabha, Kalikot, Bhaktapur, Kapilbastu, etc.
3	Counterpart Training in Indonesia	April - May 2015	Indonesia
4	Monitoring of testing and follow-up districts	May 2015 - June 2015	Dhading, Rasuwa, Rupandehi, Doti, Jumla, Solukhumbu
5	GoN and JICA joint mid-term evaluation	May 2015 - June 2015	Kathmandu

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SISM2 UPDATE

The Project for Support for Improvement of School Management Phase-II



September 2015 / Issue 6

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P1: Emergency Response through SISM2

P2: Collection of Good Practices with SIP Formulation and Implementation

P3: Intensive Review & Awarding Program is an Inspiration

P4: Reflection on Resource Center Level Workshop

Upcoming Activities

Emergency Response through SISM2

*Ms. Dev Kumari Guragain, Director
Planning & Monitoring Division
Department of Education*

The School Sector Reform Plan (SSRP) has been implemented to enhance the quality and relevant school education so as to have easy access and quality education for all children. SISM2 project has contributed SSRP to improve the quality education through strengthening the capacity of stakeholders for effective service delivery. The technical support of the project focuses on active participation of the schools and other stakeholders and enhancing their capacity on formulation and updating School Improvement Plan (SIP).

The 7.8 and 7.3 magnitude "Gorkha Earthquake" on 25 April and 12 May respectively had a devastating impact on the education sector mainly in 14 districts of Nepal. The total of 35,986 classrooms and other infrastructures were collapsed, and "Teachers Guide", "Curriculum & Textbooks" and other teaching materials were lost. As a result, 1,109,000 children aged 3 to 18 years old have been unable to return to their permanent classrooms when classes resumed on 31 May, 2015. Considering the negative impact of the learning achievement of the students, the necessity was felt to initiate the Disaster Risk Reduction and Preparedness including flood, land slide and fire along with earthquake.



Recourse persons are receiving Teaching Materials (Sindhuli District)

In this changing context, SISM2 has planned to support teaching materials to the community schools of earthquake most affected districts. Three districts namely Ramechhap, Sindhuli and Okhaldhunga which are less supported by the development partners and I/NGOs were selected in consultation with DoE, NCED and CDC. The types of materials supported were decided based on the needs of the each district which were as follows:

	District	Common Support	Additional support (district specific)
1	Ramechhap	- Curriculum book (from Grade 1 to 8) - Teacher's guide books (each subject from Grade 1 to 6)	- Reading books of Room to Read (27 books for each school) for 307 schools except schools which are supported by Room to Read - "We father/mother" book (1 set for each school)
2	Sindhuli		- Whiteboard for 424 damaged class rooms
3	Okhaldhunga	- Student's attendance book (one book for each grade up to Grade 8)	- Science charts and reference books for 122 Lower Sec. and Sec. Schools and DEO - Reading books of Room to Read (27 books for each school) for 210 Primary Schools.

In order to reconfirm the relationship between the curriculum and the teachers' guide and to orient on how to use the above mentioned materials, SISM2 conducted an orientation workshop for RPs/SSs in each of the target districts.



After district-level orientation, each RP is supposed to conduct RC-level orientation and distribute the materials to the schools in their RCs during the regular head teachers' meetings.

As it was planned, all three districts successfully accomplished the orientation and the materials were distributed to concern RPs by the end of August.



*Orientation on best use of Teaching Materials
(Ramechhap and Okhaldhunga)*

Collection of Good Practices with SIP Formulation and Implementation

Saraswati Lower Secondary School (Mr. Narayan Saud, Head Teacher) in Dadeldhura with a total of 167 students, 7 teachers, 10 SMC members, 11 PTA members and 103 members in mother's group have been conducting some good practices in the school through SIP process. Following DEO instruction, the school conducted workshop with the presence of 50 stakeholders that included SMC/PTA, students, teachers, mother's group and guardians/parents on 20-21 April, 2015. The school updated new plans including activities like annual and daily lesson plans, extracurricular activities plan, a teaching learning improvement plan, CAS progress plan, parent/guardian's participation plan, an environmental protection plan and a daily hygiene plan. Based on the SIP, the school has been putting efforts for implementing the plans and these are some good practices.



Trees for better environment & better future!

A. Environment Protection related activities:

- Plantation activities around the temples, providing plants to the nearby school and community households under the plan of environmental protection campaign
- Management of two wastes, disposable and non-disposable waste
- Prohibition of junk food and plastic in school

B. Teaching, Learning and Child Friendly related activities:

- Extra coaching class for the weaker students only after the formulation of the annual lesson plans
- Child friendly environment for Grade 1-3
- Practice of planned teaching
- Eye contact in teaching learning activities in the U-shape sitting arrangement in class
- Display of educational materials, reports and project works prepared by teachers and students
- English medium teaching in Grade 1-3 due to the interest of parents towards English
- Book corner in classes and management of computer laboratory
- Class rules, a monitor of each classes, responsibility assignment will be all managed by the student themselves
- Management of separate toilets for boys and girls. Management of safe (filtered) drinking water



Information sharing in parents' gathering

C. Extracurricular activities:

- Student competition on Fridays and uniform management according to the students' groups in the school
- Quiz contest and awarding during a morning assembly
- Speech by students for the leadership development during a morning assembly
- National anthem, national symbols, code of conduct of teachers and students are written on the wall

D. Mobilization of parents and community:

- PTA gathering, initiation of educational debate among mothers, community awareness dissemination program
- Providing and also taking information, suggestion from parents twice in a year on student achievement

Intensive Review & Awarding Program is an Inspiration

Mr. Surya Prasad Bhusal, ADEO
DEO, Kapilvastu

District Education Office (DEO), Kapilvastu conducted 3 layers of cascade training on SIP formulation and updating. A three-day District level Training of Trainers (D-ToT) was conducted from February 3 to 5, 2015 with technical support from DoE/SISM2. The D-TOT facilitators were 2 Officers of DEO, Kapilvastu, who were trained in the Regional-level ToT at the Regional Educational Directorate, Kaski, Pokhara that was held on January 2015. There were all together 31 participants including Resource Person (RP), School Supervisor (SS) and other officers in D-ToT. The RP together with SS and other officers were the facilitators for the Resource Center level Workshop (RC-W) to train Head Teachers and SMC members of the schools of their Resource Center (RC) to conduct the School-level Workshop (SLW) on SIP formulation and updating. The details of RC-W, SLW and SIP preparation up to now are given in the figure.

- Total batch of RC-W: 29
- Number of Schools participated RC-W: 421
- Total number of participants: 825 (Women 141 Men 684)
- Number of schools which conducted SLW: 381
- Number of schools monitored by the RPs during the SLW : 52
- Number of schools submitted new SIP to DEO : 75 (Remaining schools are on the process and submitting their SIPs soon).

Monitoring and awarding:

A review meeting on SIP formulation and updating was organized by DEO, Kapilvastu with technical support from DoE/SISM2 on 26 July, 2015. SIP Contact Persons from Kapilvastu, Arghakhanchi, Palpa and Gulmi presented their progress, shared lesson learnt and experiences as well. Mr. Arjun Dhakal, Section Officer of DoE, Mr. Khem Raj Poudel Deputy Director of RED and Mr. Surya Prasad Bushal, ADEO facilitated the SIP review meeting. The review meeting was followed by an award ceremony of **"The Best School on SIP Formulation"**.



Group exercise in SIP review meeting

It has three categories such as *Primary, Lower Secondary and Secondary/Higher Secondary School Level*. Considering the meaningful involvement of community in preparation of SIP, preparing a practical, simple and implementable SIP and putting the maximum efforts to improve the SIP in comparison with the previous SIP. The best schools were selected by the panel of judges formed by DEO and awarded accordingly. In Primary level, the winner is Shiva Primary School of Shivapur, in lower Secondary level it is Jana Chetana Lower Secondary School of Motipur and in Secondary/Higher Secondary level it is Jana Jyoti Higher Secondary School of Motipur. Mr. Hari Gautam, DEO and Mr. Koji Sato, Deputy Team Leader participated in the meeting, made relevant remarks and provided necessary input to the session. They also congratulated HTs and SMC Chairs of the winning schools after handing over the award. The HTs and SMC members of the winning schools were so inspired and expressed that it was a good practice which allowed the sharing of knowledge, skills and experiences that enriched others to have good SIP.

Achievements and lessons learned:

Cascade training on SIP enabled HTs and all stakeholders to prepare good SIP in a great extent. It became a campaign in the district to have active participation of the stakeholders ensuring the ownership. It made clear concept and process of SIP and strengthened bottom up planning process with behavioral attitude that stakeholders changed. In the past, SIP focused on infrastructures, buildings and furniture's, but now it is clear that it improves learning achievement, and upgrading the standard of the schools.

The technical and managerial aspect of the SIP formulation training up to RC level was excellent. However, the SLW program was little bit critical as the guardians and other stakeholders unable to give enough time. The active participation of the stakeholders such as community people, farmers, guardians, SMC/PTA members are inevitable in SIP formulation and updating of school.

It would have better if the development partners and the line-agencies were invited in the program so as to broaden knowledge and explore possible support for monitoring. In spite of some shortcomings, SISM2 program awakened the district for preparing SIP in line with government education system.



Handing over of the 'Trophy' to a winning school!

Reflection on Resource Center Level Workshop

Mr. Yogendra Prasad Baral

Deputy Director

Community School Management Section, DOE

The participation of all stakeholders must be insured in the planning process, which generates their ownership and sustainable development. SIP formulation started a decade ago, however, the adoption of this bottom up planning process had not been implemented properly due to lack of technical knowledge, skills, capacity and experiences. Considering these facts, DoE with technical support from SISM2 conducted a National Dissemination on SIP formulation and updating process.

A joint monitoring of Resource Center level Workshop (RC-W) was carried out in Shankhuwasabha from April 18-20, 2015. The objective of the monitoring was to see whether or not the workshop was conducted following Operational Guide. We, the monitoring team, visited RC and observed RC-W on the spot. We joined the preparation meeting one day before the training as observers. Then, during the training, we monitored facilitators' presentations and observed how the trainers facilitated the participants. We also checked logistic and managerial process, training venue, and sitting arrangement. Some important outcomes of the review were as follows:

A. Strength points:

1. The DEO was found to be very positive and cooperative to conduct workshop.
2. The training materials and other tools developed by SISM2 were very relevant.
3. All resource centers except Chandrapur, carried out training and workshop following the Operational Guide. The review team advised Chandrapur RC to follow the Operational Guide accordingly.
4. The presentation skill of the trainers was good and all participants were attentively enthusiastic to learn the lesson.
5. The training materials were used appropriately, and sitting arrangement was adapted to the venue environment. It was excellent.



Putting forward the issues to discuss in the session

B. Some suggestions:

1. The cascade model of training program should follow the Operational Guide so as to meet the time management and other procedures. It is suggested that the program must be followed by monitoring.
2. The backstopping and monitoring on SIP program from DEO is inadequate. It may be due to overload of the routine work of DEO.
3. There was a long time gap between D-ToT and RC-W. It may result that the trainers might forget the technical knowledge they have learnt. It should be considered



RC-W Trainers in high spirits!

C. Conclusion:

It is not a big deal to conduct training. The attitude and behavioral change was more important, which was brought from the training. A regular monitoring at every stage is also important to encourage schools. In this regards, the intensive review meeting was meaningful.

UPCOMING ACTIVITIES (SEP-NOV 2015)

No	Activity	Month	Place
1	Wrap-up meeting on SIP formulation and updating	September	Kalikot, Sankhuwasabha, Bhaktapur
2	Workshop on disaster prevention education	September	Kathmandu
3	TTT and CC meetings	September-October	Kathmandu
4	Preparation of the third year action plan	September-October	Kathmandu
5	Monitoring of emergency support	October-November	Sindhuli, Ramechhap, Okhaldhunga

SISM2 Project, Department of Education, Sanathimi, Bhaktapur

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Appendix-10: List of the Equipment Procured in the 2nd Project Year (As of September 15th, 2015)

No.	Item	Quantity	Funded By	Custody
1	Wi-fi router (DIGICOM)	1	JICA	Office
2	Anti-virus(Quick Heal one year subscription)	16	JICA	Office
3	Brodlink Outdoor CPE	1	JICA	Office
4	NTC Pre Paid SIM card	1	JICA	Office
5	USB Flash Drive 4GM	1	JICA	Office
6	Mobile Set (SAMSUNG-310)	1	JICA	Japanese Expert
7	External HDD (Silicon Power 500 GB) 3.0 USB	1	JICA	Office

Appendix-11: List of Data/Documents Collected during 2nd Project Year (As of September 15th 2015)

I	Manual/Guidebooks/Directives/Booklets	Language	Publisher/writer	Year	Remarks
1	Capacity Development Training and self study on School Management for local stakeholders	Nepali	DEO, Myagdi	2069/70(2012-13/2013-14)	Photocopy
2	Orientation Manual for the development of local stakeholder at the school level	Nepali	DEO, Mustang	2070/71(2013-14/2014-15)	Photocopy
3	Capacity Development Training and self study on school management for local stakeholders	Nepali	DEO, Myagdi	2069/70(2012-13/2013-14)	Photocopy
4	Relevant materials for the orientation of Capacity Development at school level	Nepali	DEO, Mustang	2070/71(2013-14/2014-15)	Photocopy
II	School Improvement Plan(SIP)	Language	Publisher/writer	Year	Remarks
1	SIP,Santoshi Primary School, Gulmi	Nepali	Santoshi PS	2071(2014-15)	Hard copy
III	VEP/DEP/ETC	Language	Publisher/writer	Year	Remarks
1	District Education Plan(DEP), Myagdi	Nepali	DEO, Myagdi	2071/72-2073/74 (2014-16,2016-18)	Original
2	Educational Training Center(ETC) Newsletter,Kanchanpur	Nepali	ETC, Kanchanpur	2071 Ashad(Jul 2014)	Original newsletter
IV	Journal and Reports	Language	Publisher/writer	Year	Remarks
1	Effectiveness of HT Training	English	NCED	NA	Printed copy
V	Text books, Educational Series, Story books	Language	Publisher/writer	Year	Remarks
1	Siur(Crest)	Nepali	Room to Read	2010-11	Original book
2	Ka Kaa K Kee	Nepali	Room to Read	2010-11	Original book
3	Awaz(Sound)	Nepali	Room to Read	2009-10	Original book
4	Rato Pachhouyri(Red Shawl)	Nepali	Room to Read	2008-09	Original book
5	Birkhe Bagh Ra Saichhik Bhraman(Birkhe tiger and field trip)	Nepali	Room to Read	2008-09	Original book
6	Tommy Tempo(three-wheeler)	English/Nepali	Room to Read	2009-10	Original book
7	Chature ko Chartikala(Cleverness of Chature)	Nepali	Room to Read	2010-11	Original book
8	Tommy Tempo Chitwan ma(Tommy Tempo in Chitwan)	English/Nepali	Room to Read	2007	Original book
9	Dhikichiyaun Dhikichiyaun Ghar Ghar Jato(See saw)	Nepali	Room to Read	2008-09	Original book
10	Chimpu ra Ghadi(Chimpu and watch)	English/Nepali	Room to Read	2010	Original book
11	Gopi ko topi(Cap of Gopi)	Nepali	Room to Read	2006	Original book
12	Arthi r Buddhi(Advice and wisdom)	English/Nepali	Room to Read	2010	Original book
6	Tommy Tempo(three-wheeler)	English/Nepali	Room to Read	2009-10	Original book
7	Chature ko Chartikala(Cleaverness of Chature)	Nepali	Room to Read	2010-11	Original book
8	Tommy Tempo Chitwan ma(Tommy Tempo in Chitwan)	English/Nepali	Room to Read	2007	Original book
9	Dhikichiyaun Dhikichiyaun Ghar Ghar Jato(See saw)	Nepali	Room to Read	2008-09	Original book
10	Chimpu ra Ghadi(Chimpu and watch)	English/Nepali	Room to Read	2010	Original book
11	Gopi ko topi(Cap of Gopi)	Nepali	Room to Read	2006	Original book
12	Arthi r Buddhi(Advice and wisdom)	English/Nepali	Room to Read	2010	Original book

VI	JICA	Language	Publisher/writer	Year	Remarks
1	Mundi- JICA publication(volume 51)	Japanese	JICA	Jan 2015	Original copy
VII	Calendars	Language	Publisher/writer	Year	Remarks
1	DEO Nawalparasi	Nepali,partly English	DEO,Nabalparasi	2071(2014-15)	Original
2	Chandrodaya HSS,Dhading	Nepali/English Unofficial translation	Chandrodaya HSS,Dhading	2071(2014-15)	Original
3	Sanjiwani Model HSS,Kavre	Nepali/English Unofficial translation	Sanjiwani Model HSS	2071(2014-15)	Original
4	Janajagriti SS,Dhading	Nepali/English	Janajagriti SS,Dhading	2071(2014-15)	Original
5	Bageshwori HSS, Charikot RC, Dhading	Nepali	Baseshwori HSS, Dhading	2071(2014-15)	Original
6	Sideshwori HSS, Dhading	Nepali	Sideshwori HSS, Dhading	2071(2014-15)	Original
7	Machendra HSS RC, Dhading	Nepali	Machendra HSS RC, Dhading	2071(2014-15)	Original
8	Adarsha HSS, Dhading	Nepali	Adarsha HSS, Dhading	2071(2014-15)	Original
9	DEO Bhaktapur Calendar	Nepali	DEO, Bhaktapur	2071(2014-15)	Original
10	Janata SS, Rupandehi	Nepali	Janata SS, Rupandehi	2070(2013-14)	Original
11	Jaleshwori SS, Dhading	Nepali	Jaleshwori SS, Dhading	2071(2014-15)	Photocopy

Appendix-12: List of DRR Educational Material (As of September 15th 2015)

SN	Name of the documents	Type	Publisher/Writer	Date	Language
1	Communication Materials for Back to the school	Leaflet Folders	DoE with support from Education Cluster members	May, 2015	Nepali
2	Teacher Activity Book (Part-1) Reference material for teaching Post disaster	Booklet	National Center for Education Development, (NCED)	May, 2015	Nepali
3	Teacher Activity Book (Part-2) Reference material for teaching Post disaster	Booklet	National Center for Education Development, (NCED)	2015	Nepali
4	Education in Emergencies: Self-learning Materials for Non-Formal Education	Booklet	Non Formal Education Center , (NFEC) with support from UNESCO	July, 2014	Nepali
5	Tips to parent to protect the children during the emergency period	Leaflet	Jointly by Nepal Pediatric society, CWIN, Child Health Department of DOH	May, 2015	Nepali
6	"Naya Bihani" (New Morning)	Bulletin	"Education Pages", Forum of education Journalist	May, 2015	Nepali
7	"Bhukampa Aghi, Bhukampa Bela, Bhukampa Pachhi", (Before, During and After earthquake)	Leaflet	Jointly by NEST, DOE, UNIFEC	May, 2015	Nepali
8	"Ghar Bhatkaune Kam Jokhimpurna Huna Sakch": (Demolition of the Damaged House may be Full of Risk)	Poster	Ministry of Federal affair and Local Development / UNDP	May, 2015	Nepali
9	Bipad Byabasthpa, Srotshamagri: (Reference Materials on Disaster Management)	Booklet	Curriculum Development Centre, (CDC)	2012	Nepali
10	"Bipad ra Shurakschya" Disaster and Protection	Bulletin	Educational counseling and Disaster management section, DOE.	May, 2013	Nepali
11	"Bipad Byabasthapan Srot Samagri" (Disaster Mitigation Resource Materials)	Booklet (reference book)	Curriculum Development Centre, (CDC)	July, 2014	Nepal
12	"Aaptkalin Abastha ma Shikchhya Nirdeshik"(Education directives on emergency situation)	Booklet (reference book)	DOE	-	Nepali
13	5 series of curriculum on Disaster Risk Reduction.	Text book.	CDC	-	Nepali
14	Teachers' guide book on 5 series of curriculum on Disaster Risk Reduction.	Teacher's guide books	CDC	-	Nepali
15	"Bipad Byabsthan ra Aapatkalin Shikchhya Bidiyarthi Srot Samagri" Disaster Mitigation and Emergency education: Student reference Book	Reference book	CDC	2012	Nepali
16	Bal Gyan Kosh: Paryawaran (Children encyclopedia on Environment)	Reference book	CDC	-	Nepali
17	Bal Gyan Kosh: Yantra Sansar (Children encyclopedia on Machinery)	Reference book	CDC	-	Nepali
18	Bal Gyan Kosh: Manav Sarir (Children encyclopedia on Human Body)	Reference book	CDC	-	Nepali
19	"Aapat Kalin Shikshya, Biddhyarthi Srot Pustika" (Emergency education: Student reference Book)	Reference book	CDC	-	Nepali
20	"Bipad Byabsthan: Srot Samagri" (Disaster Management: resource book).	Reference book	CDC	-	Nepali
21	"Towards Safer School Construction" (A Community -based approach)	Reference book	GADRRRES*	-	English
22	Handbook for Disaster Preparedness and Drill in schools	Reference book	NSET	2011 & Dec, 2013	Nepali
23	Training manual for Earthquake Preparedness in Schools	Training Manual	NSET	2012	Nepali
24	Trainers Manual on school based Earthquake Preparedness Training	Training Manual	NSET	2013	Nepali
25	Instructions' Manual for Training Course on Earthquake Preparedness in School	Training Manual	NSET	2012	Nepali
26	Teachers' guide book (Local curriculum for disaster management, child centered activity along with reference material)	Reference book	DEO Dadeldhura	2013	Nepali