

Central Level Training of Trainers (C-ToT) For SIP Formulation/Updating and Monitoring



December 1-5, 2013

National Center for Educational Development (NCED)

Jointly Organized by

Department of Education (DEO)

National Center for Educational Development (NCED)

Curriculum Development Center (CDC)

Support for Improvement of School Management, Phase-II (SISM2)/JICA

Sanothimi, Bhaktapur, Nepal

Table of Contents

I. Framework and Program of C-ToT	1
II. Memo of Daily Activities	6
Day One.....	6
Session 1 (Part I): Opening	6
Session 1 (Part II): Orientation	7
Session 2: Presentation of the Study of SIP.....	7
Session 3: Review of the positive results, challenging areas, action already taken, and actions which have to be taken.....	7
Day Two.....	11
Session on Child Friendly School (CFS) Concept, its implication and strategies	11
Session 4: Close Study of SIP Formulation Guidebook.....	12
Session 5: School Monitoring	14
Day Three.....	15
Session 6: Stake-holder Analysis and Training Gap Assessment.....	16
Session 7: Learning Process (Child Friendly School Concept)	18
Session 8: School Level Workshop Manual	18
Session 9: School visit to conduct SIP workshop	19
Day Four	22
Day Five.....	22
Session on Experience Sharing and Facilitation techniques	23
Session 10: Designing of the content of D-TOT	23
Closing Session	24

List of Appendix:

- Appendix-1: List of Participants
- Appendix-2: PPT (Introduction to SISM2)
- Appendix-3: PPT (Results of Base-line Survey)
- Appendix-4: PPT (Presentation on the Study of SIP)
- Appendix-5: PPT (Child-friendly Concept)
- Appendix-6: PPT (Key points in SIP Formulation Guidebook)
- Appendix-7: PPT and Hand-outs for School Monitoring
- Appendix-8: School Level Workshop Manual
- Appendix-9: PPT and Newsprints Presentation (School visit reports)

I. Framework and Program of C-ToT

Background:

The Government of Nepal has been implementing the Project for Support for Improvement of School Management, Phase-II (SISM2) in Nepal to improve the access and quality basic education with technical cooperation of Japan International Cooperation Agency (JICA). It aims that the schools are well managed through strengthening and updating School Improvement Plan nationwide. The cascade training modules on strengthening the capacity of the central to local educational institutions and individuals will be refined and validated in Solukhumbu, Rupendehi, Jumla and Doti as working districts of the project in the first year.

The cascade is in four layers: namely, 1) Central-level of Training of Trainers (C-ToT); 2) District-level Training of Trainers (D-ToT); and 3) Resource Center-level Training (RC-T), which is the training of the key persons of the SIP Formulation Committees of each school and finally, 4) the School-level Workshop for the SIP Formulation at school.

The project conducted 5 days C-TOT on Formulation of School Improvement Plan and Updating, as the first step of the cascade.

Date, Time and Venue:

December 1 to 5, 2013, 8:30 am.-16:30 pm., at National Center for the Educational Training (NCED), Sanothimi, Bhaktapur

Objectives of the Training

The overall goal of the C-ToT is to improve the school management through the use of SIP. The specific objectives are:

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

Expected Training Outcomes:

- (1) Every participant refreshes the familiarity with the concept, contents, and process of SIP.
- (2) The outline of D-ToT will be ready.
- (3) Some recommendations for improving the SIP formulation/updating and monitoring process will be collected for SISM testing.

- (4) The plan of the cascaded training from district level to school level will be drawn.
- (5) The manual for the School Level Workshop will be revised.

Participants

Total Participants: 31 (2 Female and 29 Male)

- 5 from Regional Educational Directorates (RED)
- 1 from MoE, 2 from DoE, 2 from NCED, 2 from CDC
- 4 from ETC (Kavre, Rupandehi, Doti and Jumla)
- 12 from testing districts (3 from each districts, Jumla, Doti, Solukhumbu, and Rupandehi)
- 2 from follow up district (1 from Dhading and 1 from Rasuwa)
- 2 from INGO (from Education Working Group of Association of International NGO)

(The detail of the participants is listed in Appendix-1)

Trainers/Facilitators/Resource Persons

- Mr. Kamal Prasad Pokhrel, Director, DOE, Planning and Monitoring Division
- Mr. Ganesh Paudel, Deputy Director, DOE
- Mr. Dinesh Khanal, Deputy Director, CDC
- Mr. Ramraj Khakurel, Under Secretary, DOE
- Mr. Chiranjibi Poudel, Section Officer, DOE
- Mr. Ramchandra Sharma, Section Officer, NCED
- Mr. Meganath Sharma, Section Officer, DOE
- Mr. Yuba Raj Laudari, Trainer, Samunnat Nepal
- Dr. Yoko Ishida, Team leader, SISM2
- Mr. Koji Sato, Deputy Team Leader, SISM2
- Ms. Atsuko Tsuruta, Training and Management Specialist, SISM2
- Ms. Masami Watanabe, School Management, SISM2
- Mr. Bishnu Prasad Acharya, Chief Project Officer, SISM2

Training Contents

- Opening, Orientation, Introduction, etc.
- Revisit of the basics of SIP
- Analysis of the present situation
- Close study of SIP Formulation Guidebook (FG)
- Concept of Child Friendly School
- School Monitoring
- Stakeholder Analysis and Training Gap Assessment
- Facilitation skills

- Study and Practice of the School level Workshop Manual
- Visit to schools for Practice of Community Workshop for SIP
- Design the contents and scheduling of the D-ToT

Essential Material

- SIP Formulation Guidebook
- School Level Workshop Manual (DRAFT)
- Draft Outline of D-ToT

Schedule and Program

Day One (December 1), Sunday

Session/Time	Contents	Methods
S1 09:00-10:30	Session 1: Opening & Introduction (1) Opening <ul style="list-style-type: none"> - Opening Remarks - Training Objectives - Brief introduction of the participants 	30 Minutes (MC-DOE)
	(2) Tea Break	10 Minutes
	(3) Orientation <ul style="list-style-type: none"> - Orientation and schedule sharing - Establishing the ground rules - Appointment of management tasks for the training - Interaction among the participants - Introduction to SISM2 - Presentation on the results of Base Line Survey 	50 Minutes Mr. Meghanath Sharma Mr. Koji Sato
S2 10:30-11:30	Session 2: Presentation of the Study of SIP (Establishing the common understanding of SIP) <ul style="list-style-type: none"> - Objectives of SIP (key point: community mobilization) - Review of the history of SIP - Present policies under SSRP on SIP - SIP Formulation Guidebook 	60 Minutes Presentation by Mr. Kamal Prasad Pokhrel
S3 11:30-12:50	Session 3: Review of the positive results, challenging areas, actions already taken, and actions which have to be taken <ul style="list-style-type: none"> - District-wise Discussion - Presentation of positive results and analytical results of the reasons why SIP is not really achieving its purpose. - District-wise analysis of the issues and suggestions of the ways to address (immediate and medium term actions) 	80 Minutes Mr. Dinesh Khanal Ms. Atsuko Tsuruta District-wise group discussion
12:50-13:50	Lunch	60 Minutes
S4-1 13:50-14:50	Session 4-1: Close study of SIP Formulation Guidebook <ul style="list-style-type: none"> - Overview of the SIP FG - SIP Process (central, district, RC, and school) 	60 Minutes Mr. Chiranjibi Poudel & Mr. Ramraj Khakurel

C-ToT for SIP Formulation and Monitoring_Dec. 2013_ SISM2

	<ul style="list-style-type: none"> - SIP Framework - SIP Format - Highlights 	
14:50-15:00	Tea Break	10 Minutes
S4-1 15:00-15:50	Session 4-1: Continuation of Session 4.1	50 Minutes Mr. Chiranjibi Poudel & Mr. Ramraj Khakurel
15:50-16:00	Wrap-up and Closing of the Day	10 Minutes

Day Two (December 2), Monday

Session/Time	Contents	Methods/Facilitated by
08:30-08:40	Review of the Previous Day	10 Minutes
08:40-09:30	Session on the Concept of Child Friendly School	50 Minutes Mr. Ganesh Paudel
S4-2 09:30-10:30	Session 4-2: Continuation of Session 4	60 Minutes Mr. Chiranjibi Poudel & Mr. Ramraj Khakurel
10:30-10:40	Tea Break	10 Minutes
S4-3 10:40-12:10	Session 4-3: Continuation of Session 4	90 Minutes Mr. Chiranjibi Poudel & Mr. Ramraj Khakurel
12:10-13:10	Lunch Break	60 Minutes
S4-4 13:10-13:50	Session 4-4: Continuation of Session 4	40 Minutes Mr. Chiranjibi Poudel & Mr. Ramraj Khakurel
S5-1 13:50-15:20	Session 5-1: School Monitoring	90 Minutes Dr. Yoko Ishida
15:20-15:30	Tea Break	10 Minutes
S5-2 15:30-16:20	Session 5-2: School Monitoring	50 Minutes Dr. Yoko Ishida
16:20-16:30	Wrap-up and Closing of the Day	10 Minutes

Day Three (December 3), Tuesday

Session/Time	Contents	Methods/Facilitated by
08:30-08:40	Review of the Previous Day	10 Minutes
S6 08:40-09:40	Session 6: Stakeholder Analysis and Training Gap Assessment <ul style="list-style-type: none"> - Roles/responsibilities of the stakeholders: - Training gap assessment for SS/RP, HT, teachers, SMC-C, SMC 	60 Minutes Mr. Dinesh Khanal
09:40-09:50	Tea Break	10 Minutes
S7 09:50-10:30	Session on Learning Process (Child-Friendly Concept)	40 Minutes Mr. Yub Raj Laudari
S8-1 10:30-12:00	Session 8-1: School Level Workshop Manual <ul style="list-style-type: none"> - Sharing the major contents of the Manual - Discussion and exercise of School-Self-Assessment Checklist, and ways to link with the planning. 	90 Minutes Mr. Ram Chandra Sharma & Mr. Bishnu Poudal Acharya

C-ToT for SIP Formulation and Monitoring_Dec. 2013_ SISM2

	- Collection of feedbacks and suggestions	
12:00-13:00	Lunch	60 Minutes
S8-2 13:00-14:30	Session 8-2: Continuation of Session 8	90 Minutes
14:30-14:40	Tea break	10 Minutes
S8-3 14:40-15:40	Session 8-3: Continuation of Session 8	60 Minutes
S9-1 15:40-16:20	Session 9: School visit to conduct SIP Workshop S9-1: Preparation for the school visit to conduct SIP workshop.	40 Minutes
16:20-16:30	Wrap-up and closing of the Day 3	10 Minutes

Day Four (December 4), Wednesday

Session/Time	Contents	Methods/Facilitated by
08:30-08:40	Review of the previous day	10 Minutes
08:40-09:00	Preparation for the school visit	20 Minutes
09:00-09:40	Lunch/Food	40 Minutes
09:40-10:40	Move to the schools	45-60 Minutes
10:40-11:00	Visit to School greet with the HT & SMC members	20 Minutes
S9-2 11:00-13:00	Conduct workshop at School	
13:00-13:30	Tea/Snack	
13:30-15:00	Continue workshop at school	
15:00	Closing	

Day Five (December 5), Thursday

Session/Time	Contents	Methods/Facilitated by
S9-3 08:30-09:30	Reviewing the workshop conducted at school	60 Minutes Mr. Bishnu Acharya
09:30-10:00	Session on Experience sharing of SIP in Indonesia and Facilitation Techniques	30 Minutes Mr. Koji Sato
S10-1 10:00-11:00	Design the content of D-ToT	60 Minutes
S10-2 11:00-12:00	Detail planning and tentative scheduling of cascaded trainings in the district.	60 Minutes
12:00-13:00	Lunch	
13:00-14:00	Recapturing of the 5-Day Training and Making an Action Plan	
14:00-15:00	Questionnaire, Reflection, Evaluation and Closing	60 Minutes

II. Memo of Daily Activities

Day One

Session 1 (Part I): Opening

Opening

The opening session was chaired by Mr. Dilliram Rimal, Executive Director, NCED in the presence of Chief Guest Dr. Lava Deo Awasthi, Director General, DoE and other distinguished guests were Mr. Yamato Kawamata, JICA Representative and Dr. Yoko Ishida, Team Leader for SISM2 Project. Mr. Chiranjibi Poudel, Section Officer, DoE conducted the session as a master of ceremonies (MC) and introduced C-ToT program formally. The formal session was started with the national anthem and followed by self-introduction by each participant/invitee. The opening and welcome remarks during opening session is illustrated as follows.

Mr. Ramraj Khakurel, Under Secretary, DoE, representing the organizer of the training, made the welcome speech. In his welcome speech, he mentioned that SISM1 was able to empower the school management committee on formulation of School Improve Plan (SIP) in Dhading and Rasuwa and that it would be useful for all participants to share experiences and local challenges they faced while formulating and implementing SIP.

Dr. Yoko Ishida, Team Leader, SISM2, in her remarks mentioned that the best learning of SISM1 has been taken for the development of the SISM2. This is the project of the Nepal Government, and SIP is one of the national priorities, so the participants of this training are the key persons for this project who can and will directly give input in the implementation. She wished the good luck to all the participants and the active participation throughout the training. She ended her remarks with the heart-felt thanks to Dr. Awasthi, for the continue supports.

Mr. Yamato Kawamata, JICA Representative, with the thankful note to all those concerned, especially to DoE and SISM/JICA team who contributed massively in succession of piloting program in Rasuwa and Dhading, he mentioned that It's important intervention of DoE/JICA that SISM2 will overcome all challenges faced by SISM1 and provide crucial input in school management, in achieving SSRP goal.

Dr. Lava Deo Awasthi, Director General (DG), DoE, in his speech the DG said that, this intervention was possible because of having a wonderful cooperation between Nepal government and Japanese Government. From the SISM1 project we learned many lessons and we expected to apply the learnings by extending the program in other districts. This (SIP) is bottom up approach SIP may look a small matter but it provide very important message; hence you are the key persons for the implementation and we are together with you to help you. SIP builds the total capacity in school management, students learning and help in quality education so we all need to work as a catalyst and be professional as well.

Mr. Dilliram Rimal, Executive Director, NCED, in his remarks as the Chairperson of the inaugural session, expressed his views by highlighting why we are here. He urged to all participants for their meaningful participation in the training. He adjourned the inaugural session wishing an every success of these five days of C-ToT.

Mr. Chiranjibi Poudel, announced that all participants can proceed for light refreshment and requested all participants to be back in the training hall after refreshment for 1st session of the training.

Session 1 (Part II): Orientation

Orientation: Ms. Atsuko Tsuruta shared the outline of C-ToT, which included the explanation of the program and schedule, using the Outline distributed at the time of registration. Then she distributed the Outline of D-ToT and went over the contents quickly, emphasizing that the major purpose of the C-ToT is to prepare for the D-ToT, to be held in each of the 4 districts, and that it is essential for every participant to be keenly aware of the process of the training.

Ground Rules and Job Chart: Then, Mr. Chiranjibi Poudel, facilitated the session to set the ground rules. After brief discussion, following were agreed as the ground rules; 1) To start at 8:30 a.m. and end at 4:30 p.m.; 2) To set the mobile in silent mode; 3) To actively participate; 4) To be punctual

Then, the job-chart was put up on the board and the manager and reporter for each day was decided as follows:

Day	Manager		Reporter	
	Name	Office	Name	Office
1.	Mr. Laxman Giri	RED Dipayal	Mr. Govind Chaulagain	DEO, Solukhumbu
2.	Mr. Hari Prasad Ganwali	DEO Rupandehi	Mr. Mahesh Devkota	ETC, Jumla
3.	Mr. Badri Bahadur Pathak	MoE	Mr. Subarna Khadka	RED, Surket
4.	Mr. Janardan Rijal	DEO Dhading	Mr. Himlal Chaudhari	World Education
5.	Ms. Indira Budhathoki	DoE, Sanathimi	Mr. Bir Bahadur Dhimi	DEO, Doti

Introduction to SISM2: Then, Mr. Meghnath Sharma, Section Officer, DOE, presented SISM2 Project, using PPT, which included introduction, overall goal and objectives, targeted area, project implementation approaches, and three year schedule. (The PPT is presented in Appendix-2)

Results of Base-Line Survey: Mr. Koji Sato, Deputy Team Leader, SISM2, briefed the preliminary result of base-line survey carried out on July-August 2013. The major parts of the presentation covered the following areas: (The PPT is given in Appendix-3).

- Highlighted status of the composition of the SMC
- Number of the SMC meeting held
- No of the SIP formulated and its implementation
- Status of budgetary and non-budgetary of the SIP
- The perception of school of students and parents

Session 2: Presentation of the Study of SIP

Mr. Kamal Prasad Pokhrel, Director, DoE, with the PPT, explained about SIP, including its background, history, government policy, and its objectives. He also highlighted the present policies under SSRP on SIP, and strategy of SIP formulation. He also briefly shared SIP in Sri Lanka and Chile (The PPT is given in Appendix-4).

Session 3: Review of the positive results, challenging areas, action already taken, and actions which have to be taken

This session was started by Ms. Tsuruta, first by briefing the objectives of the session and by dividing the participants into 5 groups based on the district and institutions.

Then Mr. Dinesh Khanal, Deputy Director, CDC, instructed for the group discussion on the following questions:

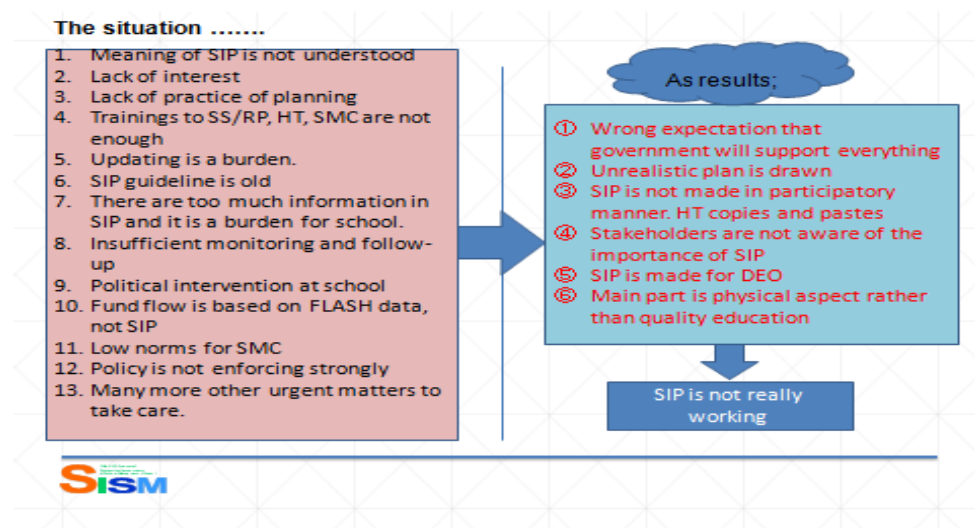
Question 1: "Is SIP achieving its purpose?" List the five answers

Question 2: "If SIP is not achieving its purpose, what are the reasons?" Give five reasons.

After the group discussion, each group presented the outcome. Following is the summary of the group discussion:

Groups	"Is SIP achieving its purpose?" Give five answers	"If SIP is not achieving its purpose, what are the reasons?" Give 5 answers.
Jumla	<ul style="list-style-type: none"> • Identification of school needs • Details of school • Improvement in the capacity of educational stakeholders • Basis of fund raising • Participatory, transparency, responsibility 	<ul style="list-style-type: none"> • Hidden plan • Lack of prioritization of problem • Lack of ownership feeling • Less resource and more demand • Lack of participation as expected <p>"Diamond Policy, Golden Plan Iron Implementation"</p>
Doti	<ul style="list-style-type: none"> • Initiation of plan formulation • Problem identified by analysing the school situation • Improvement in the participation of stakeholders • Development of awareness for the identification of resources and its use • SIP as a form of collection of information document of schools 	<ul style="list-style-type: none"> • In the form of demand paper • Not updated • Lack of SIP based planning and funding • Lack of SIP study analysis, feedback and evaluation • Lack of implementable SIP formulation and capacity development for implementation.
Rupandehi	<ul style="list-style-type: none"> • Skill development for making plans • Development of ownership among stakeholders • Action plan formulation • Identification of resource/ progress in resource finding practices • Responsibility 	<ul style="list-style-type: none"> • Lack of awareness level • Lack of finance • Lack of local representative • Involvement (intervention) of politics • Lack of transparency
Solukhumbu	<ul style="list-style-type: none"> • The initiation of plan formulation by schools • Development of awareness among the stakeholders that SIP has to be formulated. • Development of ownership feeling • Effort to discover resources • The development of view that the plan has to be made by own. 	<ul style="list-style-type: none"> • Lack of resource • Lack of local representative involvement in planning • Political zed in SMC formation • Lack of transparency
Dhading & Rasuwa	<ul style="list-style-type: none"> • Realization of the necessity of plan • Knowledge and skill gained related to plan formulation • Identification of the necessity and finding of resource • Support to improve the school situation (including physical) • Improvement in the awareness of stakeholder 	<ul style="list-style-type: none"> • Lack of real understanding of SIP • Instructed from upper level • Lack of coordination between plan and resource • Lack of priority in the proper way • Lack of monitoring and evaluation in plan implementation

After presentation of each group, Ms. Tsuruta gave PPT on the summary of the results of the various studies on SIP on the same topic. The presentation was based on the cause-and-effect analysis. Her point was that we all know mostly why SIP does not work, and now it is time to take measurements to make SIP work.



The next activity was to analyse the situation, actions already taken, possible actions short–medium, or long term. The result of the group discussion is as follows:

Each district group summarized their discussion as follows:

Jumla

Reasons why SIP is not working	Actions already taken by DEO	Possible actions, Short or medium term actions, by whom	Long term
Lack of need based prioritization	DEO assists SSA for SIP development	Revised SIP each year through SSA	Capacity building for stakeholders about SIP
Lack of resource (manpower, money, materials)	Empower SS/RP and HT, SMC	Resource mapping, short plan for resource utilization/mobilization	Collaboration with government/non government for resources
Ownership feeling	Interaction among stakeholders and orientation	Parent orientation	Social, Academic audit
No policy for SIP based funding	Funding for SIP, PCF	Reward for good SIP	Formation of SIP based funding policy
Attitude (no theory)	Training for appropriate inquiry(positive)	Include positive atmosphere for all educational program	Awareness among all stakeholders

Solukhumbu

Reasons why SIP is not working	Actions already taken by DEO	Possible actions, Short or medium term actions, by whom	Long term
Lack of financial	Capacity development	Monitoring and feedback	Continuation of

source	program operation SIP collection		Monitoring Attainment of sustainable financial source
Lack of ownership of SIP	There is flow of fund SIP formulation work is being done	Improvement in awareness of SIP implementation	Re- implementation of SIP
SIP is understood as only of HT	SIP guidelines formulation, distribution and orientation	Conduction of effective orientation Follow up	Active participation of stakeholders
Limited to formality	-----	Make it functional	Continuous monitoring
Lack of skill for plan formulation	Training on a small scale	Training	Implementation

Doti

Reasons why SIP is not working	Actions already taken by DEO	Possible actions, Short or medium term actions, by whom	Long term
SIP formulation without SSA	Some schools have SSA	SSA to be held in all schools by the DEO, SS, RPs	SIP will not be accepted without SSA
Lack of ability to formulate plan	Less input in SMC Orientation	Orientation/training for the HT, SMC, PTA	Training and experience sharing for the PTA, SMC, VEC including all stakeholders
Lack of monitoring evaluation and support	Inquiry about the SIP formulation	Monitoring and Evaluation of SIP formulation in 10-20% school	To be compulsory in all schools
Lack of importance/ownership	Inability to reach local stakeholder	To be tied up with point 2	
Insignificance/less importance given to SIP by the higher institutions	Inability to reach local stakeholder	Initiation of VEP, DEP and ASIP/AWPB formulation work based on SIP	Implementation in full form

Dhading, Rasuwa, and I/NGO

Reasons why SIP is not working	Actions already taken by DEO	Possible actions, Short or medium term actions, by whom	Long term
Concept is not clear	Discussion in District meeting, RP empowerment, discussion in RC meeting	RP orientation, HT/SMC orientation, facilitation	Monitoring, regular feedback
Lack of priority based on resource	Identify resource in RC meeting and inspire to formulate SIP	Capacity development and collaboration related to resource identification, mobilization and prioritization	Co-ordination with DDC, VDC, INGO, tie up district program with school program
Lack of active participation by	Encourage to inspire by the stakeholders	Awareness for active participation of	Create environment for compulsory participation of

stakeholders		stakeholders at all levels.	parents in all activities, parents day
Lack of funding based on SIP	-----	Tie-up program based on SIP in the district	Implementation of bottom-up planning
Effective monitoring/evaluative	Feedback given whether SIP is formulated or not in the process of monitoring	Management of monitoring evaluation based on indicator	Management of result oriented monitoring process

Wrap-up of the Day

The Manager, Mr. Laxman Giri wrapped up the outcome of day and handed over Managerial responsibility for next day to Mr. Hari Prasad Gyanwali. He thanked all the participants and adjourned the session requesting all participants for their commitment on punctuality and active participation for next day's training session.

Day Two

Review of the Previous Day

2nd December 2013 is the 2nd day of the training and was welcome by the coordinated Mr. Gyanwali, who was assigned as the manager of the DAY1. He requested the reporter of DAY 1, Mr. Govinda Chaulagain for brief reporting of DAY 1, who gave the report of Day 1.

Then, Mr. Poudel introduced Mr. Ganesh Prasad Paudel as the facilitator of the next session. The Session 4 was on the Child Friendly Concept, its implication and strategies on the SIP.

Session on Child Friendly School (CFS) Concept, its implication and strategies

(Session number is not given to this session, because this was not planned originally)

Mr. Paudel, explained the concept, understanding and its importance and linkages in the SIP using PPT. (PPT is given in Appendix 5)

He gave three different case studies in connection with school management, and instructed to read, analyse and present later.

Case 1:

The was a big discussion last year in Child welfare Primary school in a place called Birbas in Gulmi District There was the transparency issue about each and every account related to construction of school building as questioned by parents to the school administration. The school administration strongly argues that the school building has been constructed according to target basis but it has been seen that there is no participation of the students and community in any of the program since the plan formulation. The parents have not been called for meeting till now in this school. There has been the establishment of PTA according to rule but has not been active. After such argument, the group from DEO with the engineers reached the school. It was concluded by mentioning that even if the building has been well constructed but due to the lack of participation and transparency the situation of discussion was created and suggestions according to situation were given.

Case 2:

Gender aspect in education

Even though all girls in Adarsha Primary School across Koshi in Kavre district have been receiving scholarship given by the government but there is a lack of gender equity environment in the school. Even in the teaching learning process also the teachers do not treat the girls as equal as boys. Even now there is more number of girls that are not enrolled in the schools and in this situation the program for awareness of gender friendly has not been conducted. This school does not have any female teacher and while nominating assistant teacher by the VDC a male has been nominated. One girl in the school who dropped out mentioned the reason as lack of toilet in school as her unwillingness to go to school.

Case 3:

In the school, there has been an arrangement of keeping the wheelchair in the playground, toilet, and classroom for the access to handicapped. In the school compound there are wall writing giving glimpse of all the caste, language, religion and culture. Access to all has been established for extremely poor students, there has been arrangement even by arranging school's own resource. There has been access by all in this catchment area. There is a play ground in school. But due to the lack of participation of handicapped children till now in any of the extra curriculum activities, the other people mention the lack of good environment of school. Except the head teacher of the school any other teacher has not received special teacher training

However, due to the lack of time, he went on to summarize the key points which we can learn from the case studies by himself instead of asking the participants to present their discussion.

His presentation was based on the:

- 1) The definition of Child Friendly School and Education
- 2) The background on the National Framework of CFS 2009
- 3) The issues and concerns on CFS at school level
- 4) Child Friendly School Improvement Plan

Lastly, concluded the session with presentation of short TV reporting on the CFS good practices in some schools in Nawalparasi district in western development region of Nepal telecasted in Kantipur TV news. He also introduced the recently published book "Resource Book on Child Friendly School Self Evaluation 2070" by School Management Section (Primary) of DOE and distributed a copy to each participant.

Before closing of this session, Ms. Minarbha Rajbhandari, Program Officer from World Education, came forward and showed child friendly school material produced by WE, in collaboration with DOE.

Session 4: Close Study of SIP Formulation Guidebook

This session is divided into four parts which facilitated jointly by Mr. Khakurel and Mr. Poudel. In the 1st part, Mr. Poudel discussed on the concept, its importance, issues and concerns and SIP formulation process with PPT. (PPT is given in Appendix 6)

During the session some concern and issues were raised as

- 1) Is SIP for community mobilization?
- 2) Is SIP for resource mobilization?
- 3) Is SIP for bring inclusiveness?
- 4) Is SIP for social audit?

- 5) IS SIP for Non budgetary activities?
- 6) What are the mechanisms of approval of SIP at deferent level?
- 7) Should SIP is linked with performance review for its effectiveness?
- 8) The RP and SS were trained on SIP why it is not effective?
- 9) Are they overloaded?

Mr. Poudel summarised the session on SIP as a simple format and user's friendly tool that helps to achieve easy access of quality educations objective of the SSRP.

Then, Mr. Khakurel, informed to all participants that the next part of the session was the discussion on how to make practical use of the revised SIP Formulation Guidebook–2012 published and distributed with close review of the topics of each chapter mentioned in the Guidebook as follows:

- a) In Chapter 1: He thoroughly revisited the relevancies and policy wise provisions mentioned in page 1 to 7 together with all participants sharing and reflecting the field experiences.

While discussion this chapter, the consensus was made on defining the catchment area as an area where majority of the children go to the school. The children representation should be covering the gender, pluralistic, multi-linguistic, differently abled minority, poorest of the poor issues as well.

Early child development, non-formal education and open household education should be consider while identifying the programs and activities These activities should be need based and addressed present situation analysis as much as possible.

- b) Chapter 2: He discussed the standard format and content SIP including the historical as well as geographical background of the school; problem analysis; need identification; mission, vision, goal and objectives; work plan/budget and the time frame as mentioned in page 8-12 of the Guidebook.

While discussion this chapter, the participants raised the question reflecting past practices that there has been preparing 3 years the periodic plan following the planning year of National Planning Commission of Nepal government whereas in the book it has mentioned that SIP periodic plan should be of 5 year period with annual work plan.

In this regards the merits and demerits of the general practices and directives for the DOE analysed and come in to consensus that it should follow 5 year plan as mentioned in the Guidebook, issued by DOE.

The SIP should be formulated and submitted to DEO by 'Jestha' (April/May) of Nepali calendar.

- c) Chapter 3: Annexes (Page 13-28). Similarly, he explained the necessity and relevancies of analysis of each annexes and informed that there are 9 Annexes which is a practical tools for formulation of SIP. So he facilitated the discussion one by one and with the group exercise reflecting the past experiences.

- 1) Class-wise student profile.
- 2) Internal enabling capacity.
- 3) Student learning achievement.
- 4) Teaching materials Management.
- 5) Problem analysis need identification sheet
- 6) Setting Periodic and annual program objectives of SIP

The values and importance of the table sheets as shown in the Annexes were reviewed thoroughly in plenary. However, due to time limit the exercise was carried out only in group-wise and given as homework. The next session on school monitoring continued after 45 minute-lunch break of the day.

Session 5: School Monitoring

Dr. Yoko Ishida, Team leader, SISM2 started the session defining what is monitoring, why is monitoring important, how monitoring should be conducted in the context of the School management and SIP, using PPT. (PPT is given in Appendix-7)

She further elaborated the definition of the School monitoring along with the PPT that it is a regular reviewing process with no time bound.

She explained it is a mechanism where systematic data collection on specified indicators to see the extent of progress and achievement of an on-going projects.

It is also an intervention that checks if the program is in the right track or not. In terms of the school monitoring it could be used for analyzing if there are any problems and to discuss any changes needed for more efficient and effective implementation of the programs. (The hand-outs are also given in the Appendix-7)

Then, participants were instructed to develop school monitoring format, district (group) wise, following the frame given. Each group presented the results of the group work as follows:

1.

District: -		Position:-Name:		Contact No:		
Date of monitoring:		Name of VDC:		Name of School:		
1. Participant Number:-						
	SMC	PTA	Teachers	RP	Students	Total
Female						
Male						
Total						

(1) What are the effective tools for Implementation of SIP

a) Monitoring b) Evaluation

(2) Any obstacle to implement SIP at school?

a) Yes

b) No

(3) Support from stakeholders to implement SIP

a) Yes

b) No

(4) Is SIP ambitious?

a) Yes

b) No

(5) What is the impact of SIP implementation?

a) Very good

b) Good

2.

Name of school:		District		Resource Center:							
Monitoring person's name:		Post:		Office:							
Name of School	SIP		Participation				Status of Implementation			Problems	Solution for Improvement
	Formulated	Not formulated	SMC	PTA	G.S	HT/T/S S	Yes	Partly	No		
1.											
2.											

3.

(1) How far have the SIP activities been implemented as scheduled or as mentioned in the action plan?

Completed number	Ongoing number	Not started yet

(2) Has the resource been managed as expected? If yes....

Internal	Government	Others

(3) What problems have you faced so far?

1.	2.
3.	4.

(4) How have you been coping with the problems?

1.	2.
3.	4.

(5) What expectation do you have from different stakeholders? (By Whom, What)

Parents	DEO	SS	RP	Others

4. SIP Monitoring form at the time of Implementation

SN.	Activities								
1.	Has the SMC approved SIP?								
2.	Community mobilization								
3.	SIP monitoring from SMC								
4.	Progress review								
5.	Threats/challenges								
6.	Resource mobilization								
7.	Achievement on budgetary activities								
8.	Achievement on non budgetary activities								

Upon completion of this session, Mr. Poudel thanked Dr. Ishida for her presentation and highlighted important role and responsibilities of the SMC, head teacher and other stakeholder on school monitoring of the school because they are the 1st person (Institution and individuals) who really concerns of the development.

He then handed over the floor to the Manager of the 2nd day, Mr. Gyanwali to wrap up and adjourn the session. Mr. Gyanwali wrapped up the day reflecting the activities carried out in the day and handed over the management responsibility to Mr. Badri Bahadur Pathak while adjourning the session.

Day Three

Review of the Previous Day

Mr. Pathak, Manager of the day, welcomed all participants and reminded following ground rules as mobile ring disturbances noticed frequently during the training session. With this he requested Mr. Mahesh Devkota to report 2nd day activities and hand over the reporting responsibility for 3rd day to Mr. Surbana Khadka.

Mr. Poudel informed the general outline of the day and called upon Mr. Khanal to facilitate the session on the "Stakeholder Analysis and Training Gap Assessment".

Session 6: Stake-holder Analysis and Training Gap Assessment

Mr. Dinesh Khanal, Deputy Director, CDC, briefed the outline of the session to participants. After telling the outline he requested participants to write down the answers to the following questions:

Question: "Who are the stakeholders of school management?" Answers collected from the participants are as follows:

Students, Teachers, HT, RP, SS, DEO, Political Leaders, Lama, Pujari (Religious Leader/Priest)
NGO, CBOs, Forest Group, Mother Group, Private Sector, INGOs, VDC, RED, MoE, DoE, GOs etc.

Then participants' attention was brought to the process of SIP. A table with the list of tasks and main stakeholders was distributed to all participants to have a look for few minutes and instructed by Mr. Khanal and Ms. Tsuruta to tick in the blank box carefully.

This task chart clearly explained the role and responsibility of stakeholders in the process of SIP since formulation to implementation and monitoring phases. The main tasks and table is shown below.

Main tasks (Central/Regional/District Level)

- Policy guide, Technical support, Monitoring, Training for SS/RP and Training for SMC
- Training for HT, Collecting and Filing, Reviewing and Reflecting in the fund-allocation or evaluation

Main tasks (School Level)

- SIP Data preparation, SIP Drafting, Committee formation, Committee meetings and Community workshop
- Approval, Submission, Implementation and Review (self-monitoring)

Table of Responsibility

Main tasks	Cntl Gover nment	DEO	SS/ RP	HT	Teacher	SMC	PTA	Guardians/ Leaders	Student
Central/Regional/District Level									
A. Policy guide	✓	✓	✓						
B. Technical support	✓	✓	✓	✓					
C. Monitoring	✓	✓	✓	✓					
D. Training for SS/RP	✓	✓							
E. Training for SMC		✓	✓	✓					
F. Training for HT		✓	✓						
G. Collecting and Filing		✓	✓						
H. Reviewing, Reflecting in the fund-allocation or evaluation	✓	✓							
School Level									
1) SIP Data preparation				✓	✓	✓			
2) SIP Drafting				✓	✓	✓	✓	✓	✓
3) Committee formation				✓	✓	✓	✓	✓	✓
4) Committee meetings				✓	✓	✓	✓	✓	✓

5) Community workshop				✓	✓	✓	✓	✓	✓
6) Approval						✓			
7) Submission				✓		✓			
8) Implementation				✓	✓	✓	✓	✓	✓
9) Review (self-monitoring)				✓	✓	✓	✓	✓	✓

The next activity was on Training Gap Assessment for SS/RP, HT, Teachers and SMC.

- The facilitator instructed to sit with respective district team.
- An exercise table was shown by PPT. Following the PPT participants made group discussion and presented.
- The results of the group discussion were as follows:

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

Session 7: Learning Process (Child Friendly School Concept)

The session was started out with sharing of the learning process on child friendly program of “Samunnat Nepal”, by Mr. Yub Raj Laudari. He shared the program, results, lessons learned and field experience using PPT along with the small video clip of case study of Child Friendly School carried out in one of the project areas.

Session 8: School Level Workshop Manual

This session was facilitated jointly by Mr. Ram Chandra Sharma and Bishnu Prasad Acharya. This session aims to make participants fully understand about the outline and the modules of the School Level Workshop which contains three major topic/contents i.e. sharing the Outline of the School Level Workshop, Sharing Draft SSA Checklist and review the Draft School Level Workshop Manual prepared by the DOE and SISM-2 team.

Mr. Bishnu began the session with energizer asking all participants to clap with one finger, two, three...and five. He analysed & sum up the result of energizer as the effort and actions carried out with group or collective approach is better than that of individuals. Reflecting the learning of the energiser, he entered in to the content of the session and highlighted that collaborative efforts and capacity building activities are necessary to build the school level stakeholders on SIP Formulation and Monitoring and SISM2 intend to build the capacity of school level stakeholders through 2-day School Level Workshop (SLW). He gave power point presentation on outline of the school level workshop which covers the following points;

- ☐ Participants of the SLW,
- ☐ Objectives of SLW,
- ☐ Major contents of SLW,
- ☐ Budget provisions for conducting SLW,
- ☐ Tentative schedule of SLW

(PPT is given in Appendix-8)

After sharing the outline of the SLW, Mr. Acharya entered in the topics of SSA Checklist. He informed that there are many list of indicators created by various reasons and needs of various stakeholders, such as SSRP, MEC, PMEC, NFCF, and School Accreditations as follows.

Summary of Indicators

	Category	Indicators	For whom?
SSRP	15	33	Policy makers (GoN and DPs)
MEC	-	25	Policy makers (GoN and DPs)
PMEC	-	5	Policy makers (GoN and DPs)
NFCFS		149	Policy makers (GoN and DPs)& School
SIP FGB	9	40	For School
SISM SSA-C	5	47	For School

He shared that those lists tend to be inclusive and lengthy, and it is not easy for school to check all the items, together with the community and ask the question how to make it simpler? All participants got realized to make the short list of indicators to share with communities.

Respecting the views of participants to make the short list of indicators, Mr. Ramchandra Sharma, Section Officer, NCED displayed the Newsprint with the list of 19 indicators drafted by SISM2 team and C-ToT trainer's team as a draft and explain each indicator one by one. The participants made suggestions to incorporate the following 9 indicators as follows;

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

Based on the participant's suggestions, all agreed to make final SSA Checklist by incorporating above mentioned points/indicators.

Mr. Bishnu asked all participants to open the draft SLW Manual in group and requested to go through the each session. In addition, he suggested each group to come up with the specific suggestion, comments, input on the manual. After, group work, participants' were asked to present their comments, suggestion and inputs which were noted in the newsprint sheet. The major comments, suggestions and inputs given by participants on the SLW-Manual were

- ☐ Role and responsibilities of PTA should be incorporated,
- ☐ The material on social auditing (SA) should be updated according to latest changes/amendment i.e. Social Auditing Committee formation, there is provisions to include highest mark scored a boy or a girl's student from the school,
- ☐ In session-4, the analysis of attendance audit is better to match with attendance audit parameter i.e. Number of students attending classes in a month is better to have 5-10-day, 10-15-day, 15-20-day and above 20-day attendance.
- ☐ Time allocation in each session should be reviewed/re-checked.
- ☐ The Chart used in Session-5, Roles and Responsibilities of SMC in not clear due to colour, so it is better to blacken-white.

Mr. Bishnu appreciated the critical and valid comments and feedbacks by the participants and made commitment to reflect those comments and suggestions during SLW-M finalization.

Session 9: School visit to conduct SIP workshop

Session 9-1: Preparation for the school visit to practice the school level workshop:

The session was facilitated by Mr. Poudel and Mr. Khakurel. The facilitators informed all participants about the visiting two schools: one is Shree Chun Devi Secondary School at Nagarkot, Bhaktapur area, and another Manohara Lower Secondary School at Duwakot, Bhaktapur area. They also briefed the purpose, objective activities and procedures of the field visit.

The facilitator asked two participants as volunteer to form a group for school visit. Mr. Moti Lal Sharma and Mr. Mahendra Prasad Paudyal came forward and selected the team members one by one. As there were all together 30 participants, two groups of 15 member each group were formed. The detail planning process along with the job division as of leader, time keeper, facilitators, reporters were clarified to all participants. The participants were briefed and guided how to conduct school self-assessment smoothly.

Day Three-Session 9-Plan of School Visit**Outline of the School Visit to Conduct SIP Formulation Workshop**

1. Time/Date: 10:30 am. - 15:00 pm. December 4, 2013
2. Objectives of the visit:
 - To conduct the workshop, so that the trainers have clearer understanding about the methods of conducting the workshop at the school.
 - To help the school in the process of the SIP formulation.

3. Visiting Schools

SN.	Name of Schools	Address	Name of HT	Remarks
A.	Manohara Lower Secondary School	Duwakot, Bhaktapur	Mr. Ramesh Lal Shrestha	Assistant HT Mr. Raju Khatri
B.	Chunadevi Lower Secondary School	Nagarkot, Bhaktapur	Ms. Nanumaya Giri	

4. Schedule:

Time	Activities
10:30	- Arrival in the school - Greeting, introduction and explanation of the purpose of the visit to head-teacher, teachers, and SMC@ teachers room
11:00	Start the workshop: - Opening, orientation, introduction etc.
13:30-13:50	Khaja
13:50-15:00	Continuation of the Workshop
15:00-15:10	Wrap-up and Closing

5. Outline of the Workshop:

- 1) Objectives of the Workshop:
 - To discuss and build the common understanding about the school situation and list the prioritized areas for the formulation of the SIP.
- 2) Participants from School and suggested approximate numbers (total of 20-30)
 - ✧ SMC/PTA members (10)
 - ✧ Teachers (2)
 - ✧ Student (5)
 - ✧ Guardians (5)
 - ✧ Community leaders (4)
- 3) Tentative Activities in the Workshop
 - School Data presentation by the head-teacher (prepared on newsprints by head-teacher)
 - Attendance analysis
 - School-Self-Assessment

6. Preparation for the visit

- 1) Detail planning of the activities
- 2) Role division (leader, time-manager, facilitators, reporters etc.)
- 3) Preparation of SSA-Checklist
- 4) Preparation of other material and stationary.

7. Items to be included in the reporting

1. Key/basic information (number of the participants etc.)
2. Observation of the facilitation (good points and challenging points)
3. Observation of the workshop participants:
 - Understanding
 - Participation
 - Feeling of ownership

Each team was provided with all necessary stationeries materials and other instruction by the facilitator. With this the facilitator handed over the floor to the coordinator of the day.

Mr. Badri Bahadur Pathak, wrap up the session of the day and thanked all participants and trainers for their roles in running the session smoothly and handed over the responsibility of the Manager to Mr. Janardan Rijal, for next and adjourned the training.

Day Four

Review of the Previous Day

Mr. Rijal, informed that the day is for the school visit, all participants should have lunch at 09:00 am. be ready for school visit. Mr. Subarna Khadka presented the report handed over the responsibility to the Mr. Him Lal Chaudhari for 4th day report. All participants went for the meal at canteen prior to moving to school.

Session 9-2: School visit

All participants in two groups visited the following two schools and conducted the school level workshop for the formulation of SIP in each school.

The details of the activities are described in the following session, as a part of the presentation of each group on the Day 5.

Day Five

Review of the Previous Day

The session began at 8.30 am with the report of the day four by Mr. Chaudhary. As the 4th day of the training was field visit and formal wrap up and handing over process did not take place. As per the job chart prepared on the 1st day, Ms. Indira Buddhathoki welcomed as Manager of the day to all the participants and facilitators to the training and handed over the floor to the facilitator Mr. Poudel to begin the technical session as per the schedule.

Session 9-3: Presentation of the School visit

Mr. Poudel, requested the team leaders of group A and B to prepare and present their school visit report by next half an hour. Mr. Bishnu Acharya played the magical game of chocolates and summarized the game as that nothing changes unless the existing situation can make a radical shift

After that, both A and B groups presented their school visit reports following the standard format. Mr. Dinesh Khanal provided feedbacks as to the ways to introduce, interact and present with the targeted groups and other stakeholders of school. Mr. Mahendra Prasad Paudyal made some remarks on indicators of SSA. Mr. Acharya summarized both reports after the reflection and discussion on the School visit report the participants and facilitators. (The Group presentation of school visit is given in Appendix-9).

Positive aspects

- ❖ Meeting was effective
- ❖ SSA tools were seen as relevant

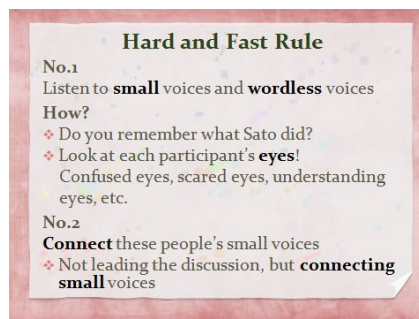
Aspects to be improved

- ❖ To consider the suitable time of stakeholders
- ❖ Necessity of pre preparation
- ❖ Important to inform about the work responsibility of SMC
- ❖ It is good to have a separate discussion with students, parents and teachers
- ❖ Orientation of SSA tools has to be done
- ❖ It is good to use simple language while discussing with the stakeholders
- ❖ Increase in the participation of stakeholders
- ❖ Addition of learning process related indicators in SSA
- ❖ How to make the voiceless participants speak out?
- ❖ Does it increase the work load of HT?

Session on Experience Sharing and Facilitation techniques

Mr. Poudel call upon Mr. Sato for sharing the SIP procedures, success and lesson learnt of the Indonesia followed by effective facilitation skill.

Mr. Sato, using PPT presentation presented summary of the JICA supported SIP project of Indonesia including the working modality, the success, the lesson learnt and future perspectives. After this he presented the fundamental of the skills, the hard and fast rules with very interesting way quoting “Listen to small voices and wordless voices” He also shared an interesting power point presentation on double vision.



After the presentation by Sato, Mr. Poudel explained about the next activity, which is to discuss on the preparation of D-ToT.

Session 10: Designing of the content of D-TOT

In this session each of the four testing districts is to work on the session plans of D-ToT. The tentative schedule is developed taking the various local conditions in mind, such as winter holiday, weather condition, and other various activities. The draft timing and venue of the District Training on trainers is tentatively set as follows.

- A) D -TOT at Rupandehi DOE from 29th December 2013 to and January 2014
- B) D -TOT at Doti DOE from 29th December 2013 to and January 2014
- C) D -TOT at Solukhumbhu DOE from 7th to 11th January 2014
- D) D -TOT at Jumla DOE from 20th to 24 February 2014

With this arrangement the D-TOT, facilitator Mr. Khakurel and Mr. Acharya conducted rapid review of the training by requesting all participants to give one best learning from the training. Some of the reflections were as follows:

- 1) Let the voiceless to have their voice discussion is key component of the facilitation skill
- 2) Time management of the training is good
- 3) SSA Analysis method and its use for SIP Formulation
- 4) SIP formulation process orientation
- 5) SSA has to be conducted in all schools
- 6) Teacher learns first then child
- 7) Need based prioritization from the use of SSA checklist(indicators)
- 8) Facilitation skill will be utilized in the future
- 9) Identification of stakeholders and skills to encourage participation for the total development of school
- 10) 'Genius lies in the trivialities' from the school's small activities, based on 'Think big act small principle' make SIP and confirmed transformation by its implementation
- 11) Reaching to conclusion after group discussion
- 12) To make SIP real, work oriented and result oriented, to provide technical support in capacity wise skill development has been learnt from the main trainer
- 13) Utilization of time within the time limit and emphasis on practical activities rather than theoretical
- 14) Data analysis and facilitation skill
- 15) How to explain about the importance of SIP in the school development
- 16) SIP formulation based by involving the parents, students
- 17) To concentrate on the preparation plan for TOT at the last level of Cascade model.

Then the participants were provided the questionnaires of the training evaluation forms to fill and returned to the SISM team.

Closing Session

The closing session was chaired by Mr. Kamal Prasad Pokhrel, the Director of the Planning and Monitoring Division, DoE. Mr. Poudel welcomed the distinguished guests of the closing ceremony and briefly reviewed the major activities of five days training program.

He requested Mr. Khanal for vote of thanks, and Mr. Yesumasa Nagaoka, Education Advisor of JICA-Nepal, and Dr. Yoko Ishida, Mr. Jaya Prasad Acharya, Deputy Director of Planning and Budgeting Section, DOE for the closing remarks.

At the end Mr. Pokhrel and Dr. Ishida jointly presented the Certificate of the C-TOT to all the participants.

Mr. Pokhrel made a closing remark and declared the closing of the C-TOT. The vote of thanks, training reflection and closing remarks, reflection of key speakers were as follows.

Mr. Khanal, reflected on the general outcomes and expressed sincere thanks to all, especially to the participants for their activate participation.

The training was successful and achieved the main purpose as it revealed the ground reality and explore the gaps and issues of the SIP.

Dr. Yoko Ishida emphasized the importance of communication skills with the communities and other stakeholders with whom we are working.

We have to know and consider their understanding & practices on the program so as to explore and identify best way of intervention of the program and approaches.

It enables and empowers the targeted communities and stakeholders for real participation leading to the sustainability of the program.

Mr. Jaya Prasad Acharya congratulating to all participants, trainers and SISM2 team for successful completion of 5 days C-TOT, he said that SIP was not a new thing but was not well utilized so far. The Project would hope to reflect these concerns and document the lessons learnt, issues, gaps and voice of the concerned to link up with the program implementation to achieve the goal in most efficient, effective and consistent way.

The Project should think how to address the major concerns and issues of the out of school children for the easier access to quality education for them. He expressed the hopes that continuous cascade training would help in developing a model, which had to be shared for the continuous learning.

Mr. Kamal Prasad Pokhrel referring to the challenges faced at school level, he said that the continuous efforts for the capacity development, for the trial of practical methods, and for practical materials are required.

This type of the training should identify the indicators of the child friendly school while planning the school improvement programs together with PMEC on priority basis. These plans should be prepared on the information collected from field visit and reflected local knowledge as well. The mechanism should be developed how to link with other programs with SIP and avoids the duplication and make best use of the available resources.