



Ministry of Education  
The Government of Nepal



Japan International  
Cooperation Agency

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

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## **Project Progress Report (Vol.3)**



**January 2017**

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

Monitoring Focus District: Dadeldhura

**Monitoring Focus District : Kapilbastu**

Monitoring Focus District : Bhaktapur

**Monitoring Focus District : Kalikot**

※Different colors show 14 zones.

**Monitoring Focus District g: Sankhuwasabha**

### Project Location Map (Target = All 75 Districts)

## Photos of the 2nd Half of the 3<sup>rd</sup> Project Year



Photo-1: DEO Makwanpur Facilitating District Level Coordination and Networking Workshop for Annual SIP Updating (July 2016)



Photo-2: The students are sharing and reviewing the map with their parents, teachers, and SMC members at Dielshwor Lower Secondary School (July 2016)



Photo-3: SISM2 facilitating the ELS orientation with RC level facilitators (August 2016)



Photo-4: Participants visit Tokyo Metropolitan School Personnel in Service Training Center (September 2016)



Photo-5: Facilitator are listening the name of good schools as per DEO Kapilbastu\_SIP study (October 2016)



Photo-6: Kathmandu DEO is facilitating District level orientation for SIP Appraisal (December 2016)

## 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
DRR:	Disaster Risk Reduction
D-ToT:	District-level Training of Trainers
ELS:	End-line Survey
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
NIR:	Net Intake Rate
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
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan
STM:	Supplementary Training Manual for Annual SIP Updating References for Disaster Preparedness in School
STR:	Student-Teacher-Ratio
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  
OF SCHOOL MANAGEMENT PHASE-II IN NEPAL (SISM2)**

**PROJECT PROGRESS REPORT (VOL.3)**

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## CHAPTER 1: Overview

### 1.1 Project Objectives and Outline for the 3<sup>rd</sup> Year

SISM2 aims that capacity of school management is improving through SIP formulation and implementation for better access to and quality of basic education nationwide. In the 2<sup>nd</sup> Year of SISM2, DoE, NCED, CDC and SISM2 had collaboratively conducted the nation-wide capacity development program in school-based management. The training workshops were conducted in a cascade method, and it covered all 75 districts, all RPs, and all community schools. Following that, DoE, NCED, CDC and SISM2 as a team have conducted refresher training and orientation in using a cascade method to support schools for updating the Annual SIP in the first half of the 3<sup>rd</sup> Project Year.

The figure shows the entire activity schedule of the 3<sup>rd</sup> Project Year.

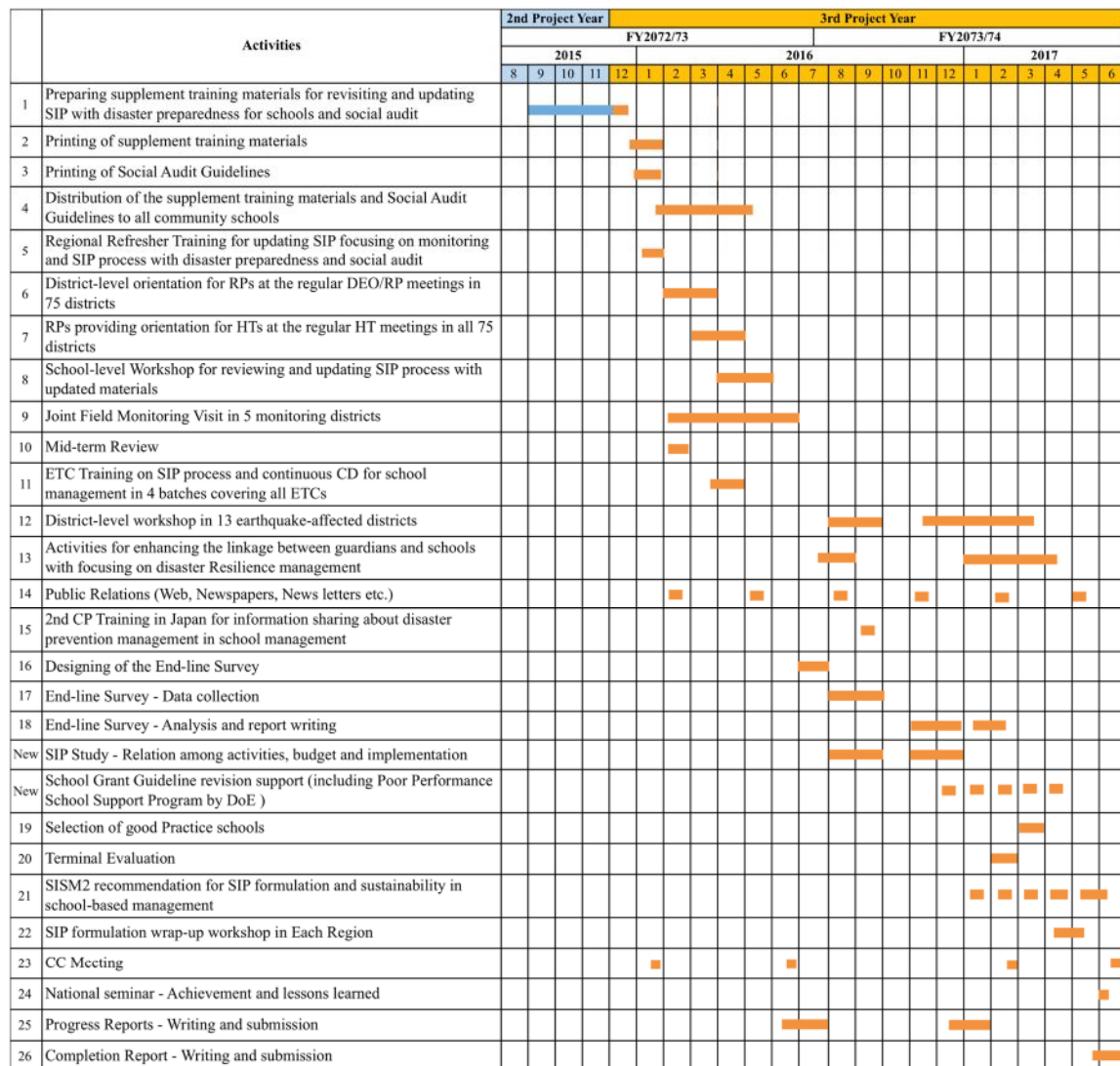


Figure 1-1: Activity Schedule of 3rd Year

## 1.2 Progress of the 3<sup>rd</sup> Project Year: August 2016 – January 2017

### 1.2.1 SIP Follow-up Training in the Most Earthquake Affected Districts

T-5 team (members from DoE/NCED/CDC) and SISM2 team agreed that SISM2 would provide additional support for the most earthquake affected area of 13 districts. There are mainly two objectives of the support.

- (1) To share and learn about the situation of what is happening in school after the earthquake and make the collaborative plan for the practical use of SIP.
- (2) To refresh/orient the knowledge and skills for updating SIP which include disaster preparedness.

Under these objectives, the content of support activity is based on needs of each district. The table below shows the district names and their activities conducted by the end of December 2016.

**Table 1-1: District Name and Its Activity Summary**

No	District Name	Date	Summary of Activity
1	Sindhuli	Jun. 10-11, 2016	<ul style="list-style-type: none"> <li>- I/NGO activities presentation</li> <li>- SIP status analysis</li> <li>- SIP Updating and DRR using SISM2 STM</li> <li>- School Visit checking school safety</li> <li>- Presentation of Compiled District Program Data of both Government and I/NGO</li> <li>- Mapping of Supporting Activities to School in the District</li> <li>- Analysis of the Mapping Results and Discussion on the Ways Forward</li> </ul>
2	Makawanpur	Jun. 2-3, 2016	- Activities are same as the Sindhuli Workshop
3	Gorkha	Sep. 9, 2016	[District Orientation of SIP Appraisal] <ul style="list-style-type: none"> <li>- Quick review of SIP related material</li> <li>- SIP Examination</li> <li>- Finalization of criteria of SIP Appraisal and scoring</li> <li>- Development of RC-level SIP Appraisal Meeting contents and schedule, and assignment of appraisal team from DEO</li> </ul>
		Sep. - Nov. 2016 (conducted in each RC)	[SIP Appraisal Meeting at RC Level] <ul style="list-style-type: none"> <li>- Presentation of a few well-written SIPs</li> <li>- Explanation of the appraisal criteria</li> <li>- Presentation of appraisal summary by the appraisal team</li> <li>- Self-appraisal of their own SIP</li> <li>- RP's announcement of the next step</li> </ul>
4	Dhading	Sep. 17, 2016	[District Orientation of SIP Appraisal] - Activities are same as the Gorkha Orientation
		Dec. 2016 - Jan. 2017	[SIP Appraisal Meeting at RC Level] - Activities are same as the Gorkha RC Level SIP Appraisal Meeting
5	Kathmandu	Dec.8-9, 2016	[District Orientation for SIP Appraisal] - Activities are same as the Gorkha Orientation * There are 2 batches: one batch on Dec.8 and the other is on Dec.9
		(tentative)	[Workshop for 62 schools]

		Jan.-Feb. 2017	- Activities are same as the Gorkha RC Level SIP Appraisal Meeting
6	Nuwakot	Dec.19, 2016	[District Orientation of SIP Appraisal] - Activities are same as the Gorkha Orientation1
		Dec. 2016-Jan. 2017	[SIP Appraisal Meeting at RC Level] - Activities are same as the Gorkha RC Level SIP Appraisal Meeting
7	Raswa	Dec.20, 2016	[District Orientation of SIP Appraisal] - Activities are same as the Gorkha Orientation1
		Feb.- March 2017	[SIP Appraisal Meeting at RC Level] Activities are same as the Gorkha RC Level SIP Appraisal Meeting

### 1.2.2 SIP Study/Review

Various training materials have been developed and distributed to all the schools in 75 districts. As a result, the quality of SIP, from such aspects of overall structure, linkage with data and analysis, implementability and concreteness, is expected to be improved. However, there are serious issues in terms of motivation for the schools to use SIP as a practical tool. It is pointed out that the present SIP-FGB needs to be revised, and as SSDP clearly indicates, SIP should be linked with school financing.

Therefore, close examination of the actual SIPs produced by schools is urgently needed. Not only the SIP contents but also how SIP is implemented can be studied and analyzed for carrying forward the efforts to improve SIP for the improvement of school management.

For carrying out this plan, T-3 and T-5, consisting of the representatives of DoE/NCED/CDC and SISM2 have been working together, while DEO and RPs of the sample districts collaborated for the collection of sample SIPs and these appraisal.

In the initial stage, SIPs and other related documents were collected from two RCs in the two selected districts, namely Kapilbastu and Tanahun. Then, as a preliminary research, the team went through the detail examination of the collected SIPs.

The area of analysis is following areas, in connection with quality of SIP:

- Overall quality of SIP and Annual SIP
- The linkage of 5-Year SIP, Annual SIP, and Income and Expenditure
- Whether SIP is instrumental in following matters:
  - School's efforts to reflect the situation of their own school
  - School's efforts to involve all the stakeholders
  - School's efforts to pay attention to teaching & learning
  - School's efforts to plan non/low budgetary activities
  - School's efforts to include DRR in their plan

- Common areas of problems, causes and programs
- The linkage among SIP quality, geographical access, enrollment, overall school performance, budget size, STR, school management, etc.
- Implementation status of SIP

### 1.2.3 End-line Survey

DoE/SISM2 conducted the Baseline Survey in May 2014. A Nepali consultant company was entrusted with the data collection. The target districts were Sankhuwasabha, Bhaktapur, Kapilbastu, Kalikot and Dadeldhura in the Baseline Survey. After two years, to identify changes and impact by the intervention of the SIP dissemination and updating activities in these five districts, each DEO and SISM2 collaboratively conducted data collection of the End-line Survey. After that, SISM2 Team started analyzing the data.

The survey targets the stakeholders at three levels, i.e. DDC and DEO including RPs level, village development committee (VDC/ Municipality) level and schools level. The table below shows the survey target groups.

**Table 1-2: Target Stakeholders and Numbers**

Level	Target
District	DDC, DEO and RPs from each sample district
VDC/Municipality	2 VDC/ Municipality from each sample district
School	School: 20 schools from each sample district
	Head teacher: one from each sample school
	Teacher: 3-5 teachers from each sample school
	Guardians: 5-10 persons from each sample school
	SMC members: SMC Chair and 3-5 persons from each sample school
	Students: 5-10 students (preferably Child Club members) from each sample school

Note: "Guardians" include PTA members

The table below shows the sample numbers of each target group by district.

**Table 1-3: Sample Numbers**

District	VDC/ Municipality	School	Remark
Sankhuwasabha	2	20	There are 10 schools in each VDC/Municipality
Bhaktapur	2	20	
Kapilbastu	2	20	
Kalikot	2	20	
Dadeldhura	2	20	
Total	10	100	












During preparation of the Baseline Survey in 2014, DoE/SISM2 discussed the sampling way and the sample size. Due to a financial constraint, the number of sample schools became 100 in 5 districts. DoE/SISM2 also concerned geographical condition. Therefore, it was agreed to have 2

clusters of schools. One cluster is close to the district HQ, and the other cluster is rather far from the district HQ.

The End-line Survey covers VDC/Municipalities as the Baseline Survey did. It is suitable to select VDC/Municipalities and schools which are in the same VDC/Municipalities. By doing so, data analysis between VDC/Municipalities and schools could be possible.

The End-line Survey orientation was held in July 2016. RP/SS in each district were guided how to conduct questionnaire data collection by DoE/SISM2. Data collection from all the target groups except for DDC and DEO was conducted by RP/SS during August. This is the part of capacity building of local education officers and institution. After the completion of data collection by RP/SS, DoE/SISM2 came to each district and screened the data. SISM2 did the data entry and compilation in Kathmandu. The data analysis was done in December 2016. The documentation is in the process as of January 2017.

The figure below shows the schedule.

Actions	Break-down of actions	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Preparation	1) Orientation for RP/SS in each district								
Data Collection by RP/SS	1) VDC/Municipality 2) 10 schools nearby HQ 3) 10 schools bit far from HQ								
Monitoring	1) Monitoring data collection by DoE/SISM2								
Data Screening, Payment and DEO Interview	1) Data screening by DoE/SISM2 2) Payment by SISM2 3) DEO interview by DoE/SISM2								
Data input and compilation	1) Data input and compilation by DoE/SISM2								
Data Analysis by DoE/SISM2	1) Data Analysis by SISM2 2) Sharing it with DoE/DEO								
End-line Survey Report	1) Drafting report 2) Finalizing report								

**Figure 1-2: End-line Survey Schedule**

#### 1.2.4 BOSAI Mapping Activity for Finding Gathering and Dangerous Places Around School

Based on the learning from the dream school activity in the 1<sup>st</sup> Project Year, visual tools were developed and the first workshop on "Identifying Unsafe and Gathering Places Around School" was conducted in Manahara Lower Secondary School in August 2015. After that, the tool had been developed. In May 2016, the second testing workshop was conducted in two schools, namely, Shanti Niketan Secondary School from an urban area and another in Chuna Devi Lower

Secondary School from a rural area. These events provided an effective opportunity for motivating and enhancing parent's interest and concerns about their children's safety, quality education and better school management. It was realized that there should have a manual for the facilitator, so that head-teachers/teachers can conduct the workshop on their own.

### Manual Development

The primary users of the manual are head teachers and teachers who facilitate a school level workshop at their schools. It is aimed to capacitate the facilitation skills and smooth running of the workshop. In addition, this could be useful for all levels of TOTs as secondary users (SS/RP and other DEO officers).

### “BOSAI” Mapping

In order to disseminate this activity, a simple and having strong message title is necessary. Therefore, the title of this activity was changed to “BOSAI” Mapping. “BOSAI” is a Japanese term that is known as a manner of disaster prevention. It is based on ideas of “Self-Help”, “Mutual-Help”, and “Public-Help”. This pictogram communication tool can be applied to make students, teachers, and communities think together about disaster preparedness.

### Master Trainer Training

For the dissemination of BOSAI Mapping activity, good master trainers are needed. SISM2 trained 3 RPs of Bhaktapur DEO. They are Ms. Laxmi Pandey, Ms. Rajya Laxmi and Ms. Shrestha Sarita Baral. The orientation was held on June 17<sup>th</sup>, 2016 and the training for master trainer was held on July 24<sup>th</sup>, 26<sup>th</sup> and 27<sup>th</sup>.

### Package Tool

For BOSAI Mapping Workshop, a comprehensive workshop tool was developed. The concept is that anybody including lower grade students and illiterate persons can understand the rules and participate in the activity without any difficulty. Therefore, using many pictograms and visual and drawing tools were necessary. The figures below show the package tool.



**Figure 1-3: BOSAI Mapping Package**



**Figure 1-4: Contents of Package**

### 1.2.5 CP Training in Japan

The CP Training in Japan was conducted from September 10<sup>th</sup> to September 18<sup>th</sup>, 2016. The objectives of the training are as follows.

- (1) To enhance understanding of disaster preparedness at school with community participation in Japan;
- (2) To enhance understanding of disaster resilience education in Japan;
- (3) To discuss system and contents of teacher professional development based on the current situation between Nepal and Japan;
- (4) To discuss progress of the SIP national dissemination, especially SISM2's effort and activities after the Mid-term Evaluation; and
- (5) To improve mutual understanding between the SISM2 key counterparts from MoE, DoE, NCED and CDC and JICA HQ about future cooperation after SISM2's completion.

The names and the positions of trainees are as follows.

**Table 1-4: Trainees' Names and Positions<sup>1</sup>**

No.	Name	Designation	Organization
1	Ms. Dev Kumari Guragain	Director	Department of Education (DoE), Planning and Monitoring Division
2	Mr. Narayan Krishna Shrestha	Deputy Director	Department of Education (DoE), Program and Budget Section
3	Mr. Bishnu Prasad Adhikari	Deputy Director	Department of Education (DoE), Quality Education Section
4	Mr. Bhagawan Upreti	Under Secretary (Finance)	Department of Education (DoE), Financial Administration Section
5	Mr. Shiva Kumar Sapkota	Deputy Director	National Center for Educational Development (NCED), Planning and Program Section
6	Mr. Arjun Dhakal	Section Officer	Department of Education (DoE), Program and Budget Section
7	Mr. Hemraj Khatiwada	Curriculum Officer	Curriculum Development Center (CDC)
8	Mr. Badri Bahadur Pathak	Under Secretary	Central Region Education Directorate
9	Mr. Nanda Lal Paudel	Under Secretary	Ministry of Education (MoE)

The table below shows the outline of the training program.

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<sup>1</sup> The trainees' positions were at the time of selection by MoE. Ms. Dev Kumari Guragain became the Executive Director of NCED, and Mr. Badri Bahadur Pathak became Secretary to Honorable Minister of Education just before they came to Japan.



**Table 1-5: Training Program**

Date	Time	Training	Venue	Remarks
10 Sep. (Sat.)	13:30 22:10	Departure (TG 320) Arrival (Bangkok) Departure (TG 640)		11:30 Check-in
11 Sep. (Sun.)	06:20 09:00	Arrival at NARITA Airport (TG640) Arrive at JICA TOKYO (TIC)		Stay in TIC
12 Sep. (Mon.)	10:00~12:30	TIC Orientation	TIC (SR304)	Stay in TIC
	12:30~13:30	Lunch break		
	13:30~16:30	[Session 1] Education system in Japan [Session 2] Brief introduction of school preparedness for disasters Preparation for Hyogo visit		
13 Sep. (Tue.)	08:30~11:22	Moving to Hyogo (Tokyo to Shin-Kobe by a bullet train (NOZOMI No.17))	—	Stay in JICA KANSAI
	11:40~12:30	Lunch break	JICA KANSAI	
	13:00~16:30	[Session 3] Education Policy in Hyogo Prefecture [Session 4] Preparedness for disasters [Session 5] Disaster preparedness education	Hyogo Prefectural Board of Education	
14 Sep. (Wed.)	09:00~12:30	[Session 6] Disaster preparedness in school [Session 7] Disaster preparedness education in school [Class observation]	Maiko High-School, Hyogo	Stay in TIC
	13:00~13:45	Lunch break	JICA KANSAI	
	13:50~15:20	[Visit] Disaster Reduction and Human Renovation Institution (DRHRI)	DRHRI	
	16:22~19:13	Moving to Tokyo (Shin-Kobe to Tokyo by a bullet train (NOZOMI No.36))	—	
15 Sep. (Thu.)	09:30~11:30	[Session 8] Education Policy in Japan (Including a visit to the library and referring to Japanese school textbooks)	National Institute for Educational Policy Research (NIEPR)	Stay in TIC
	11:30~13:00	Lunch break	TBD	
	14:00~16:30	[Session 9] Teachers' training (Including a tour of observing the center facilities)	Tokyo Metropolitan School Personnel in Service Training Center	
16 Sep. (Fri.)	10:30~11:30	[Session 10] Discussion with JICA (reporting SISM2 progress, progress of SSRP/SSDP, future cooperation, etc.)	JICA HQ (Room109 and 110)	Stay in TIC
	12:30~13:30	Lunch break	TIC	
	13:30~16:00	Reflection of the training, Presentation, and Evaluation Session	JICA HQ (Room109 and 110)	
17 Sep. (Sat.)	12:00 20:00 21:00	Check out TIC Leave TIC Arrive at HANEDA Airport		
18 Sep. (Sun.)	00:22 12:25	Departure (TG661) Arrival in Bangkok Departure (TG319) Arrival in Kathmandu		

After coming back to Nepal, the trainees held a reflection meeting of the CP Training in Japan on October 3<sup>rd</sup>, 2016. Director General, Director and many officers from DoE and other organizations participated in the meeting.

## **CHAPTER 2: Progress and Achievement of Output 3 – Capacity Development of Central and Local Education Authorities**

### **2.1 SIP Follow-up Training in Earthquake Most Affected Districts**

SISM2 has been supporting SIP formulation and updating in all 75 districts. After the Gorkha Earthquake, it was felt that there is a need for special training or workshop for the districts damaged by the earthquake. After discussion among the stakeholders, it became clear that the workshop should be need-based.

As the first phase, Sindhuli and Makwanpur were selected for piloting the workshop and conducted two-day workshop namely “District Level Coordination and Networking Workshop for Updating of Annual SIP” in these districts. The major objectives of the workshop was: to refresh/orient the knowledge and skills for updating SIP which includes disaster preparedness; to share and learn about the situation of what is happening in the areas of rehabilitation and reconstruction in the district after the earthquake; and to discuss the collaborative efforts and plans for future.

Based on the piloting and SIP Study, it is realized that SIP Appraisal/Review is a must for making SIP more realistic and implementable and also improve the quality of SIP. SISM2 has supported to conduct district-level orientation and RC-SIP Appraisal in Gorkha District following the DEO request. The learning and experiences of Gorkha District were applied in Dhading, Nuwakot, Rasuwa and Kathmandu.

#### **2.1.1 District Level Orientation to Prepare for SIP Appraisal**

As the first step of SIP Appraisal, SISM2 technically supported districts to conduct 1-Day District level Orientation. The overall goal of the orientation is to prepare SSs and RPs to conduct SIP appraisal for HTs and SMC on the improvement of SIP in the RC level meeting. The specific objectives of the orientation were as follows;

- To refresh/orient the knowledge and skills for updating SIP which includes disaster preparedness,
- To prepare for the SIP Appraisal Meeting at RC Level (hereafter, RC-level Meeting),
- To help SSs and RPs become skillful facilitators to organize RC-level Meeting.

Altogether 156 participants attended in the district-level orientation. The participants in Gorkha, Dhading, Nuwakot and Rasuwa were DEO Officers and I/NGOs representatives working in the education sector in the respective districts. In the case of Kathmandu, some participants from schools (HT and SMC-Chairperson) and ETC were also invited. The schedule of the orientation is shown in Table 2-1.

**Table 2-1: Schedule and Participants of Orientation**

Districts	Schedule	From DEO*				SMC/HT	I/NGOs	Sub-total
		DEO/ADEO	SO/SS	RP	Others			
Gorkha	9 Sep. 2016	3	5	17	0	0	2	27
Dhading	17 Nov. 2016	3	6	14	2	0	4	29
Kathmandu Batch-1**	7 Dec. 2016	2	8	8	4	7	1	30
Kathmandu Batch-2**	8 Dec. 2016	1	3	6	5	6	0	21
Nuwakot	19 Dec. 2016	1	6	13	4	0	3	27
Rasuwa	20 Dec. 2016	0	2	8	5	0	7	22
Total		10	30	66	20	13	17	156

\*ADEO=Assistant DEO, SO=Section Officer; SS=School Supervisor.

\*\* Due to a large number of participants, the orientation was conducted in two group/batches.

(Source: Prepared by SISM2)

The DEO, ADEO and SIP-Contact Person of DEO facilitated the sessions. Also, T5 members from DoE/NCED/CDC, who are familiar with the contents of the training material and methods and/or who facilitated SIP training workshops before using the materials, supported the DEO facilitators. The major contents of the orientation were i) Quick review of SIP-FGB, SLW-Manual, SSA-Checklist and STM and Re-orientation of the Annual SIP updating, ii) Examination of selected SIPs, iii) Development of appraisal methods and process, iv) Making plans and preparing for RC-level Meeting, and v) Logistic orientation for RC-level Meeting.

### **Outcomes of the Orientation**

The orientation was instrumental improving SIP updating process in districts/schools. In all of the districts, both facilitators and participants reported that the orientation was effective to refresh the knowledge and skill of SIP Appraisal. During orientation, the participants realized that i) The prescribed format of SIP in SIP-FGB is relevant. However, the quality of 5-Year-SIP prepared by schools is not as expected, ii) More support and follow up by SS/RP is needed to schools, iii) SIP Appraisal should be regularly carried out every year, and iv) STM is relevant to incorporate DRR activities in SIP.

The following were the key outcomes of the orientation.

#### **1) Situation analysis of SIP updating in the districts**

The present situation of SIP formulation and collection in the districts was shared during the orientation. Each district has different situation on the SIP updating process;

- DEO Gorkha has signed a performance contract for Academic Year 2073 (2016/17) with each Head Teacher of all schools within the district. The contract includes a list of all activities which schools need to implement during the year. The first point of the agreement in the contract is about formulation and submission of 3-year SIP (2016/17 to 2018/19).
- DEO Dhading instructed every school to prepare 5-Year-SIP (2016/17-20/21) in 2016. It was decided because the situation of schools was drastically changed due to April 2015 Earthquake.
- In Rasuwa, 87 out of 88 schools prepared and submitted 5-Year-SIP (2014/15-2018/19). Similarly, 84 out of 88 schools prepared and submitted an annual SIP (2016/17).
- Many schools of Kathmandu and Nuwakot Districts have already formulated 5-Year-SIP for the period of 2015/16-19/20. Both DEOs are supporting schools to update annual SIP.

## 2) Finalization of Criteria for SIP Appraisal

The participants rigorously discussed how to appraise SIP. The SIP Appraisal Format was drafted in Gorkha District first and based on the suggestion of the each district's participants, it was slightly revised and used in other districts. The list of criteria set for SIP Appraisal is shown in Table 2-2.

**Table 2-2: List of Criteria for SIP Appraisal**

<b>1.</b>	<b>Overall Structure</b>
1.1	Following SIP-FGB (Followed or not followed)
1.2	Layout and design (cover page, binding, font size, handwritten or printed)
1.3	Detail Annual Implementation Plan (Mentioned or not mentioned)*
<b>2.</b>	<b>Linkage with data, analysis, and plan</b>
2.1	Data presentation and use (whether data is accurate or correctly filled or not?)
2.2	Data analysis (Whether data is properly analyzed or not?)
2.3	The link between data analysis and problems (Are the problems identified based on the data and analysis?)
2.4	Target setting and its achievability (Are targets achievable?)
2.5	Activity formulation and presentation based on identified problems (Are the planned activities properly linked with analysis and problems?)
2.6	Stakeholders participation in SIP formulation**
<b>3.</b>	<b>Feasibility of Implementation and Concreteness</b>
3.1	Implementable activity (Are the activities concrete and specific?)
3.2	Allocation and availability of budget (Are the budget realistic?)
3.3	Resource identification and community mobilization (are the resources properly identified or not?）**
3.4	Annual Implementation Plan (Is the Annual Implementation Plan clear and specific?)

3.5	Non-budgetary activity (Are the non-budgetary activities appropriately included?)
3.6	Inclusion of DRR (Is the disaster preparedness included?)

\* Added by DEO Dhading \*\* Added by DEO, Kathmandu

Refer to Annex-2 for SIP Appraisal Format

(Source: Prepared by SISM2)

### 3) Scheduling of the RC-level Meeting

During the orientation, the schedule and contents of RC-level Meeting (RC-M) were decided. The tentative schedule for conducting RC-M that was made during district orientation was shown in Table 2-3.

**Table 2-3: Tentative Schedule for conducting RC-M**

Districts	Number of total RCs	Number of RC-M planned	Schedule	
			Starting Date	Ending Date
Gorkha	18	18	20 Sept. 2016	14 Nov. 2016
Dhading	20	20	2 Dec. 2016	Last week of Jan. 2017
Kathmandu	23	4*	1st week of Jan. 2017	Last week of Jan. 2017
Nuwakot	13	13	23 Dec. 2016	23 Jan. 2017
Rasuwa	8	8	2nd week of Feb. 2017	2nd week of March 2017
Total	82	63	-	-

\* The RC-M is planned to conduct in 4 groups targeting 62 Basic-level Schools only.

(Source: Prepared by SISM2)

### Participant's Evaluation

At the end of the orientation, the participants were asked to fill in an evaluation format which contains questions regarding their understanding of the content as well as their evaluation of the orientation. Altogether 110 participants submitted the evaluation sheets. There are two types of questions, Self-Rating and Descriptive Type. The summary of the participant's evaluation is shown below.

#### <Summary of Self-rating Questions>

The following are the average scores of questions which were selected by the participants from 5 (most positive) to 1 (least positive).

**Table 2-4: Summary of Participants Evaluation (Self Rating)**

No	Questions	Average Score				
		Dhading	Kathmandu	Nuwakot	Rasuwa	Arithmetic Average
	Total Numbers of Respondents	27	44	21	18	Total= 110
1.	How useful were the following sessions/activities for you?	-	-	-	-	-
1-1	Session 2: Review of SIP materials	4.44	4.0	4.05	4.00	<b>4.11</b>
1-2	Session 3: Sharing the real situation of SIP	3.85	3.93	4.1	4.00	<b>3.89</b>
1-3	Session 4 & 5: Exercise of SIP Appraisal (of real SIPs)	4.00	4.32	4.29	4.22	<b>4.13</b>
1-4	Session 6: Planning for SIP Orientation at R-Level	4.33	4.05	4.0	4.06	<b>4.11</b>
2.	Did your expectations satisfied (fulfilled)	4.26	4.11	4.1	4.11	<b>4.14</b>
3.	Are you confident that you can conduct good orientation at RC-level?	4.26	4.23	3.95	4.39	<b>4.21</b>
	<b>Average</b>	<b>4.19</b>	<b>4.11</b>	<b>4.11</b>	<b>4.13</b>	<b>4.13</b>

(Source: Prepared by SISM2)

The above table shows the average arithmetic mean of the score is above 4 (4.13). The highest score was on question-3, "Are you confident that you can conduct good orientation at RC-level?" It means that the expectations of the participants were fulfilled in the orientation and they are confident enough to conduct effective RC-level orientation.

#### <Summary of Descriptive Questions>

There are two descriptive questions asked to the participants. The summary of the participants' responds in each question is given below.

**Table 2-5: Summary of Descriptive Questions**

Questions	Key Points
Were your expectations satisfied (fulfilled)? Please explain why you feel so.	<ul style="list-style-type: none"> <li>• Become clear about how to conduct SIP Appraisal.</li> <li>• Become clear about participatory approach, future direction, individual practice and group work.</li> <li>• Content are useful to upgrade their knowledge and skills.</li> </ul>
Any other comments regarding the orientation?	<ul style="list-style-type: none"> <li>• Very short. 1 day time is not enough. It would be better if more time is given (2 day-orientation or more).</li> <li>• Need more focus on session 4&amp;5 "Explanation on how to appraise the SIP".</li> </ul>

	<ul style="list-style-type: none"> <li>• Should provide the allowance to SMC-Chairperson for participating in RC-M.</li> <li>• Should differentiate the norms for remote and non-remote.</li> <li>• RPs should be also involved in the Technical team/appraisal team.</li> <li>• Better to add about how to incorporate DRR in SIP.</li> </ul>
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(Source: Prepared by SISM2)

### **2.1.2 Resource Center Level Meeting (RC-M) on SIP Appraisal**

SISM2 supported DEO to conduct “1-day SIP Appraisal Meeting at RC Level. The purpose of the RC-M was to appraise SIP and to enhance SIP implementation. The specific objectives of the meeting were;

- To help schools to finalize the SIP draft of this year and improve the quality of Annual SIP in the future.
- To learn about the appraisal process, exercise of the self-appraisal, and share the results of the SIP appraisal given by Appraisal Team.

DEO assigned 2-3 officers for each Appraisal Team, consisting of DEO, ADEO, SO and SS. Then Team visited every RC at least 1-2 day before to check all SIPs very carefully before RC-M. When Appraisal Team checked SIPs, they wrote down their comments directly on SIPs with a pencil so that HT can improve his/her SIP accordingly.

#### **Major Contents of RC-M**

RP organized RC-M inviting HTs and SMC Chairperson from each school. Appraisal Team from DEO (2-3 officers) and respective RP facilitated RC-M. The major contents of RC-M were, i) Presentation of a few well-written SIPs by the head-teachers of the school, ii) Explanation of the appraisal criteria, iii) Presentation of appraisal summary by the appraisal team, iv) Self-appraisal of their SIP, v) Distribution of Appraisal Sheet prepared by the technical team for each school, vi.) Reflection (presentation/discussion) on the appraisals of both self-appraisal and Appraisal Team, and vii) Announcement of next step by RP.

As of the 1st week of January 2017, DEO Gorkha had already completed RC-M of all 18 RCs and RC-M of other districts is on-going. Altogether 967 school-level stakeholders of 449 community schools of Gorkha were participated in RC-M. The schedule of RC-M in Gorkha is shown in Table 2-6.



**Table 2-6: Schedule of RC-M of Gorkha**

S.N	Name of RC	# of total Schools in RC	Date of Appraisal meeting	# of Participants attended	Appraisal Team members
1	Mahendrajyoti, Gorkha NP	22	20 Sept. 2016	50	DEO and SS
2	Manakamana	28	21 Sept. 2016	63	DEO and SS
3	Akala, Dhuwakot	24	25 Sept. 2016	55	DEO and SS
4	Amarjyoti, Palungtar	30	27 Sept. 2016	67	DEO, ADEO and SS
5	Bhagati, Ghairung	20	28 Sept. 2016	42	DEO, ADEO and SS
6	Bhawani, Manbu	28	28 Sept. 2016	59	DEO and SS
7	Bindhabaseni, Nareshwor	27	29 Sept. 2016	62	DEO, ADEO and SSs
8	Budhasidhi, Sirdibas	21	30 Sept. 2016	26	DEO and SS
9	Bhimodaya, Arughat	35	9 Octo. 2016	70	DEO and SS
10	Dullav, Ghampesal	37	10 Oct. 2016	79	DEO and SS
11	Gyanmargha, Gyalchowk	27	17 Oct. 2016	60	ADEO and SS
12	Janashakti, Namjung	21	18 Oct. 2016	49	DEO, ADEO and SS
13	Mahendralila, Harmi	26	21 Oct. 2016	59	ADEO and SS
14	Saraswoti, Borlang	21	23 Oct. 2016	43	DEO and SS
15	Paropakar, Jaubari	23	24 Oct. 2016	50	DEO and SS
16	Gyanjyoti, Hamsapur	19	25 Oct. 2016	42	DEO and SS
17	Himalaya, Barpak	17	13 Nov. 2016	39	DEO and SS
18	Himalaya, Saurpani	23	14 Nov. 2016	52	DEO and SS
	<b>Total</b>	<b>449</b>		<b>967</b>	

(Source: Prepared by SISM2)

After RC-M, DEO instructed schools to revise SIP if there are any areas for improvements. If the 3-Year-SIP is satisfactory, DEO instructed schools to utilize the result of SIP Appraisal while updating annual SIP for the next academic year.

As reported by DEO Gorkha, SIP Appraisal has encouraged school-level stakeholders to prepare good quality SIP, from such aspects of overall structure, linkage with data and analysis, implementability and concreteness. In the past, SS and RP used to give many theoretical examples, but never showed the practical examples. Gorkha DEO concluded that SIP Appraisal is a must to guide the school in the right direction and to formulate implementable SIP.

## **2.2 SIP Study/Review**

### **2.2.1 Background and Introduction**

As SISM2 approaches the end of its term, the recommendations for the continuous improvement of SIP quality are to be prepared. One way is to give suggestions for revision of SIP-FGB. Another is to respond to the newly arisen possibility of giving support for the new policy direction set by the SSDP (2017-2022). Under the previous reform policy of SSRP (2009-2015), MOE placed emphasis on SIP “as an effective reform tool for achieving most of the goals set by SSRP” (SIP-FGB), which included “institutionalization of responsibility and accountability regarding structure of school education, quality education and work performance in school education system of Nepal” (SIP-FGB). In SSDP, MoE takes further steps to use SIP by putting concrete method of linking SIP with finance. SSDP Final Document (August 2016) mentions on page 73 under “Objectives and Strategies” of “7.2 School Governance and Management” as follows:

“ f) Strengthen the use of SIPs as critical tools for quality improvement at the school level and establish a mechanism to link them with resource allocation to districts.”

In this context, the close examination of the actual SIPs produced by the school was urgently needed. Not only the SIP contents but also how SIP was implemented can be studied and analyzed for carrying forward the efforts to improve SIP, so that it can ultimately help improve the quality of teaching-and-learning through the process of formulation and implementation of SIP, with the best linkage between the SIP and financing. The study is to provide information/data which can be referred to when designing how to link SIP with the finance.

### **2.2.2 Objectives**

The overall goal of this study is to help schools improve the quality of education through improvement of management using SIP as a tool. The specific objectives are two folds:

- To extract the areas for improvement to be included in the recommendations for the revision of SIP-FGB and for the possible methods to make SIP more realistic and usable tool through the close examination of sample SIPs and other related documents produced by the school.
- To find the useful data/information from SIPs to be reflected in the school grant-related policies.

### **2.2.3 Approaches and Methods**

For the implementation of this plan, two RCs in two districts were chosen and SISM2 worked

with all the concerned including DoE, DEOs and RPs of target districts.

### (1) Selection of Districts for the collection of SIPs and other related documents

Since SISM2 was conducting data collection of End-line Survey during the months of July and September, SISM2 selected one of the five target districts of End-line Survey as one of the sample districts. This one is in Terai. Then, another district was chosen among from hilly districts.

### (2) Documents Collected in the Sample Schools in two RCs in two Districts

One RC from each of the two target districts was selected after the discussion with DEOs of the districts and meetings were conducted. The numbers of the schools in each RC were 40 and 36 respectively. Documents collected from each school were following:

- 1) 5-Year-SIP (most likely 2015/16-2019/20),
- 2) Annual SIP of 2016/17
- 3) Report of Income and Expenditure of 2015/16
- 4) School Management Questionnaire (same one used for ELS)

### (3) Activities and schedule of the SIP Study

Following activities are conducted and planned between June 2016 and March 2017

**Table 2-7: Activity and Schedule of the SIP Study**

Actions	Breakdown of actions	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Preparation	2) Drafting of Concept paper	—									
	3) Detail planning in the Task Force meeting	—	—								
	4) Visit and discussion with the DEO of Focus District		—	—	—						
	5) Collection of SIPs and other documents										
Examination of SIPs	4) Partial translation		—	—	—	—					
	5) Entering of data in tables					—	—	—			
	6) Preliminary Analysis										
Sharing the results	1) Share the preliminary results							—			
	2) Continue the Study and share the results with DoE, sample districts and others concerned.								.....	.....	.....

#### **(4) Draft Contents of Table of SIP**

Final reports will be ready in March 2017. The contents of the report will be like the following:

<b>Table of Contents</b>	
Chapter 1	Outline of the Sample SIP Study
1.1	SISM2 and its Objectives
1.2	Framework of the Study
1.2.1	Objectives of the Study
1.2.2	Target and Sample Numbers
1.2.3	Study Methodology
Chapter 2	Overview of Sample Districts, RCs and Schools
2.1	Profile of Sample Districts, RCs and Schools
Chapter 3	Study Results
3.1	Results of 5-Year-SIP and Annual SIP
3.1.1	School Profile
3.1.2	Quality of SIP
3.1.3	Problems, Causes of Problems and Program
3.2	Results from the School Account Reports
3.3	Results from School Management Questionnaire
Chapter 4	Summary and Finding and Recommendations

#### **2.2.4 Preliminary Results**

The preliminary results were shared with DoE members during the meeting to discuss the formulation of School Grant Guideline held on the 29<sup>th</sup> of December in 2016. The meeting participants gave various comments for the improvement of the analysis of the study. Part of the areas analyzed and findings shared at the meeting are described in the following section.

##### **(1) Overall situation of the sample RC in the sample Districts<sup>2</sup>**

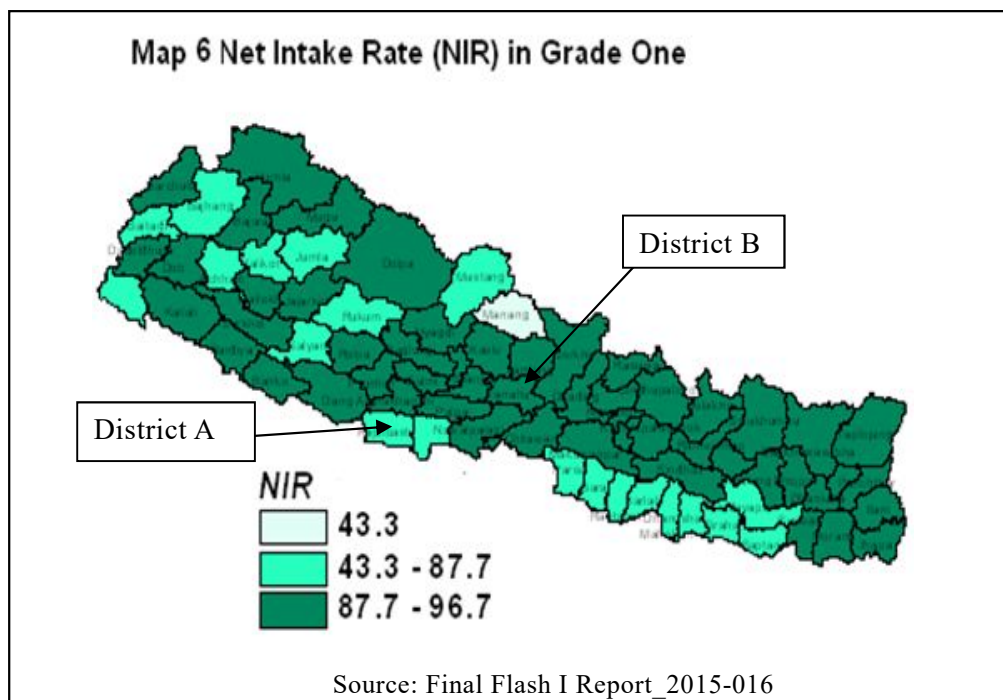
The sample districts in the Hill and Terai are quite different in their geographical features, ethnicity, educational indicators and other features. The sample district in Terai (hereafter referred to as District A) and the sample RC (hereinafter referred to RC-A) is located in the border with India and the majority of residents are Muslims, where many children go to Madrasa rather than community schools, while the other RC (RC-B) is located in the Hill area (District B),

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<sup>2</sup> Since the study is still in its preliminary stage, and it may contain some sensitive data, the name of the districts, RCs, and schools are not mentioned here.

with comparatively better access to the Nepal's main Highway.

The education indicators of Hill districts are generally better than the ones in Terai. According to the Flash Report I (2015-016), for example, Net Intake Rate (NIR) of District B is above 87.7, and NIR of District A is in the range of 43.3 – 87.7. Student and Teachers Ratio (STR) of community Primary Schools in Terai is 39 in average in Terai while it is 18 in average in the Hill.



**Figure 2-1: District-wise NIR Range in Grade One**

## **(2) Results of Analysis of 5-Year-SIP and Annual –SIPs**

Some key observations we were able to make out from the close examination of 5-Year-SIPs and Annual SIPs are listed below:

(School Profile)

- Decrease rate of enrolment is seriously high. Enrolment of primary schools decreases in one year at the rate of 16.5% and 17%, lower-secondary 4.4% and 11%, and secondary 3.5% and 2% in the two RCs of the two districts.

**Table 2-8 : Enrolment Decrease in the RC- A**

	# of schools	Enrollment G1-12 in 5-Y-SIP	Enrollment in 2073	Differences in number	Differences (%)
PS	25	914	765	-151	-16.5%
LSS	6	720	634	-32	-4.4%
SS	5	2,215	2,082	-78	-3.5%
	36	3,849	3,481	-261	-6.8%

**Table 2-9: Enrolment Decrease in the RC-B**

	# of schools	Enrollment G1-12 in 5-Y-SIP	Enrollment in 2073	Differences in number	Differences (%)
PS	27	4,176	3,462	-714	-17%
LSS	9	3,381	3,015	-366	-11%
SS	4	4,160	4,074	-86	-2%
	40	11,717	10,551	-1,166	-10%

- Student and Teachers Ratio (STR) average in the RC-A is 17.34, which is close to the average of hill regions, and 49.65 in RC-B, which is much less than Terai average.

(Overall Quality of SIPs)

- Many SIPs were not prepared following the SIP-FGB.
- Some SIPs seem to be copied from other SIPs<sup>3</sup>
- SISM2 used the scale of A to D (or score of 4 to 0) for the evaluation of overall SIP quality in comparative scales. The averages were B- for primary school, B for lower secondary school, B+ for secondary schools, and B- for average in RC-A. On the other hand, B-, B+, A- and B- average at the respective levels in RC-B. In other words, the higher the level of school is better quality of SIP is in both of the districts.

**Table 2-10: Average Overall SIP Quality in RC-A**

S.N.	School Level	# of Schools	A		B		C		D	Average	
			#	%	#	%	#	%		Score	Rate
1	PS	25	5	20.0%	12	48.0%	8	32.0%	0	1.88	B-
2	LSS	6	2	33.3%	2	33.3%	2	33.3%	0	2.00	B
3	SS	5	2	40.0%	2	40.0%	1	20.0%	0	2.20	B+
	Total	36	9	25.0%	16	44.4%	11	30.6%	0	1.94	B-

**Table 2-11: Average Overall SIP Quality RC-B**

S.N.	School Level	# of Schools	A		B		C		D	Average	
			#	%	#	%	#	%		Score	Rate
1	PS	27	6	22.2%	7	25.9%	11	40.7%	0	1.59	B-
2	LSS	9	5	55.6%	3	33.3%	1	11.1%	0	2.44	B+
3	SS	4	3	75.0%	1	25.0%	0	0.0%	0	2.75	A-
	Total	40	14	35.0%	11	27.5%	12	30.0%	0	1.90	B-

<sup>3</sup> The description of “copying” will be included in the final report.

- In the same way as the overall quality of SIP, SISM2 members made the comparative scaling concerning the quality of planning in 5-Year-SIP in its feasibility. The feasibility of implementation is not good. Most schools tend to write unrealistic plans. The average of RC-A is C- and of RC-B is B-.

**Table 2-12: Average Quality of Feasibility of the Planning, RC-A**

S.N.	School Level	# of Schools	A		B		C		D	Average	
			#	%	#	%	#	%		Score	Rate
1	PS	25	0	0	0	0	13	52.0%	0	0.52	C-
2	LSS	6	0	0	3	50.0%	2	33.3%	1	1.33	C+
3	SS	5	0	0	4	80.0%	0	0.0%	1	1.60	B-
	Total	36	0	0	7	19.4%	15	41.7%	2	0.81	C-

**Table 2-13: Average Quality of Feasibility of the Planning, RC-B**

S.N	School Level	# of Schools	A		B		C		D	Average	
			#	%	#	%	#	%		Score	Rate
1	PS	27	0	0.0%	17	63.0%	5	18.5%	2	1.44	C+
2	LSS	9	0	0.0%	7	77.8%	2	22.2%	0	1.77	B-
3	SS	4	2	50.0%	2	50.0%	0	0.0%	0	2.5	B+
	Total	40	2	5.0%	26	65.0%	7	17.5%	2	1.63	B-

(Analysis of Problems, Causes of Problems and Program)

One of the strong features of the SIP is the process of self-assessment and analysis. The SIP facilitates schools and stakeholders to be self-reflective in making the plan while linking the data, analysis and program. After examining the SIPs it was found that many schools have done justice to this purpose of SIP.

In spite of some weaknesses of the data and planning parts of SIP, the self-analysis of the schools of their own problems and ways to address those issues indicate sincerity and accuracy in general. There are 11 problems, 16 causes of problems and 19 programs in average per school listed by the 67 schools. Common and major problems are:

- Decrease of enrolment and not having the enough number of students.
- High rates of dropouts, repetition and lower rate of promotion rate.
- Academic achievement is minimum.
- Not having the enough quota and trained teachers.
- Physical facility is not sufficient.
- Poor relation (lack of communication / transparency) between school, community and stakeholders

- Insufficient/inadequate provision of teaching/sports material

Common and major causes of the problems are:

- Attraction toward private schools due to the distrust of community schools by parents.
- Irregularity of attendance of students and teachers
- Not much interest of teaching-learning by students and teachers.

Common and major program planned by schools are:

- Increase of enrolment by doing door-to-door visit.
- Improvement of teaching
- Improvement of attendance of both teachers and students
- Conduct regular SMC meeting, parents meeting for better communication.
- Conduct various activities to involve teachers, students parents, SMCs and others to help them enjoy school.

### **(3) Other Analysis**

As a part of the SIP study, account report of income and expenditure were collected from the 76 schools in the two RCs. The data will give a good insight into the reality of school account in connection with SIP. SISM2 will continue with analysis of the account reports and share the results with DoE. The analysis will be especially helpful for the work of preparing School Grant Guideline led by the Program and Budget Section of DoE during January and March of 2017.

## **2.3 End-line Survey**

### **2.3.1 Objectives**

- (1) To identify changes and progress by the intervention of the SIP dissemination and updating activities in the 5 target districts after 2 years by comparing data between the Baseline and End-line Surveys.
- (2) To analyze outcome/impact caused by the intervention and contributing and/or inhibiting factors among the schools, SMCs/PTAs and RP/SS in the 5 districts.
- (3) To obtain lessons learned for further strengthening SIP implementation.

### **2.3.2 Target Stakeholders**

Target districts of End-line Survey are as follows.



**Table 2-14: Survey Targets**

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

The survey targeted the stakeholders at 3 levels, i.e. district level, Village Development Committee (VDC)/Municipality (MP) level and schools level. Table below shows the survey target groups and their sample numbers.

**Table 2-15: Average Quality of Feasibility of the Planning, RC-B**

Level	Target
District	District Development Committee (DDC) from each sample district
	District Education Office (DEO) from each sample district
	School Supervisor (SS) and Resource Person (RP): several from each sample district
VDC/MP	Village Development Committee (VDC)/Municipality (MP): 2 VDCs/MPs from each sample district <sup>4</sup>
School	School: 20 schools from each sample district
	Head teacher: one from each school
	Teacher: several from each sample school
	Parents: several from each sample school
	SMC members: several from each sample school
	Students: several from each sample school

Note: “Guardians” include PTA members

The table below shows the sample numbers of each target group by district.

**Table 2-16: Sample Numbers**

District	SS	RP	VDCs/ MPs	School Level				
				School/ HT	Teacher	Student	Parent	SMC member
Sankhuwasabha	4	14	2	20	70	164	173	94
Bhaktapur	5	7	2(+1) <sup>5</sup>	20	80	117	111	90
Kapilbastu	4	9	2	20	61	152	186	137
Kalikot	4	4	2	20	67	157	141	115

<sup>4</sup> For Bhaktapur District, two MPs (Changunarayan MP and Anantalingeshwor MP) were the targets of the VDC Questionnaire, but the third MP (Bhaktapur MP) was included to collect school-level information because the aforementioned two MPs did not have required number of schools (20 schools).

<sup>5</sup> Same as footnote 4

Dadeldhura	6	7	2	20	75	192	150	105
Total	23	41	10(+1) <sup>6</sup>	100	353	782	761	541

### 2.3.3 Survey Instrument

Main survey items and survey methods by target group are shown in the table below.

**Table 2-17: Survey Items and Methods by Target Group**

Target Groups	Main Survey Items	Survey Methods
DDC	<ul style="list-style-type: none"> <li>• Status of DEC/VEC and DEP/VEP</li> <li>• Budget and its allocation for education</li> </ul>	Interview
VDC/MP	<ul style="list-style-type: none"> <li>• Status of DEC/VEC and DEP/VEP</li> <li>• Budget and its allocation for education</li> </ul>	Questionnaire and Interview
DEO	<ul style="list-style-type: none"> <li>• Status of SIP development</li> <li>• DEO budget</li> <li>• Number of RPs and their activities</li> <li>• Relationship with DEC and VDC/MP</li> <li>• Relationship with NGO and development partners</li> </ul>	Interview
SS/RP	<ul style="list-style-type: none"> <li>• Status of school visit/monitoring</li> <li>• Level of understanding and skills on SIP development, implementation, and monitoring/guidance</li> <li>• Status of SIP development/implementation and school management at the school level</li> <li>• Challenges</li> <li>• Suggestions to improve implementation of SIP</li> </ul>	Questionnaire
Head teacher (About School Information and Practice)	<ul style="list-style-type: none"> <li>• Basic school information (number of students per grade, the status of students' attendance, working days of teachers)</li> <li>• Status of involvement of guardians and PTA in school management</li> <li>• Status of SMC and SIP development/implementation</li> <li>• Status of social audit</li> <li>• Financial resources</li> </ul>	Questionnaire
Head teacher (About School Management)	<ul style="list-style-type: none"> <li>• Status of school management</li> <li>• School problems</li> <li>• Status of SIP formulation and implementation</li> </ul>	Questionnaire
Teacher	<ul style="list-style-type: none"> <li>• Status of teaching and learning process</li> <li>• Status of school management</li> <li>• School problems</li> <li>• Status of SIP formulation and implementation</li> </ul>	Questionnaire
Students	<ul style="list-style-type: none"> <li>• Guardians' involvement in children's education</li> <li>• Learning at school</li> <li>• Teacher's teaching process</li> </ul>	Focus Group Discussion

<sup>6</sup> Same as footnote 4

Target Groups	Main Survey Items	Survey Methods
	<ul style="list-style-type: none"> <li>Evaluation on school</li> <li>SIP formulation and implementation</li> </ul>	
Guardians and SMC members	<ul style="list-style-type: none"> <li>Guardians' and SMC members' involvement in school management</li> <li>Evaluation on school</li> <li>School problems</li> <li>School's accountability and transparency</li> <li>SIP formulation and implementation</li> </ul>	Focus Group Discussion

### 2.3.4 Survey Schedule

The figure below shows the schedule of the End-line Survey.

Actions	Break-down of actions	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Preparation	(1) Orientation for RP/SS in each district								
Data Collection by RP/SS	(2) DDC/VDC/Municipality (3) 10 schools nearby HQ (4) 10 schools bit far from HQ								
Monitoring	(5) Monitoring data collection by DoE/SISM2								
Data Screening, Payment and DEO Interview	(6) Data screening by DoE/SISM2 (7) Payment by SISM2 (8) DEO interview by DoE/SISM2								
Data input and compilation	(9) Data input and compilation by DoE/SISM2								
Data Analysis by DoE/SISM2	(10) Data Analysis by SISM2 (11) Sharing it with DoE/DEO								
End-line Survey Report	(12) Drafting report (13) Finalizing report								

**Figure 2-2: End-line Survey Schedule**

### 2.3.5 Data Collection

The End-line Survey orientation was held in July 2016, and RP/SS in each district were guided how to conduct questionnaire data collection by DoE/SISM2. Data collection from all the target groups except for DDC and DEO was conducted by RP/SS during August. SISM 2 members were responsible for collecting information from DDC and DEO through an interview. After the completion of data collection by RP/SS, DoE/SISM2 went to each district and screened the data. DoE/SISM2 received the data. The data entry, compilation, analysis and documentation were conducted by SISM2 in Kathmandu. The following was the terms of reference of RP/SS for data collection.

(1) Two persons (one concerned RP + one nearby RP or concerned SS) are assigned by DEO in each cluster for collecting data (based on questionnaires). The assigned “RP/SS” are responsible for the following activities:

- a) Participate in the End-line Survey orientation fully;
- b) Understand the objectives of DoE/SISM2;
- c) Understand and follow the Terms of Reference;
- d) Understand the objectives, processes and methods of the End-line Survey;
- e) Collect and record data from VDC/Municipality and schools using the questionnaires provided by DoE/SISM2;
- f) Verify the collected data as much as possible;
- g) Complete data collection instruments as instructed; and
- h) Submit all collected data and receipts from sample schools to DoE/SISM2.

(2) One “Focal Person” (FP) (either Section Officer or SIP-Contact Person) is assigned by DEO for the tasks of coordinating data collection in the district. The “Focal Person” is responsible for the following activities:

- a) Coordinate data collection activities in the district;
- b) Prepare and submit the overall schedule of the data collection in consultation with DEO, RP/SS and DoE/SISM2 team;
- c) Guide and monitor responsible RP/SS in the data collection;
- d) Instruct RP/SS for editing all the collected data and any other documents for the data accuracy. After FP collecting all of them from RP/SS, FP submits them to DoE/SISM2;
- e) Assist the payments to RP/SS and schools as required, following the instructions by DoE/SISM2;
- f) Monitor the data collection process by RP/SS, and
- g) Any other as required and agreed.

### **2.3.6 Progress of Data Analysis**

As of January 2017, the data analysis has been ongoing. The t-test and the simple before-after comparison are used to analyze the data.

One interim result is shown in the below table, which indicates a situation of SIP implementation. The Project asked head teachers to categorize their SIP 2072 (2015/16) planned activities into objectives (student enrollment, internal efficiency, etc.), and whether or not the activities needed budget. Then head teachers assessed the implementation level of these activities (implemented fully, implemented partially, not implemented). As a result, on average,

the implementation rate of non-budget activities are better than budgeted activities; more non-budget activities were fully implemented than those of budgeted, and more budgeted activities were not implemented compared to those of non-budget.

The Project assumes that the findings reveal SMCs' inexperience in handling the budget since budget execution requires SMCs to follow more steps and to equip themselves with more skills compared to implementing non-budget activities. Given that the school grant scheme is planned to be introduced, it would be timely for the Nepali side to further investigate this situation, and revisit capacity development strategies of SMCs so that SMCs can appropriately respond to the emerging issues.

Regarding the number of activities planned, "physical facilities management" has the largest number of activities, and "educational materials" and "learning achievement" follow, which indicates SMC's high interest in students' learning along with improvement of physical infrastructure.

It is also noteworthy that 103 "disaster preparedness activities" were planned, and as high as 75% of non-budget "disaster preparedness" activities were fully implemented.

The End-line report is planned to be finalized by the end of February 2017.

**Table 2-18: SIP Implementation Situation**

Category of Activity	Budget necessity (Yes or No)	# of activities planned	Implementation Situation			Implementation Situation		
			# of activity implemented fully	# of activity implemented partially	# of activity not implemented	% of activity implemented fully	% of activity implemented partially	% of activity not implemented
1 Student enrollment	Yes	46	36	9	1	78%	20%	2%
	No	83	51	23	9	61%	28%	11%
2 Internal efficiency (Dropout, promotion, and repetition)	Yes	53	28	14	11	53%	26%	21%
	No	116	78	26	12	67%	22%	10%
3 Learning achievement	Yes	77	38	23	16	49%	30%	21%
	No	125	86	33	6	69%	26%	5%
4 Teacher management	Yes	108	57	17	34	53%	16%	31%
	No	55	36	9	10	65%	16%	18%
5 Attendance of students	Yes	32	18	11	3	56%	34%	9%
	No	83	56	19	8	67%	23%	10%
6 Attendance of teachers	Yes	16	13	3	0	81%	19%	0%
	No	61	40	18	3	66%	30%	5%
7 Physical facilities management	Yes	275	91	49	135	33%	18%	49%
	No	14	8	5	1	57%	36%	7%
8 Guardians' involvement provisions in school management	Yes	47	28	14	5	60%	30%	11%
	No	91	61	22	8	67%	24%	9%
9 Educational materials	Yes	199	104	55	40	52%	28%	20%
	No	26	15	10	1	58%	38%	4%
10 Fund raising	Yes	102	39	19	44	38%	19%	43%
	No	38	26	9	3	68%	24%	8%
11 School disaster preparedness	Yes	34	16	14	4	47%	41%	12%
	No	69	52	13	4	75%	19%	6%
12 Others	Yes	41	27	9	5	66%	22%	12%
	No	16	4	8	4	25%	50%	25%
Total	Yes	1,030	495	237	298	48%	23%	29%
	No	777	513	195	69	66%	25%	9%

## **2.4 Pictogram Activity for Finding Gathering and Dangerous Places Around School**

### **2.4.1 Background and Objective**

Based on the learning from “Dream School Activity<sup>7</sup>” in the first project year, the concept of the workshop about “Identifying Unsafe and Gathering Places Around School” was developed after the earthquake in 2015. SISM2 tested the workshop at some schools, then it was finalised in July 2016. The workshop aims to raise awareness of school preparedness for disasters through communication between schools, students, parents, and community. It also helps to deepen mutual understanding among them. The workshop provides effective opportunity for motivating and enhancing parents’ interest and concerns on their children’s safety, quality education and better school management.

Also, SISM2 was concerned about the name of the workshop. For the dissemination, it should be simple and convey a strong message. Then, SISM2 decided on the name of “BOSAI” Mapping consulted with DoE. “BOSAI” is a Japanese term that is known as a manner of disaster prevention. It is based on ideas of “Self-Help”, “Mutual-Help”, and “Public-Help”. It would be great if “BOSAI” become widespread in the community schools in Nepal in future.

### **2.4.2 Facilitator Training**

In order to disseminate “BOSAI” Mapping activity at community schools in Bhaktapur, SISM2 trained three RPs as master trainers for this activity. These three master trainers will instruct other RPs how to conduct the workshop. After that, all RPs will train teachers of their responsible schools in each RC.

The orientation of “BOSAI” Mapping was held on July 17<sup>th</sup>, 2016. After that, the master trainers’ training was conducted on July 24<sup>th</sup>, 26<sup>th</sup>, and 27<sup>th</sup>, 2016 at two schools. Table 2-18 shows the outline of the training.

**Table 2-19: Master Trainers’ Training for “BOSAI” Mapping**

<b>Venue</b>	<b>Date</b>	<b>Participants</b>
Aadarsh Higher Secondary School (Orientation)	17 <sup>th</sup> June 2016	3 RP's of DEO, Bhaktapur.
Dolleshwor Lower Secondary School	24 <sup>th</sup> July 2016	3 Teacher s, 8 Students (4 girls/ 4Boys), 8 parents (4 Female/4 Male including PTA)

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<sup>7</sup> It was supposed to be an extracurricular activity in schools that students draw pictures thinking about their ideal school (Dream School) and share it with other students, teachers, parents and communities. It was expected to be reflected in SIP.

Janaremi Lower Secondary School	26 <sup>th</sup> -27 <sup>th</sup> July 2016	3 Teacher s, 8 Students (4 girls/ 4Boys), 8 parents (4 Female/4 Male including PTA)
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Also, table below shows a program of the training.

**Table 2-20: Master Trainers’ Training for “BOSAI” Mapping contents**

Time	Contents	Materials
10:30-11:00 (30 min.)	Opening: Opening remarks, workshop objectives, and introduction of participants	Newsprint, Markers
11:00-12:10 (70 min)	<p>Session 1: Card identification (Pictogram identification)</p> <ul style="list-style-type: none"> <li>- Familiarize with the figures shown in pictogram sheet.</li> <li>- Identify and prepare missing or new pictograms on blank cards if necessary.</li> </ul> <p>Session2: Setting up session.</p> <ul style="list-style-type: none"> <li>- Locate the direction of the map placing the pictogram of "<i>Himalaya</i>", "<i>School</i>" on whiteboard paper or board.</li> <li>- Start placing other pictograms after they placed "<i>School</i>" card in the center of the whiteboard paper.</li> <li>- Students can draw a necessary image of landmarks directly on the whiteboard paper.</li> <li>- Parents, teachers, and other participants observe students group exercise.</li> </ul>	Pictogram, Blank card, Whiteboard paper, Board markers
12:10-12:40 (50 min.)	<p>Session3: "<i>Unsafe</i>" and "<i>Gathering places</i>" around the school catchment area.</p> <ul style="list-style-type: none"> <li>- Be familiar with "<i>Unsafe</i>" and "<i>Gathering place</i>" pictograms.</li> <li>- Identify vulnerable places and temporary shelter places around the school when disasters occur.</li> <li>- Placing the pictogram in the map developed by students.</li> </ul>	Stickers of " <i>Unsafe</i> " and " <i>Gathering place</i> "
12:40-13:10 (30 min.)	<p>Session4: Discussion on Disaster Risk Reduction (DRR).</p> <ul style="list-style-type: none"> <li>- Share &amp; reflect the devastating "Gorkha Eearthquake"</li> <li>- A common understanding of the concept of DRR, its importance, and the preparedness.</li> <li>- Brainstorming on the protection for children from a disaster around the school and the community.</li> <li>- Go outside and verify the locations of "<i>Unsafe</i>" and "<i>Gathering places</i>" shown on the map to place the flex print banner on these places.</li> </ul>	Meta card, Newsprint, Board markers, Flex print printed as " <i>Unsafe</i> " and " <i>Gathering place</i> ".
13:10-14:00 (50 min.)	Wrap-up and Khaja	



RP's Orientation



Students are preparing the map



Reviewed with Parents



Verifying the site



Flood Warning



Landslide Warning

The "Master Trainers' Training" was effective and fruitful in two schools with parents' participation. The parents were very interested in observing their children's role and active participation on "BOSAI" Mapping. Since this activity was relevant and timely initiation regarding school preparedness for disaster risk reduction, the parents were deeply convinced of the workshop. RPs also realized that this activity became effective tools that brought active and meaningful participation of the guardians. Moreover, the students were enthusiastic about learning DRR through playing "BOSAI" Mapping activity.



### 2.4.3 Instrument Development

#### (1) Workshop manual

SISM2 finalized the workshop manual of “BOSAI” Mapping for facilitators (basically HTs and Teachers) based on the experience of master trainer’s training. It is aimed to capacitate the facilitation skills and smooth running of the workshop.

#### (2) “BOSAI” Mapping Tool

A comprehensive workshop tool was developed for “BOSAI” Mapping. The characteristics of this tool are using pictograms and visualization. It helps anybody including lower grade students and illiterate persons to understand the rules and participate in the activity without any difficulties. The tool will be distributed to all community schools in Bhaktapur in January 2017.



“BOSAI Mapping” tool package: It contains Pictogram Card set (60 different landmarks), White Board Sheet paper (1), A4 size pictogram sheet (1), and flex print of banners (12).

### 2.5 CP Training in Japan

The objectives, the participants’ list and the training program were shown in Chapter 1. Therefore, please refer to them.

In the training program, for the first part focusing on understanding of disaster resilience education in Japan. The participants went to Kobe City, Hyogo Prefecture. It is the place where Hanshin-Awaji Great Earthquake occurred in 1995, and it is the center of disaster resilience education now.

For the second part, the participants visited the National Institute for Educational Policy Research (NIEPR) to understand education policy in Japan and discuss better education policy. They also visited the Tokyo Metropolitan School Personnel In-Service Training Center to obtain some ideas of further teacher professional development in Nepal. Lastly, they visited the JICA Head Quarters to discuss sustainability of SIP dissemination and implementation after SISI2’s completion.

After the CP Training participants came back to Nepal, they held a reflection meeting of CP Training in Japan and shared their experiences and knowledge they obtained with DoE personnel.

- Date: October 3<sup>rd</sup>, 2016 from 12:20 to 13:45
- Participants:  
34 persons including Director general, Director of Program and Monitoring Division, Deputy Directors and Section Officers of DoE and 7 CP Training participants
- Venue: Conference Hall of DoE

### **Presentation and comments**

The program was started with a presentation (by using ppt) by Mr. Narayan Krishna Shrestha. Director General highly appreciated the reflection session. He highlighted that this was a best way of sharing what they learned in Japan and what they could replicate in Nepali education system.

There was a discussion session after the presentation. Following are the discussions points.

- 1) Unique Japanese education system:
  - Teacher regular transfer in every 3 years
  - Provision of teacher's training and refresher course
  - School's hygiene and sanitation
  - Pictorial type of text books and its quality
  - HT selection criteria i.e at least 10 years' experience is compulsory for being a HT
  - Perfectness in everywhere, good preparation, provision of incentives for the remote area teachers
  - School safety mapping exercise
  - DRR preparedness education in school

These are main lesson learnt from the CP Training which Nepal's education system can also replicate on program and policies.

- 2) Ms. Dev Kumari Guragain shared that she prepared 2 pages of article about good practices of school education system in Japan, which is going to be published in forthcoming NCED regular newsletter. She put her thought that MoE could initiate to replicate some good points of Japanese school system in on-going 19 Model Schools.

## **2.6 Public Relations**

In order to disseminate SISM2 information to the relevant stakeholders, public relations activities in table below have been carried out in the 2<sup>nd</sup> half of the 3<sup>rd</sup> Project Year.

**Table 2-21: SISM2 Public Relations in the 2<sup>nd</sup> Half of the 3<sup>rd</sup> Project Year**

<b>Title</b>	<b>Type</b>	<b>Target</b>	<b>Achievement/Progress</b>
SISM2 UPDATE	A4-size 4-page newsletter English version and Nepalese version prepared	SISM2 Stakeholders at central and districts	- 8 <sup>th</sup> issue about SIP follow-up Workshop in Earthquake Affected Districts, ToT on SIP for ETC Trainers, BOSAI Mapping Activity, Counterpart Training in Japan, End-line Survey - Special Issue about reflections of counterpart training in Japan (Nepalese version only)
SISM2 Website on DoE Website	SISM2 Site in English (and in Nepalese) in DoE Website ( <a href="http://sism.doe.gov.np">http://sism.doe.gov.np</a> )	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 ( <a href="http://www.jica.go.jp/project/nepal/006/index.html">http://www.jica.go.jp/project/nepal/006/index.html</a> )	To anyone interested in education, SIP, and school management	- The major events/achievements are reported.

(Source: Prepared by SISM2)

## **2.7 Collaboration with other DPs/agencies**

### **(1) Collaboration with UNICEF and NSET**

Department of Education (DoE) with support from UNICEF and NSET organized 2-Day Regional Workshop of District Education Officers on Comprehensive School Safety (CSS) covering all 75 DEOs in December 2016. The overall objective of the workshop was to contribute towards learning and practices of District Education Offices (DEOs) for integrating CSS into educational framework for safer schools and learning environment. More specifically, the objectives of this workshop were:

- 1) To enhance initiatives of DEOs to identify key issues, approaches, strategies, challenges and ways for integration of Comprehensive School Safety (CSS) and DRR/Climate Change Adoption (CCA) in district education plans as well as SIP and developing an appropriate monitoring system for effective implementation.
- 2) To discuss the roles and responsibilities of DEOs in emergency and enhance the accountability, leadership and coordinated response (cluster leadership and coordination) in education sector
- 3) To discuss a framework for development/ update of district level education contingency plan.

Following the MoE/DoE request, a SISM2 member attended in three Regional Workshops (Far-western/ Mid-western, Western and Central Development Region). There were three sessions (135 minutes in total) related to incorporation of CSS/DRR in DEP/SIP. The SISM2 member jointly with MoE/DoE Officers facilitated these sessions.

STM and SIP-FGB were distributed to each participant as training materials. The workshop participants appreciated SISM2 prepared STM which was found very practical and instrumental in guiding to schools on how to incorporate disaster preparedness in SIP.

The participants also reviewed four updated SIPs namely 1) Chulimalika PS, Kalikot, Shree Motibhari LSS Kapilbastu, 3) Shanti SS Seri, Dailekh and 4) Shree Ugra Tara HSS, Dadeldhura and four DEP of Jajarkot, Bajura, Salyan and Jumla districts. They realized that incorporation of Disaster Preparedness in SIP has already started in most of the schools. Whereas, the incorporation of DRR in DEP is found very weak. SISM2's efforts for incorporation of DRR in SIP were appreciated. However, they felt further support is required to improve the quality of SIP. In addition, the linkage between SIP and DEP is weak and DEOs should take the initiative for developing linkage between SIP and DEP.

## **(2) Collaboration with DIPECHO VIII/Save the Children**

SISM2 members have been collaborating with Child Centered DRR Consortium, Nepal and provided technical inputs-attending their technical working group meeting, providing feedback on the draft documents such as "Teacher's Guide on School Safety" and "Head Teacher Manual on School Safety". The project "Promoting and Strengthening School Safety in Nepal through operationalizing the Comprehensive School Safety Framework" funded by European Union Humanitarian Aid and Civil Protection used STM which SISM2 developed as a training material for conducting piloting activities in 60 community schools in Nepal.

## **(3) Inputs on Educational Contingency Plan 2016**

MoE/DoE has revised the Educational Sector Contingency Plan in 2016 which has been prepared to incorporate recommendations from lead, co-leads, cluster members, inter-cluster agencies in the series of meetings as well as lessons learned from past emergencies, including the 2015 earthquake response.

The goal of this plan is to strengthen system-wide and coordinate response and preparedness plan for effective education response during humanitarian emergencies, including the early recovery phase and for ensuring greater predictability and more effective inter-agency responses in education in the areas of standards and policy setting, building response capacity, and operational support.

SISM2 members have participated in “Sharing Workshop on Education Contingency Plan 2016”, organized by DoE on dated 28th November 2016 and provided inputs on the draft.

## CHAPTER 3: Next Steps

### 3.1 SIP Follow-up Training in Remaining 6 Earthquake Most Affected Districts

The SIP Follow-up training in the remaining earthquake most affected districts will be continued in January, February and March 2017. Two-day District Level Workshop on SIP Updating and SIP Examination/Appraisal will be conducted in each district. The outlines of the workshop will be designed by reflecting the learnings from the workshops conducted earlier in the 7 districts. The tentative schedule is shown in Table 3-1.

**Table 3-1: Tentative Schedule of Workshop**

No.	Activity	Schedule
1	Preparation visit in Ramechhap, Dolakha and Sindhupalchowk	The second week in Jan. 2017
2	Conducting the workshop in Ramechhap, Dolakha and Sindhupalchowk	Jan./Feb. 2017
3	Preparation visit in Okhaldhunga, Kavre and Lalitpur	1st week in Feb. 2017
4	Conducting the workshop in Okhaldhunga, Kavre and Lalitpur	Feb./March 2017

### 3.2 End-line Survey Analysis

The End-line report is planned to be finalized by the end of February 2017, and the results will be shared with the DoE/MOE, DEO and other stakeholders. The results will be fed into the development process of the SISM2 recommendation, which is to be developed together with the Nepalese side in order to sustain and further improve school-based management in the country. The results of the survey will be also utilized for the Terminal Evaluation of the Project.

### 3.3 BOSAI Mapping activity

In order to disseminate BOSAI Mapping activity in all community schools in Bhaktapur, RPs will be trained as a facilitator of the activity. Three master trainers will instruct them through an actual BOSAI Mapping workshop in some schools. After that, RPs will conduct the workshop in their responsible schools to train HTs and teachers in schools. Then, teachers will organize the workshop at their schools.

Also, the tool of BOSAI Mapping will be delivered to each RC by SISM2.

**Table 3-2: BOSAI Mapping activity schedule**

No.	Activity	Schedule
1	Orientation for RPs	Second week in Jan. 2017
2	Tool delivery	Third week in Jan. 2017
3	Workshop for RPs training	January 2017
4	Workshop for teachers training	February 2017
5	Conducting the workshop in each school	March-April 2017

### **3.4 Support for Revision of School Grant Guideline**

MoE/DoE has been working for the improvement of school grant system in the past many years in EFA, SSRP and SSDP.

- EFA (2004-2009) placed School Block Grants provision as one of the important strategies. Under the school grants (including Block Grants) system introduced in 2004/05, the government initiated much larger diversified provision of government grants to schools. The School Grants Operation Guideline was produced in 2061 (2004/05) and was revised in 2063.
- Under SSRP (2009-2015), school grant system has been scrutinized and lessons were learned. It became obvious new formula for school grants were needed.
- Under the SSDP (2016-2023), the improvement of financial management is listed as one of the major tasks of MoE/DoE. Disbursement Linked Indicators (DLI) Action Plan and Fiduciary Risks Management Action Plan (FMAP), as of November 24, 2016, includes following tasks to be taken urgently:

11.1b	School grant financing formula revised to include both need-based and performance-based grants (conditional and unconditional grants) and approved by MOE
11.1c	District-level School Grant Management system on compliance and utilization designed and approved by MOE
12.1a	Guidelines for block grant schools and public trust schools revised/approved.
12.1b	Performance based grants for schools meeting minimum accountability requirements approved.

Based on this background, MoE/DoE has already established Task Force Team (TFT) for revision of School Grant Guideline (SGG). SISM2 Team will technically support this TFT's activity. For example, SISM2 can contribute the results of SIP Analysis and End-line Survey which were done by SISM2. SISM2 Team members will also participate in various workshops organized by TFT for revision of SGG.

### 3.5 SISM2 Recommendation

In the 1<sup>st</sup> Project Year, SISM2 Team drafted “SISM2 Recommendation: Program for Capacity Development for Enhancing School-based Management”. It was the period that SISM2 had applied SISM Model in the 4 Testing Districts by using cascade training. The structure, mechanism and system of the model were described in detail in this recommendation, which were based on experiences, results, outcomes and lessons learnt from the 1<sup>st</sup> Project Year.

Following the 1<sup>st</sup> Project Year, SISM2 dynamically started disseminating this model to all community schools in 75 districts. It was a nationwide SIP formulation program working with DoE/NCED/CDC in the 2<sup>nd</sup> Project Year.

In the 3<sup>rd</sup> Project Year, DoE/SISM2 has been implementing SIP updating refresher training, orientation and workshop in all 75 districts continuously. In addition, SISM2 also conducted Training of Trainers for ETC trainers on Head-Teacher Leadership Capacity Building Training (HT-LCBT). SISM2 covered all 29 ETC in Nepal. SISM2 also did SIP Study which studied the details of contents of 76 SIPs. Moreover, SISM2 conducted End-line Survey in 5 districts. The results of SIP Study and End-line Survey would be an important data and reference for writing the Recommendation report. In addition, SISM2 conducted DRR activity in Bhaktapur, which is called “Bosai Mapping”. This is under the SIP activity.

Based on these experiences, outcome, impact and lessons learnt, SISM2 will revise “SISM2 Recommendation Report for sustainability of SIP and better school management. The draft of the table of contents of SISM2 Recommendation Report is shown below.

**Table 3-3: Table of Contents (Zero Draft) of SISM2 Recommendation Report**

<p style="text-align: center;"><b>THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF SCHOOL MANAGEMENT PHASE-II IN NEPAL (SISM2)</b></p> <p style="text-align: center;"><b>RECOMMENDATION FOR SUSTAINABILITY OF SIP AND BETTER SCHOOL MANAGEMENT</b></p> <p style="text-align: center;"><b>Table of Contents (Zero Draft)</b></p> <p><b>Chapter 1: Background</b></p> <p>1.1 History of SIP Development</p> <p>1.2 SISM2’s output and achievement</p> <p><b>Chapter 2: Issues of Current SIP Development and School Management</b></p> <p>2.1 Result of End-line Survey</p> <p>2.2 Result of SIP Study</p>
--



2.3 Result of SIP Appraisal

2.4 Result of Bosai Mapping (DRR) Activity

2.5 Head-Teacher Leadership Capacity Building Training (HT-LCBT) under ETC

### **Chapter 3: Strengthening SIP Development and School Management Capacity**

3.1 Policy

3.2 System

3.3 Budget

3.4 Organization

3.5 Next Edition of SIP-FGB

3.6 DRR under SIP

3.7 SSDP

**Appendix:**

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## **Appendix-1: Outline of District Level Orientation on SIP Appraisal**

### **1. Background and Introduction**

DoE and SISM2 have been intensively working to help schools formulate and update SIPs in 75 districts since 2014. The efforts brought about the results in improvement of SIP formulation. However, there are still many SIPs that show vague and/or unrealistic action plans with non-feasible financial plan.

To make SIP more realistic and implementable, it is urgent to continue support to school for improving the quality of SIP. The next step is to appraise the SIP.

As the follow-up, DoE/SISM2 planned to conduct workshops in the 13 districts most affected by the earthquake, and during the initial stage, the workshops were conducted in Sindhuli, Makwanpur, and Gorkha between July and August. The next targeted district is are Kathmandu, Nuwakot and Rasuwa. In consultation with concerned DEOs, SISM2 has agreed to give support to one-day District Level Workshop and RC-level orientation for conducting SIP appraisal for all the schools in the District.

### **2. Title of the Orientation: District Level Orientation to Prepare for SIP Appraisal.**

### **3. Objectives of the Orientation:**

- To prepare SSs and RPs to conduct SIP appraisal for HTs and SMC on the improvement of SIP in the RC level meeting

### **4. Participants: (estimation of approximate 30-35 persons)**

- ADEO/SO/SS from DEO
- RPs
- NGO/INGO, who might help SIP Appraisal Meeting at RC level

### **5. Facilitators:**

- Facilitators from DEO
- DoE/SISM2

### **6. Date and Tentative Time**

- August to December 2016

### **7. Expected Outcomes**

- All the participants are more familiar with SIP updating methods/process and SIP appraisal methods and are ready for giving orientation at RC-level.
- Schedule and contents of RC-level Meeting for 20 RCs is prepared.

### **8. Major Contents:**

- (1) Quick review of SIP-FGB, SLW-Manual, SSA-Checklist and STM and Re-orientation of the Annual SIP updating
- (2) Examination of selected SIPs
- (3) Making plans and preparing for RC Level Meeting
- (4) Logistic orientation for RC level Meeting

## 9. Material

- (1) Published SIP-related material
  - SIP-FGB
  - SLW-Manual
  - SSA-Checklist
  - STM
- (2) Material needed for the sessions on SIP
  - 24 SIP samples from one RC (with mixed types and quality)
- (3) Hand-outs:
  - Orientation schedule
  - Form (1): Appraisal Sheet
  - Form (2): Report of Appraisal
  - Draft Outline of RC-level Meeting

## 10. Tentative Session Frame

Session	Contents	Material/Tools
Registration 08:30-09:00	Registration and Breakfast	-Registration sheet -SIP material -Stationaries -Schedule
Session 1 09:00 – 09:20 (20 min.)	(1) Opening <ul style="list-style-type: none"> <li>- Opening Remarks</li> <li>- Workshop Objectives</li> <li>- Brief introduction of the participants</li> </ul> (2) Orientation (schedule, ground-rules, management, etc.)	-Hand-written banner (?)
Session 2 09:20-10:20 (60 min)	(3) Quick review of SIP related material <ul style="list-style-type: none"> <li>- SIP-FGB</li> <li>- SLW-Manual</li> <li>- SSA-Checklist</li> <li>- STM</li> </ul> (4) Brief review of STM (disaster part and SIP Updating)	-SIP related material
Session 3 10:20-10:50 (30 min)	(5) Sharing of the real situation of SIP formulation and collection <ul style="list-style-type: none"> <li>- Each RP presents the numbers of schools formulated and collected</li> </ul>	
Khana (10:50-11:30)		
Session 4 11:30-13:00 (90 min)	(6) Explanation on how to appraise the SIP, using the Form (1) provided by SISM2 <b>40 minutes</b> <ul style="list-style-type: none"> <li>- F gives three thematic areas for appraisal and explains giving examples               <ol style="list-style-type: none"> <li>1) Overall Structure                   <ul style="list-style-type: none"> <li>♦ Does the SIP follow the suggested structure?</li> </ul> </li> <li>2) Linkage with data, analysis, and plan?                   <ul style="list-style-type: none"> <li>♦ Whether data is properly analyzed or not?</li> <li>♦ Are the problems identified based on the data and analysis?</li> <li>♦ Are the planned activities properly linked with analysis and problems?</li> </ul> </li> <li>3) Feasibility of Implementation/Concreteness                   <ul style="list-style-type: none"> <li>♦ Are the activities concrete and specific?</li> <li>♦ Are the budget realistic?</li> </ul> </li> </ol> </li> </ul>	Form (1)-Nepali SIP for each participant

Session	Contents	Material/Tools
	<ul style="list-style-type: none"> <li>♦ Are the implementation clear and specific?</li> <li>♦ Are the non-budgetary activities appropriately included?</li> <li>♦ Is the disaster preparedness included?</li> </ul> <p>(7) Group Division and Distribution of SIPs to each group (1 SIP for each participant) <b><u>10 minutes</u></b></p> <p>(8) Close look of SIP by each participant (take memo in SIP and prepare Form-1) <b><u>40 minutes</u></b></p>	
Break (13:00-13:15)		
Session 5 13:15- 14:45 (90 min)	<p><b>Continuation of SIP appraisal</b></p> <p>(9) Quick review of other SIPs within group <b><u>20 minutes</u></b></p> <p>(10) Sharing of learning by each participants within group (one by one) <b><u>20 minutes</u></b></p> <p>(11) Learning from SIP review (Listing 5 Points from each group) <b><u>20 minutes</u></b></p> <p>(12) Floor Presentation <b><u>20 minutes</u></b></p> <p>(13) Wrap up from F <b><u>10 minutes</u></b></p>	
Session 6 14:45-15:45 (60 min)	<p>(11) Discussion of Orientation at RC-level Meeting</p> <p>(12) Assignment of appraisal team from DEO (and possibly I/NGO staff) , and scheduling of the RC-level Meeting</p> <p>(13) Logistic orientation for RC-level Workshop</p>	<ul style="list-style-type: none"> <li>- Draft Outline of RC-level Meeting</li> <li>- Orientation on Form (2)</li> </ul>
Closing 15:45-16:00 (15 min)	Closing	

**Appendix-2: SIP Appraisal Format**

**SIP Appraisal Format**  
**(For both Appraisal team and Self-appraisal by HT/SMC-C)**

Form (1)

Name of School:

	Criteria	Status	Comments/ Suggestion for Improvement
<b>1.</b>	<b>Overall Structure</b>		
1.1	Follow the suggested structure (Followed or not followed)		
1.2	Layout and design (cover page, binding, front size, hand written or printed)		
1.3	Detail Annual Implementation Plan (Mentioned or not mentioned)		
<b>2.</b>	<b>Linkage with data, analysis, and plan</b>		
2.1	Data presentation and use (whether data is accurate or correctly filled or not?)		
2.2	Data analysis (Whether data is properly analyzed or not?)		
2.3	Link between data analysis and problems (Are the problems identified based on the data and analysis?)		
2.4	Target setting and its achievability (Are targets achievable?)		
2.5	Activity formulation and presentation based on identified problems (Are the planned activities properly linked with analysis and problems?)		
2.6	Stakeholders participation in SIP formulation		
<b>3.</b>	<b>Implementability/Concreteness</b>		
3.1	Implementable Activity (Are the activities concrete and specific?)		
3.2	Allocation and availability of Budget (Are the budget realistic?)		

3.3	Resource identification and community mobilization (are the resources properly identified or not?)		
3.4	Annual Implementation Plan (Are the Annual implementation Plan clear and specific?)		
3.5	Non-budgetary Activity (Are the non-budgetary activities appropriately included?)		
3.6	Inclusion of DRR (Is the disaster preparedness included?)		

Overall Comments and suggestion for Improvements:

-

Names/Position of Appraisal Team Members:

	Name	Signature
1.		
2.		
3.		

Date:

**Appendix-3: Tentative Schedule of RC level SIP Appraisal Meeting**

**Tentative Schedule of RC level SIP Appraisal Meeting**  
**DEO Rasuwa**

**DEO: Sukadev Sapkota-9851163667**  
**Majhi-9851178870**

**FP: Krishna Raj Rai-9841450772**

**SS: Dipak**

SN	Name of RC	No of School	Name of RP	Contact No.	Tentative date	Remarks
1	Goljung	11	Keshab Prasad Acharya	9741015975	2nd week of March, 2017	4th Week of Falgun
2	Syafru	6	Ram Prasad Pandey	9741006245	1st week of March, 2017	3rd Week of Falgun
3	Dhunche	8	Dhruba Prasad Lamichhane	9843680015	1st week of March, 2017	3rd Week of Falgun
4	Dhaibung	13	Basudev Lamichhane	9851142982	3rd week of February, 2017	1st Week of Falgun
5	Bhorle	12	Beg Raj Thapa	9741521861	4th week of February, 2017	2nd Week of Falgun
6	Saramthali	19	Santosh Lal Shrestha	9841589218	3rd week of February, 2017	1st Week of Falgun
7	Laharepauwa	11	Baburam Khanal	9845712465	2nd week of February, 2017	4th Week of Magh
8	Dandagaon	8	Bishnu Prasad Lamsal	9745021958	4th week of February, 2017	2nd Week of Falgun
<b>Total</b>		<b>88</b>				



**Tentative Schedule of RC level SIP Appraisal Meeting**  
DEO Nuwakot

**DEO: Chandra Bahadur Khadka-9851177057/chandraKhadka109@gmail.com**

**FP: Megh Nath Romal-9851002817/rimalmnr@gmail.com**

SN	Name of RC	No of School	Name of RP	Contact No.	Tentative date	Remarks
1	Halde	38	Rabi Prasad Thapalia	9751003225	20 Jan, 2017	Magh 7
2	Narja	35	Krishna Prasad Pokharel	9841548583	23 Dec, 2016	Push 7
3	Tupche	35	Kanchha Shrestha	9741039133	19 Jan, 2017	Magh 6
4	Trishuli	41	Krishna Prasad Bhandari	9851010361	5 Jan, 2017	Push 21
5	Devighat	35	Bishnu Raj Nepal	9851120444	29 Dec, 2016	Push 14
6	Samundratar	45	Min Bahadur Shrestha	9841548665	18 Jan, 2017	Magh 5
7	Deurali	27	Hom Nath Nepal	9823028760	18 Jan, 2017	Magh 5
8	Belkot	29	Dhruba Raj Dotel	9851197679	26 Jan, 2017	Magh 13
9	Sundaradevi	32	Uddhav Raj Poudel	9843458458	19 Jan, 2017	Magh 6
10	Thanapati	32	Maheshor Pandey	9851034819	22 Jan, 2017	Magh 9
11	Ranipauwa	36	Tul Dhoj khatiwada	9841548788	23 Jan, 2017	Magh 10
12	Ratmate	35	Badri Prasad Sharma	9841371556	20 Jan, 2017	Magh 7
13	Likhu	36	Shambhu Thapa	9823114748	23 Jan, 2017	Magh 10
<b>Total</b>		<b>456</b>				

**Tentative Schedule of RC level SIP Appraisal Meeting**  
DEO Dhading

**DEO: Damodar Acharya-9851214363/dhadingdeo22@gmail.com**  
**FP: Krishna Kumar Shtestha -9851175235/kksdhading@gmail.com**

SN	Name of RC	No of School	Name of RP	Contact No.	Tentative date	Remarks
1	Sertung	31	Arjun Bahadur Rijal	9841603700	5-Jan-17	Poush-21
2	Satya Devi	16	Arjun Bahadur Rijal	9841603700	8-Jan-17	Poush -24
3	Fulkharka	36	Navaraj Basaula	9843628384	1-Jan-17	Poush -17
4	Budhathum	21	Nilkantha Regmi	9808691717	3-Jan-17	Poush -19
5	Salyantar	16	Gyanendra Khakural	9849955032	14-Dec-16	Mansir -29
6	Tripureshwor	32	Prem Kumari Malla	9741174142	4-Jan-17	Poush -20
7	Katunje	24	Prem Kumari Malla	9741174142	1-Jan-17	Poush -17
8	Nilkantha	41	Ishwor Kumar Shrestha	9851120077		
9	Chainpur	17	Babu Krishna Shrestha	9841524381	6-Jan-17	Poush -22
10	Maidi	23	Om Prasad Pathak	9851180207	8-Jan-17	Poush -24
11	Nalang	31	Sudarshan Bhatta	9851115075	21-Dec-16	Poush -6
12	Kumpur	33	Om Prasad Pathak	9851180207	1-Jan-17	Poush -17
13	Sunaulabazaar	32	Uday Bhandari	9841674020	27-Dec-16	Poush -12
14	Jogimara	38	Ram Chandra Itani (SS)	9841377885	2-Dec-16	Mansir-17
15	Richoktar	37	Krishna Raj Adhikari	9751020932	26-Dec-16	Poush -11
16	Gajuri	32	Sher Bahadur Adhikari	9851184060	23-Dec-16	Poush -8
17	Baireni	30	Ramji Prasad Gautam	9841863353	28-Dec-16	Poush -13
18	Simle	34	Baburam Nepal	9841155467	22-Dec-16	Poush -7
19	Khanikhola	27	Tulashi Ram Khanal	9851169536		
20	Jiwanpur	26	Keshav Poudel	9851169536	28-Dec-16	Poush -13
<b>Total</b>		<b>577</b>				

## **Appendix-4: Outline for Remaining 6 District Workshop**

### **District Workshop at Earthquake Affected Districts For the 6 Remaining Districts**

January 3, 2016

#### **1. Background and Introduction**

One of the main program in the year of 2072 for the promotion of SIP was to support the school for updating the Annual SIP of 2073/74. For this, following activities were conducted by DOE/CDC/NCED in collaboration with SISM2. This was done for all community schools in Nepal.

- ♦ Development, printing and distribution of Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School.
- ♦ Regional Refresher Training on SIP (5 Regions)
- ♦ District Level Orientation as the refresher on SIP (75 districts)
- ♦ Resource Center level Orientation on SIP (all RCs)
- ♦ School-level Workshop for Updating Annual SIP (all schools)

In addition to the above activities which covers all schools in Nepal, it was felt that there is a need for special training or workshop for the thirteen of the earthquake affected districts. It was not clear in the beginning what specific needs there are in those districts and many ideas came up regarding the contents of the workshop.

After discussion among the stakeholders of the Central level and through the trial workshops in two districts, namely Sindhuli and Makwanpur, as well as the SIP-appraisal workshop conducted by DEO Gorkha, SIP appraisal workshops were conducted in Dhading, Kathmandu, Nuwakot and Rasuwa.

As of January 2017, six more districts remain in which 2-day-District level workshops are to be conducted. These workshops will be conducted based on the outlines designed by reflecting the learnings from the workshops conducted earlier in the 7 districts.

**2. Title of the Workshop:** District Level Workshop on SIP Updating and SIP Examination/Appraisal

#### **3. Objectives of the Workshop:**

- To refresh/orient the knowledge and skills for updating SIP which include disaster preparedness
- To appraise/examine the real SIPs (5-Year and Annual) and come up with the action plans for the further action for the improvement

#### **4. Participants:** (estimation of approximate 40-50 persons)

- Officers from DDC
- ADEO/SO/SS from DEO
- RPs
- I/NGOs and Local NGOs working in the education section in the districts
- Others as required and appropriate

#### **5. Facilitators:**

- Facilitators from DEO
- T5 members from DoE/NCED/CDC, who are familiar with the contents of the training material and methods and/or who have facilitated SIP trainings using these material

#### **6. Tentative Schedule**

- 6 districts (Ramechhap, Sindhupalchowk, Dolkha, Kavre, Lalitpur, Sankwasaba) can be covered in 3 months from January to March, 2017

#### **7. Expected Outcomes**

- All the participants are more familiar with SIP updating methods/process and ready to support schools.

- All participants become more familiar with the real SIPs, learn the areas of improvement, and make the plan for the required actions for improvement of SIPs.
- All the participants has a plan for the weaker schools on how to guide them improve their SIPs.
- The common understanding and requirement is established for the importance of inclusion of all the activities of the school activities in their SIPs and how to examine/review/appraise the SIP

## **8. Major Contents of the Workshop:**

- (5) Situation analysis of education-related activities centering on the SIP formulation and implementation in the district
- (6) Brief overview of SIP-FGB, SLW-Manual, SSA-Checklist and STM
- (7) Re-orientation of the Annual SIP updating
- (8) Examination of the real SIPs and finding the areas for improvement.
- (9) Making plans for ways forward

## **9. Material**

- (4) SIP-related material published by DOE/SISM2
  - SIP-FGB
  - SLW-Manual
  - SSA-Checklist
  - STM
- (5) Material needed for the sessions on SIP
  - SIPs (5-Year and Annual) from all RCs  
(Each participants should look at least 20 SIPs of different quality)
  - SSA-Checklist
- (6) Hand-outs:
  - Workshop schedule
  - Forms for SIP appraisal/review
  - Draft Outline for the RC level orientation for the review of SIP
- (7) HAPAMAs, as required for each session

## **10. Tentative Session Frame**

Session	Contents
<b>DAY-1</b>	
Registration 09:30-10:00	Registration and distribution of training material
Session 1 10:00 – 10:30 (30 min.)	(1) Opening <ul style="list-style-type: none"> <li>- Opening Remarks</li> <li>- Training Objectives</li> <li>- Brief introduction of the participants</li> </ul> (2) Orientation (schedule, ground-rules, management, etc.)
Session 2 10:30-11:50 (80 min)	(3) Quick review of SIP related material <ul style="list-style-type: none"> <li>- SIP-FGB</li> <li>- SLW-Manual</li> <li>- SSA-Checklist</li> <li>- STM</li> </ul>
Session 3 11:50- 12:20(30 min)	(4) Sharing of the present situation and real situation of SIP formulation and collection <ul style="list-style-type: none"> <li>- Share the present situation of SIP updating. (Should DEO help school formulate 5-Y-SIP or Annual SIP?)</li> <li>- Each RP presents the numbers of schools formulated and collected</li> </ul>
12:20-12:35 (15 min)	Tea Break

Session	Contents
Session 4 12:35-13:35(60 min)	<p>(5) Explanation on how to appraise the SIP, using the Appraisal Sheet (Form (1)) and giving examples from real SIPs. <b>45 minutes</b></p> <ul style="list-style-type: none"> <li>- F gives three thematic areas for appraisal and explains giving examples               <ol style="list-style-type: none"> <li>1) Overall Structure                   <ul style="list-style-type: none"> <li>♦ Does the SIP follow the suggested structure?</li> </ul> </li> <li>2) Linkage with data, analysis, and plan?                   <ul style="list-style-type: none"> <li>♦ Whether data is properly analyzed or not?</li> <li>♦ Are the problems identified based on the data and analysis?</li> <li>♦ Are the planned activities properly linked with analysis and problems?</li> </ul> </li> <li>3) Feasibility of Implementation/Concreteness                   <ul style="list-style-type: none"> <li>♦ Are the activities concrete and specific?</li> <li>♦ Are the budget realistic?</li> <li>♦ Are the implementation clear and specific?</li> <li>♦ Are the non-budgetary activities appropriately included?</li> <li>♦ Is the disaster preparedness included?</li> </ul> </li> </ol> </li> </ul> <p>(6) Group Division and Distribution of SIPs to each group (1 SIP for each participant) <b>15 minutes</b></p> <ul style="list-style-type: none"> <li>- Group of four, consisting of 2 RPs, 1 officer/technical assistant from DEO, and 1 NGO) / each group</li> <li>- Four SIPs (2 SIPs from each RC) per group is distributed.</li> </ul>
13:35-14:15 (40 min)	Khaja Break
Session 5 14:15-15:45(90 min)	<p><b>Continuation of SIP appraisal</b></p> <p>(7) Close examination of SIP by each participant (making comments in pencil on the SIP and prepare Form-1) <b>45 minutes</b></p> <p>(8) Each participant exchanging the SIP and all four members look at all four SIPs and review them quickly <b>20 minutes</b></p> <p>(9) Sharing of learning by each participants within group (one by one) <b>25 minutes</b></p>
Closing (10 min)	Closing
<b>DAY 2</b>	
9:30-10:00	Registration
Session 6 10:00-12:00 (120 min)	<p>(10) Review of the previous day <b>(10 min)</b></p> <p>Continuation of SIP examination/appraisal</p> <p>(11) Learning from SIP review (Listing 5 Points from each group) <b>10 minutes</b></p> <p>(12) Floor Presentation of the learning <b>20 minutes</b></p> <p>(13) Wrap-up and Comments by F <b>10 minutes</b></p> <p>(14) Examination of the remaining SIPs in each RC</p> <ul style="list-style-type: none"> <li>- Make a pair (1 RP and 1 officer/technical assistance or NGO)</li> <li>- Each pair goes through the remaining SIPs quickly and categorize them into six types <b>(40 min)</b>: 3 ranking (good, average, poor) SIPs of Primary School, and 3 ranking (good, average, and poor) SIPs of LSS, S, and HSS.</li> </ul>
12:00-12:15	Tea break (15 min)
Session 8 12:15-13:30 (75 min)	<p>Continuation of the SIP examination/appraisal</p> <p>(15) Each pair goes through the 6 types of SIPs and finds the strong aspects of each type and write them up on the notebooks or SIP. (35 minutes)</p> <p>(16) Each pair finds the weak aspects which need improvement of each type and write them on the notebook or on the SIP (40 minutes)</p>

Session	Contents
13:30-14:15 Khaja break (45 min)	
Session 9 14:15-15:15 (60 min)	(17) Each pair finds the uncommon strength/weakness of each SIP and write them on SIP. (40 min) (18) Each pair shares what they have learned with another pair of the group. (20 min)
15:15-15:45 (30 min)	(19) Discussion and planning of how the SIP appraisal can be shared with each HT in their RC.
Closing	(20) Evaluation (21) Closing

## Appendix-5: Bosai Mapping Facilitator Manual

### Workshop Manual for BOSAI Mapping

Sharwan 2073 (August 2016)

\*\*\*\*\*

#### 1. Background:

SISM2 has been searching and testing creative tools for improving the communication among school, parents and students. In the first year, the workshop of "Imagining the Dream School" was developed and conducted. As a result of the testing of the workshop in several schools in Bhaktapur, it was learned that workshops in which students enjoy and express themselves through creative methods enhances not only students' interest and creativity but also it arouses the parent's interest and concerns on their children's quality education and better school management. Thus, it was planned to replicate this program in other schools of Bhaktapur in FY 2015. However, the devastating 'Gorkha Earthquake' in April and May hampered this initiative and attention was shifted towards safe school programs.

#### 2. Introduction

Based on the learning from the dream school activity, visual tools were developed and the first workshop on "Identifying Unsafe and Gathering Places around the school" was conducted in Manahara Lower Secondary School in August 2015. Then on May 2016, the second testing workshop was conducted in two schools, namely, Shanti Niketan Secondary School from the urban and another in Chuna Devi Lower Secondary School from rural area. These events provided effective opportunity for motivating and enhancing parent's interest and concerns on their children's safety, quality education and better school management. It is realized that there should have a manual for facilitator, so that head-teachers/teachers can conduct the workshop on their own.

#### 3. Who are the users of this Manual:

The primary users of this Manual are head-teachers/teachers who will facilitate school level workshop in their own schools. It is aimed to capacitate the facilitation skills and smooth running of workshop. In addition, this could be useful for all levels of TOTs as secondary users (SS/RP and other DEO officers).

#### 4. The workshop outline:

(1) Title: School level workshop on "*Identifying Unsafe and Gathering place around School*".

(2) Overall Goal:

The overall goal of the workshop is to improve communication and strengthen the communication among the parents, community people and school for safe school, better management and quality education.

(3) Workshop Objectives:

- To train the whole workshop process from the beginning to the end on of identifying unsafe and gathering places in developed map of school surroundings.

(4) Duration: Half day workshop.

(5) Venue: The workshop venue is classroom or meeting hall with big table where 8 students can be accommodate on which a 3'x3' whiteboard "paper" or "board" be placed.

(6) Facilitators:

- Head teacher or teacher is the facilitator, who has received RC-TOT and will be responsible for preparing, coordinating and conducting the workshop.

(7) Participants (suggested)

- Students - 6
- Parents - 6
- Teachers - 3
- SMC/PTA – 4
- Total - 19

(8) Observers /supporters

- RP - 1, SS - 1
- Local body/Nepal Red Society/Junior Red Cross Circle/Child club representative - 4
- Total – 6
- Grand total: 25

(9) Expected Outputs:

At the end of workshop:

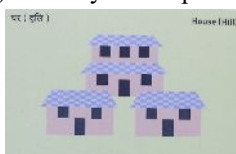
- The participants will share the knowledge and experiences of dangerous places in school surroundings.
- All participants will be able to identify the unsafe and gathering places in and around their school catchment area.
- All participants will have better knowledge, understanding & its importance of DRR.
- All participants understand their roles and responsibilities in school preparedness.

(10) Workshop Materials:

- 1) A sheet of pictogram and stickers (in one A3 sheet)



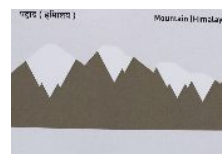
- 2) Ready-made pictograms (9cmx6cm) of 19 different landmarks. Some examples are given below.



*Houses*



*Forest*



*Himalaya*



*Temple*

- 3) Stickers (4.5cmx4.5cm) of 4 types of “land-slide”, “river”, “cracked house”, “gathering place”



- 4) Whiteboard sheet paper

- 5) Newsprint sheet and Board Markers

- 6) Flex print indicating "Unsafe" and "Gathering place"(45cmx45cm).

- 7) Social or village profile map (Sample), if available.



## 5. Preparation for the Workshop

The good preparation is prerequisites of the success of the workshop. Thus, the facilitators should be well prepared using the check list below.

No.	Steps	Done?
1	Fixing the time and date for the workshop	
2	Inform all the participants with brief description of workshop	
3	Materials required for the workshop are ready and stand by.	
4	Managerial support and logistic arrangement.	

## 6. Content of the Workshop

The following is the contents for school level workshop. The time allocated for each session is minimum and the total time of the workshop is proposed for two to three hours.

Time	Contents	Materials
(15 min.)	Opening: Opening Remarks, Workshop Objectives, <ul style="list-style-type: none"> <li>- Introduction of participants</li> <li>- The facilitator explains the purposes and what the participants are going to do.</li> </ul>	
(10 min.)	Session 1: Card Identification (Pictogram identification) <ul style="list-style-type: none"> <li>- Familiarize with the figures shown in pictogram sheet by the facilitator.</li> <li>- Identify and prepare missing or new pictograms on empty cards if necessary.</li> </ul> Note: Do not hand the sheet to students.	Pictogram Sheet.
(10 min.)	Session 2: Setting up session. <ul style="list-style-type: none"> <li>- Locate the card of "School" at the center of the whiteboard paper.</li> <li>- Decide the direction of the map by placing the card of "Himalaya" on whiteboard paper.</li> <li>- Let students select the cards of "House". The facilitator should not select the house cards for students.</li> <li>- Students start putting the cards of house where they live.</li> </ul>	Whiteboard paper. School, Himalaya and House pictograms.
(30 min.)	Session 3: Landmark session. <ul style="list-style-type: none"> <li>- Brainstorm what kinds of landmarks are there and where they are located.</li> <li>- Put landmark cards on the whiteboard paper.</li> <li>- Draw additional landmarks on the blank cards if necessary.</li> <li>- Draw roads, rivers, ponds, etc. directly on the whiteboard paper by markers.</li> </ul> Note: Parents and SMC members join this session and make the map together with students.	Pictograms. Blank cards. Whiteboard paper. Board Marker.
(20 min.)	Session 4: "Unsafe" and "Gathering places" session <ul style="list-style-type: none"> <li>- The facilitator explains what participants are going to do in this session.</li> <li>- Show the pictogram of "Landslide". The participants discuss where landslides could be. Put the card on the whiteboard paper.</li> <li>- Show the pictogram of "Flood". The participants discuss where floods could be. Put the card on the whiteboard paper.</li> </ul>	Pictogram of "Unsafe" and "Gathering place".

	<ul style="list-style-type: none"> <li>- Show the pictogram of “<i>Fire</i>”. The participants discuss where fire could be. Put the card on the whiteboard paper.</li> <li>- Show the pictogram of “<i>Building Collapsed</i>”. The participants discuss where vulnerable buildings are. Put the card on the whiteboard paper.</li> <li>- Show the pictogram of “<i>Danger</i>”. The participants discuss where dangerous places are. Put the card on the whiteboard paper.</li> <li>- Show the pictogram of “<i>Gathering Place</i>”. The participants discuss where gathering places could be. Put the card on the whiteboard paper.</li> </ul> <p>Note: Parents and SMC members join this session, discuss and make the map together with students.</p>	
(30 min.)	<p>Session 5: Going outside session</p> <ul style="list-style-type: none"> <li>- The facilitator briefly explains what participants are going to do in this session.</li> <li>- Go outside and verify the locations of “<i>Unsafe</i>” and “<i>Gathering Places</i>”.</li> <li>- Put the flexes of “<i>Unsafe</i>” and “<i>Gathering Places</i>” on the locations which were already identified on the pictogram map.</li> </ul>	Flex prints of “ <i>Unsafe</i> ” and “ <i>Gathering place</i> ”.
(20 min.)	<p>Wrap-up Session</p> <ul style="list-style-type: none"> <li>- The facilitator explains that this activity is a part of SIP formulation.</li> <li>- Discuss what and how SMC and parents can support the school regarding disaster preparedness under SIP.</li> <li>- HT, SMC, Parents and teachers discuss what would be next actions under SIP.</li> </ul> <p>(Khaja)</p>	

## 7. Detail Session Plan of Workshop

### Opening and Introduction Session (30 Minute)

1) **Objectives of this session.**

- To open the workshop with introduction of participants.
- To inform the purpose and procedures of the workshop.

## 2) Activity detail

- The facilitator welcomes students, parents, teachers, and guests/observers (SS/RP, NRCS/NJRC) and requests all of them for self-introduction.
- The facilitator briefly refer to the key facts of "*Gorkha earthquake*".(Key Facts such as: Dates, affected districts, number of schools destroyed, human casualties, etc)
- The facilitator explains the workshop objectives, process and expected outcomes.

### 3) Materials:

- Workshop banner.
- Newsprint sheets and board markers.

### Session 1: Card Identification (10 min)

## 1) Objectives of this session

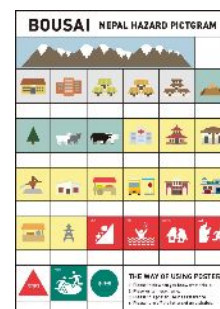
- To have common understanding on pictograms.
- To prepare missing or new pictogram those are relevant to the workshop.

## 2) Activity detail:

- The facilitator explains the purpose and process of this session.
- The facilitator informs that the students involve in the group exercise on card identification in this session whereas the parents, the teachers, and other participants observe the group exercise.
- The facilitator holds the pictogram sheet and shows various landmarks on it and explains about the landmarks to know whether or not they understand the picture of landmark correctly.



Sitting plan and opening!



### Familiarizing the pictograms!

- The facilitator instructs them to look at the pictogram sheet having picture or image of various landmarks such as the "*Himalaya*" and the "*Mountain*" and discuss on it to have common understanding of the images.
- The facilitator also requests them to think and discuss on missing or additional landmarks that are relevant for their exercise.
- Once the students with their consent identify new or missing landmarks such as "*Milk collection center*", "*Community grazing land*", "*Pond*", "*Stream*", "*Community playing ground*", etc., then the facilitator provides them "*Almighty cards*" (blank cards) and instructs them to draw the images on it.
- The facilitator with other participants reviews the landmark cards and finalizes them accordingly.

Note: Do not hand the pictogram sheet to students. The facilitator holds the sheet.

### 3) Materials:

- Pictogram sheet paper having various images of landmarks.
- Board markers.
- 3-4 Pictograms having some landmarks.
- "Almighty cards"(blank cards), about 5-10 pieces

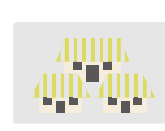
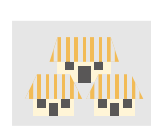
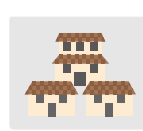
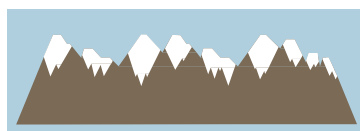
## Session 2: Setting up Session (10 min)

### 1) Objective of this session:

- To locate school at the center of the whiteboard paper and Himalaya for showing direction.

### 2) Activity detail:

- The facilitator provides a pictogram of "*School building*" to the students and requests them to stick in the middle of the whiteboard paper.
- The facilitator provides 3 pieces of pictogram of "*Himalaya*" to the students and requests them to stick in one particular place on whiteboard paper. Place the "*Himalaya*" pictogram in "*East or West or North or South*" of the whiteboard paper to identify the direction as base of the map.
- The facilitator provides a pictogram of "*House*" to each student and requests him/her to think whether his/her house lies to *East, West, North* or *South* from the school.
- Each student puts his/her house on the whiteboard paper.



## Session 3: Landmark Session (30 min)

### 1) Objective of this session:

- To locate school at the center of the whiteboard paper and Himalaya for showing direction.

## 2) Activity detail:

- The facilitator provides all sets of pictograms to the students.
- The facilitator requests the students to think for a while and discuss locations of the pictograms of various landmarks.
- The facilitator instructs them to place pictograms in the whiteboard paper reflecting approximate locations of school catchment area.
- The facilitator instructs them if there are any landmarks that are relevant and missing or need new pictograms. If so, they can draw on a blank card or directly on the whiteboard paper with through discussion among the students.
- The facilitator carefully listens to the students' conversation and gives some hints or guide if necessary. But, do not order or intervene their work.
- The facilitator invites parents, teachers, SMC/PTA members and other participant to join them in making the map together with the students.



Students prepared the map!



The map reviewed by parents & teachers!

- The facilitator requests all participants including comments, suggestion and input on the map with justification.
- Then the facilitator concludes this session and proceeds to the next session.

## 3) Materials:

- Multiple pictograph cards
- Blank cards
- Board Markers

### Session 4: 'Unsafe' and 'Gathering Places' around the school (20 min)

#### 1) Objectives of this session

- To identify "*Unsafe*" and "*Gathering places*" in the school catchment area.

#### 2) Activity details:

- The facilitator briefly explains the task, purpose and process of this session and requested parents, HT, teacher and other participants to join the group discussion.
- The facilitator requests students to think, discuss and have a consensus among themselves on the vulnerable places around the school and find out the "*Unsafe*", and "*Gathering Place*" for students parents to shelter temporarily during the disaster. For instant:

**"Gathering place":**

- School playing ground.
- Community grazing land.
- Public playing ground.

**"Unsafe":**

- Stiff foot trails nearby school.
- Electric pole.
- Temple and market place.
- Rivers nearby school

- The facilitator shows the pictogram of "*Landslide*". The participants discuss where landslides could be. Put the card on the whiteboard paper.
- The facilitator shows the pictogram of "*Flood*". The participants discuss where floods could be. Put the card on the whiteboard paper.
- The facilitator shows the pictogram of "*Fire*". The participants discuss where fire could be. Put the card on the whiteboard paper.
- The facilitator shows the pictogram of "*Building Collapsed*". The participants discuss where vulnerable buildings are. Put the card on the whiteboard paper.
- The facilitator shows the pictogram of "*Danger*". The participants discuss where dangerous places are. Put the card on the whiteboard paper.
- The facilitator shows the pictogram of "*Gathering Place*". The participants discuss where gathering places could be. Put the card on the whiteboard paper.
- The facilitator requests all participants to check and verify the places they have identified as "*Unsafe*" and "*Gathering place*" and finalizes them.

**3) Materials:**

- 1) "*Unsafe*" and "*Gathering place*" pictograms.

**Session 5: Going Outside Session (30 min.)****1) Objectives of this session:**

- To verify and place the 45cm×45cm flex print of banner of Unsafe and Gathering place.

**2) Activity details:**

- The facilitator explains the task, purpose and process of this session.
- The facilitator requests all the participants to go outside and put 45cm×45cm flex print banners of "Unsafe" and "Gathering Place" in actual sites in the school surroundings.

Holding the '*Gather Place*' banner!Placing '*Warning*' notice in the Pole!

**Materials:**

- 1) Meta card
- 2) Newsprint.
- 2) Board markers
- 3) 45cm×45cm flex print banner of "*Unsafe*" and "*Gathering place*".

<b>Session 6: Wrap-up Session (20 min.)</b>
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**1) Objectives of this session:**

- To have a common understanding on the concept Disaster Risk Reduction (DRR), its importance and preparedness.

**2) Activity details:**

- The facilitator requests all participants to relax and think silently on the devastating "Gorkha earthquake" of April/May 2015. What would have happened if the earthquake had occurred during a school day and how they protect their children from such a disaster in the school and the community?
- The facilitator leads the discussion of disaster preparedness at school.
- The facilitator explains that this activity is a part of SIP formulation.
- Discuss what and how SMC and parents can support the school regarding disaster preparedness under SIP.
- HT, SMC, Parents and teachers discuss what would be next actions under SIP.
- The facilitator with the participants concludes the session with the list of immediate actions required to be taken to protect their children from such incident.

**(End)**



# SISM2 UPDATE



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

November 2016 / Issue 8

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## SISM2 Project for Strengthening School Governance

Babu Ram Poudel  
Director General, Department of Education



Education is the basic needs for human life. Considering this fact, the Constitution of Nepal 2015 has accepted education as a fundamental right of people. Government of Nepal has been implementing various educational rules, regulations, programs and allocating budget for all to ensure the easy and equitable access to the quality education accordingly. Education which should be easily access to every citizen is essential instrument to fulfill the basic needs of the people and for a lifelong learning. The education provided by the government should be high quality. To ensure the quality education, effective educational management is also one important indicator.

SISM (The Project for Support for Improvement of School Management) Project has been implementing in Nepal for last seven years covering two phases focusing on access to quality education through the improvement of school management. The Project has played the positive roles to increase the ownership and responsibilities towards the school of all stakeholders through the School Improvement Plan (SIP) formulation and updating processes. In addition, to develop the capacity of central as well as local level educational authorities for SIP formulation and updating, the Project provided strong support for developing and distributing School Improvement Plan Formulation Guide-Book (SIP-FGB), School Level Workshop Manual and Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School that helps to update SIP process in uniform way. Similarly, the Project has played a crucial role to raise the awareness among local level stakeholders for the disaster preparedness and management at school level by integrating disaster preparedness as a part of SIP.

Improved educational management is prerequisite to expand the equitable access of the quality education. SISM1 as well as SISM2 has adopted cascade approach for capacity development on SIP updating from regional/district to school-level. The initiation for improvement of school management through SIP is expected to bring positive contributions on the educational development and strengthen the school governance in Nepal. Based on the learning from the implementation of the project, we do believe that the collaboration for the educational development will be continued in future.



## Counterpart Training in Japan

SISM2 organized 9-day Counterpart (CP) Training in Japan from 10-18 September 2016. Nine government officers participated in the training. The objectives of the training were; 1) to learn about the disaster preparedness at school with community participation in Japan, 2) to apply the knowledge for disaster risk reduction at school in Nepal; and 3) to consolidate the impact and sustainability of the SIP national dissemination of SISM2 by discussing it with officials and personnel in Japan. The participants were impressed with; preparedness and time management, strong commitment and determination, disaster sensitivity awareness and education, preparedness through curricular materials and teaching learning process, disaster resource materials, volunteerism and community participation in disaster management. (Please read the special issue of SISM2 Update published on the CP Training in Japan)





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## ***Bosai\* Mapping of schools***

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### ***Introduction / Background:***

The workshop of "Imagining the Dream School" was developed and conducted in several schools in Bhaktapur, it was learned as a creative methods to enhance not only students' creativity but also arouses the parent's interest and concerns on their children's quality education and better school management. The devastating 'Gorkha Earthquake' in April and May hampered this initiative and attention was shifted towards safe school programs. Based on the learning from the dream school activity, visual tools were developed and tested in various schools of Bhaktapur through a workshop on "Identifying Unsafe and Gathering Places around the School". These events provided an effective opportunity for motivating and enhancing parent's interest and concerns on their children's safety, quality education and better school management.

### ***The aim and objective:***

In order to replicate this program to all community schools in Bhaktapur, SISM2 project carried out "Master Trainer's Training" to the resource person of DEO Bhaktapur. The overall goal of the workshop is to strengthen the communication among the parents, community people and school. Its main objective is to train the whole workshop process from the beginning to the end on identifying unsafe and gathering places in a developed map of school surroundings.

### ***The workshop materials, Methods and Steps:***

The facilitator or trainer of the workshop showed the materials such as 3x3 feet whiteboard sheet paper, A3 sized Pictogram sheets, 9x6 cm Pictogram cards, and their uses in the workshop. Prior to the technical session, the facilitator also informed about activities and the steps to be followed in the workshop accordingly.



### ***Session one: Card Identification.***

The students went through the A3 sized pictogram sheet having various landmark images on it and became familiar with the pictograms. They discussed some missing landmarks around their school and made extra pictograms in empty cards. They drew new images of landmarks directly on the whiteboard paper.

### ***Session Two: Setting up the session for mapping.***

The facilitator placed a "School" pictogram at the center of the whiteboard paper to identify the base of the map. The students were asked to find out the 'North' direction providing "Himalaya" pictogram. Showing a "House" pictogram to the students, the facilitator requested to stick their houses around the school.



### ***Session three: Landmarks mapping of the School.***

The facilitator instructed the students for group exercise while parents, teachers and other invitees were requested to observe their works. The students were requested to identify the landmarks nearby their school/homes and place accordingly after discussion and having consensus on the landmarks. The facilitators invited the parents, SMS/PTA members to look at the draft map which the students prepared. They were requested to review and give feedbacks.

### ***Session four: Discussion completing the landmarks around the school.***

The facilitator along with other invitees verified the landmarks. Once the map was approved by the participants, the facilitator explained disasters caused by flood, land slide, earthquake, etc. Showing the sticker of flood, fire, cracked house and one at a time, the facilitator requested to stick them to "Unsafe" areas along the landmarks. The students were provided stickers of "Unsafe" and "Gathering Place" and requested to place around the landmarks as well. Upon the verification of the map, all participants went outside the school and located the exact places to tie up the Flex prints of "Unsafe", "Flood", "Land slide" "Fire" and "Gathering place".



"Bosai" is a Japanese term that is known as a manner of disaster prevention. It is based on ideas of "Self-Help", "Mutual-Help", and "Public-Help".





## ***SIP Follow-up Workshop in Earthquake Affected Districts***

DoE/NCED/CDC and SISM2 have been supporting SIP formulation and updating in all 75 districts. After the Gorkha Earthquake, it was felt that there is a need for special training or workshop for the earthquake affected districts. After discussion among the stakeholders, it became clear that the workshop should be need-based. As the first districts, Sindhuli and Makwanpur were selected for piloting the workshop. Then Gorkha was the next one. Following are the brief descriptions of the two-types of the workshop.

### **(1) WORKSHOPS IN SINDHULI AND MAKWANPUR**

DoE/NCED/CDC and SISM2 conducted two-day workshop namely “**District Level Coordination and Networking Workshop for Updating of Annual SIP**” in Sindhuli and Makwanpur. The major objectives of the workshops were: to refresh/orient the knowledge and skills for updating SIP which include disaster preparedness; to share and learn about the situation of what is happening in the areas of rehabilitation and reconstruction in the district after the earthquake; and to discuss the collaborative efforts and plans for future.

Sindhuli workshop was conducted on 10-11 June and Makwanpur on 2-3 July, 2016. Total of 45 in Sindhuli and 56 in Makwanpur, comprising DEO, ADEO, SS, RP, and representatives from the teacher's professional organizations, I/NGOs, and DDC participated.

#### ***Mapping Educational Program/Activities in the District:***

Disaster preparedness and the mapping of I/NGOs working in education sectors of districts were the major activities of the workshop. For the purpose of practicing the process of disaster preparedness planning, a half day school visit was conducted. In addition to this, 1) what, who and where of education sector activities in the district was drawn by the participants 2) gap/overlapping were identified, and 3) further actions were planned.



VDC wise mapping activities of I/NGO's in Makwanpur

### **(2) WORKSHOP IN GORKHA: SIP APPRAISAL**

*(By Krishna Acharya, School Supervisor, DEO, Gorkha)*

#### ***SIPs are mostly locked up and not used:***

From the fiscal year 2058/59 SIP has been formulated and implemented. However, the SIPs were locked up inside the lockers. If the plan and needs are not matching or contradictory then it will be worthless. Such condition of SIP was true in Gorkha as well. School kept on formulating SIP but school improvement was not pursued. SIP was formulated only as mandatory.

#### ***The decision to conduct SIP Appraisal:***

After the great Earthquake on 25 April 2015 and many aftershocks, most of the schools were transformed to debris and schools were closed over the months. Government adopted 3 years reconstruction plan. DEO Gorkha also formulated action plan for reconstruction of physical facilities, achieve better learning performance and ensure quality education within 3 years. Performance evaluation contracts were made between DEO & SSs, DEO & RPs and DEO & HTs. SIPs were also collected following the guidebook, policy and system. We tried to find out the linkage between the school's real situation and the SIP prepared by the same school, but we did not find any. It made us re-think on how we can make practical SIP which can be implemented. A lot of discussions were done in presence of DEO Mr. Dipendra Subedi. As a result of intense discussion we reached to one conclusion, which is to have direct appraisal between HT & SMC Chairperson. At the same time JICA funded SISM2 project came to co-ordinate with us which has been working in the SIP for long time. We formulated SIP appraisal plan with the technical support of SISM2 Project.



SIP Appraisal Workshop in Gorkha

#### ***SIP Appraisal Workshop at District level was conducted:***

On September 9, District Level Workshop was conducted, participated by all the DEO officers and RPs. During the workshop SIP Appraisal Team was formed. **The Appraisal Team did the preliminary appraisal.** The Team received SIP (final draft) of 22 community schools within the RC. They conducted intensive study and analysis of SIPs prepared by every school. The Appraisal Team wrote down comments and feedbacks directly on the final draft of every SIP. School-wise self-evaluation forms were filled up. **Every school's SIP was examined by the Appraisal Team.**





#### *SIP Appraisal Workshop was conducted at RC level:*

The participants of RC-level workshop were HTs and SMC Chairperson from each school. In the RC-level workshop each school shared their experience on SIP formulation process. Then the final draft of SIP where major errors were indicated in highlights and evaluation form prepared by SIP Appraisal Team were returned to the school for the self-study. Then SIP appraisal team asked each school's opinion over their suggestions. Team selected two best SIPs among all and presented at the workshop. **Each school appreciated the comments and suggestion of SIP Appraisal Team** and assured to improve their SIPs next time.

#### *SIP appraisal is a "Must":*

**The workshop conducted for the first time in our own innovation has actually encouraged the stakeholders and we have learnt many lessons.** In the past, we gave many theoretical examples during our previous practice but never showed the practical examples. SIP appraisal in this workshop has provided technical support to the school and help to develop the ownership. We also found that previously HT alone was involved in SIP formulation process in most of the schools, and that in some cases, others, such as accountant or related teacher, were involved but they divided the parts of SIP among themselves. From every point of view SIP formulated on those modality were found weak. In few schools we found that SIP writing committees were formed through stakeholder's workshop and SIPs were formulated with intensive discussion among them following the SIP formulation work process and **those were the best SIPs**. "SIP should be formulated to implement", along with this message SIP appraisal workshop has provided necessary technical support to the schools. **I would like to conclude that appraisal is a must to guide the school to the right direction and to formulate implementable SIP.**

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#### *ToT on SIP for ETC Trainers*

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SISM2 organized a 2-3 day "Training of Trainers on SIP for Education Training Center Trainers (ETC-ToT)" in four batches (Kavre, Biratnagar, Banke and Kaski) in March and April 2016. The objectives of the training was to train the trainers of Head Teacher Leadership Capacity Building Training (HT-LCBT) on the practical methods, material and sessions on SIP, using SISM2 training material, so that they can integrate them into their curriculum and session plans and to make the action plan for integrating the sessions on SIP and conducting the regular sessions. The ToT participants were 88 ETC trainers who are responsible for conducting the sessions on SIP in the HT-LCBT. The ToT on SIP was conducted as per given following schedule:

#### *Schedule and Participants of ToT on SIP for ETC trainers*

	Venue	Date	Participants from each ETC
1	ETC Kavre	Mar 28-29	Parsa-2, Bara-4, Chitwan-2, Nuwakot-2, Kathmandu-2, Kavre-7 and NCED-4 (Total 23)
2	ETC Biratnagar	Apr 20-22	Ilam-2, Jhapa-2, Bhojpur-2, Sunsari-4, Morang-4, Khotang-2, Saptari-2 and Dhanusha-4 (Total 22)
3	ETC Kaski	Apr 25-27	Dang-2, Rupendehi-4, Palpa-3, Tanahu-4, Gorkha-2, Kaski-4 and Myagadi-2 (Total 21)
4	ETC Banke	Apr 25-27	Jumla-2, Rukum-2, Banke-4, Surkhet-4, Doti-4, Baitadi-2, Kanchanpur -2 and Kailali-2 (Total 22)

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#### *End Line Survey*

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DoE/SISM2 conducted the Baseline Survey in May 2014. The target districts were Sankhuwasava (Eastern Region), Bhaktapur (Central Region), Kapilbastu (Western Region), Kalikot (Mid-Western Region) and Dadeldhura (Far-Western Region). To identify changes and progress by the intervention of the SIP dissemination and updating activities in these 5 districts after 2 years, five DEOs and SISM2 collaboratively conducted the End-line Survey and collected the primary data from 3 levels, i.e. district level (DEO, DDC, School Supervisor (SS) and Resource Person (RP) Village Development Committee level (2 sample VDC/Municipality) and school level (school management, Head teacher, teachers, guardians, SMC members, students) during August-September 2016. 20 schools from 2 VDCs/municipalities in each district were selected for the collection of the data. RPs and SSs in each district worked as enumerators for the collection of the data from VDC and targeted schools while SISM2 members were involved at district level. Regular monitoring of the survey at two levels i.e.; district level (by focal person of DEO) and central level (by DoE and SISM2) was done to ensure the quality of data.



# SISM2 UPDATE



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

विशेषाङ्क/मंसिर २०७३

Special Issue/November 2016

## यस अङ्क भित्र

पेज १-३: विद्यालय  
व्यवस्थापन र  
विपद् पूर्वतयारी  
सम्बन्धी तालिम  
सम्पन्न

पेज ३-४: जापानी शिक्षा  
प्रणालीबाट हामीलाई  
सन्देश

### विद्यालय व्यवस्थापन र विपद् पूर्वतयारी सम्बन्धी तालिम सम्पन्न

सिसम२ को आयोजनामा २०७३ भाद्र २५ देखि आश्विन २ गतेसम्म जापानमा नौ दिने विद्यालय व्यवस्थापन र विपद् पूर्वतयारी सम्बन्धी तालिम (Counter Part Training) सम्पन्न भयो जसमा शिक्षा मन्त्रालय र मातहतका निकायहरूका नौ जना कर्मचारीहरूको सहभागिता रहेको थियो। जापानका विद्यालयहरूमा समुदायको सहभागितामा गरिएको विपद् पूर्वतयारी बारे बुझ्ने र नेपालका विद्यालयहरूमा त्यहाँबाट सिक्नेका ज्ञानलाई विपद् जोखिम न्यूनीकरणमा विसुयोको प्रभाव तथा दिगोपनालाई बलियो बनाउनका लागि सिसम२ बाट गरिने राष्ट्रिय प्रबोधीकरणका बारेमा जापानका सम्बन्धित अधिकारी तथा जाइकाका कर्मचारीहरूसँग छलफल गर्ने तालिमका उद्देश्यहरू रहेका थिए।

सो तालिमबाट प्राप्त अनुभव र सिकाइहरूका बारेमा केही सहभागीहरूको भावना/भनाइ समेटेर सिसम२ अपडेटको आठौं अङ्कको साथमा यसलाई विशेषाङ्कको रूपमा प्रकाशन गरिएको छ।

### तालिमबाट भएका अनुभव र सिकाइ

तन्दलाल पौडेल  
उपसचिव, शिक्षा मन्त्रालय

जापानमा सम्पन्न विद्यालय व्यवस्थापन र विपद् पूर्वतयारी सम्बन्धी तालिममा नेपालको तर्फबाट तत्कालीन शिक्षा विभागका निर्देशक देवकुमारी गुरागाईको नेतृत्वमा ९ जना कर्मचारीहरूको सहभागिता रहेको थियो। यस तालिमबाट धेरै अनुभव र सिकाइहरू भएका छन् जुन तल उल्लेख गरिएको छ।

#### १. शैक्षिक व्यवस्थापन

जापानको शिक्षा प्रणालीमा विद्यालय शिक्षामा ९ वर्षको अनिवार्य शिक्षा रहेको छ जसमा ६ वर्षको इलिमेन्ट्री स्कूल र ३ वर्षको जुनियर हाई स्कूलको व्यवस्था गरेको छ साथै ३ वर्षको सिनियर हाई स्कूल र ४ वर्षको उच्च शिक्षाको प्रावधान रहेको छ। त्यस्तै ६ वर्षभन्दा कम उमेरका बालबालिकाहरूका लागि किन्डरगार्डेन, फरक क्षमता भएका बालबालिकाहरूका लागि विशेष आवश्यकता विद्यालय र जीवनपर्यन्त शिक्षाका लागि सामुदायिक केन्द्र, सामाजिक शिक्षा हल, पुस्तकालय, कला, स्थानीय इतिहास र सांस्कृतिक म्युजियम आदिको व्यवस्था छ। सिनियर हाई स्कूल पूरा गर्नेहरू विश्वविद्यालय, जुनियर कलेज, व्यावसायिक विद्यालयमा भर्ना हुने वा जागीरमा जाने व्यवस्था छ। विद्यालयहरू राष्ट्रिय, प्रिफेक्चरल र म्युनिसिपल तहमा सार्वजनिक र निजी गरी २ प्रकारका छन्। विद्यालयको प्रशासन र व्यवस्थापन गर्न छुट्टै प्रधानाध्यापकको (प्रअ) व्यवस्था रहेको छ।

प्राथमिक तहमा विद्यार्थीको अभाव भएका तर निम्न माध्यमिक र माध्यमिक विद्यालयमा विद्यार्थीको संख्या राम्रो रहेका हाम्रा विद्यालयको अवस्थालाई मध्यनजर गर्दा नेपालमा पनि नयाँ विद्यालय खोल्नुभन्दा विद्यार्थी संख्या नरहेका वा न्यून भएका माथिल्लो तहसम्म सञ्चालनमा रहेका विद्यालयका तल्ला तह आवश्यकताका आधारमा वेग्लै सञ्चालन गर्न सके उपलब्धिपूर्ण हुने सिकाइ भयो। छुट्टै प्रअको व्यवस्थाबाट विद्यालयको व्यवस्थापन र नियमनलाई व्यवस्थित बनाउन तथा शिक्षणलाई नियमित बनाउन सकिने अनुभव भयो। इलिमेन्ट्री तहमा नेपाल भन्दा २ लाख बढी विद्यार्थी रहेको जापानमा सोही तहमा सञ्चालित १३ हजार कम विद्यालय र २ लाख ३९ हजार बढी शिक्षक रहेका छन्। यसबाट विद्यालय संख्या बढाउनु भन्दा विद्यालयमा पर्याप्त शिक्षक व्यवस्था गर्न ध्यान दिनु





पने सिकाइ भयो । अन्य कर्मचारीको भन्दा शिक्षकको तलबमान केही बढी रहेको र शिक्षकहरू विहानदेखि साँझसम्म विद्यालयमा नै व्यस्त रहने गरेको कारण शिक्षाको गुणस्तर राम्रो रहेको पाइयो । यसबाट राम्रो जनशक्ति अध्यापनका लागि आकर्षित हुने अवस्था हुँदो रहेछ । अनिवार्य रूपमा दैनिक पाठ्योजना निर्माण र सोही आधारमा शिक्षण, शैक्षिक सामग्रीको नियमित प्रयोग, शिक्षणमा परियोजना कार्य र प्रयोगात्मक कार्यमा जोड, समुदाय र विद्यालयको घनिष्ट सम्बन्ध, सामाजिक कार्यमा विद्यालय, विद्यार्थी र शिक्षकको प्रत्यक्ष संलग्नता आदि अनुकरणीय पक्षहरू रहेछन् ।

## २. शिक्षक तालिमको प्रबन्ध

जापानले शिक्षाको गुणस्तर सुधारका लागि सेवाकालीन शिक्षक तालिमको प्रबन्ध गरेको छ । Off site Training (Off-JT), OJT र Self Development गरी ३ मोड्युलमा शिक्षक तालिमहरू सञ्चालन गर्ने कुरा Tokyo Metropolitan School Personnel In-Service Training Centre को प्रस्तुतिबाट यस कुराको जानकारी भयो । जेष्ठतामा आधारित, अनिवार्य तालिम, नेतृत्व विकास तालिम र विषयगत शैक्षिक मुद्दामा आधारित तालिमहरू जापानमा सञ्चालन हुँदै आएका छन् । शिक्षक लाईसेन्सका लागि तथा तह वृद्धिका लागि तालिम अनिवार्य रहेकोले सबै शिक्षकहरूले तालिम लिने पने अवस्था त्यहाँ रहेको छ । प्रयोगलाई विशेष जोड दिइएको छ ।



Tokyo Metropolitan School Personnel In-Service Training Centre का कर्मचारीसँग तालिमका सहभागीहरू

## ३. विपद् जोखिम न्यूनीकरण तथा रोकथाम शिक्षा र व्यवस्थापन

सन् १९९५ जनवरी १७ मा गएको Great Hanshin-Awaji Earthquake का असरहरू र त्यस पछिको पुनर्निर्माण तथा विपद् जोखिम न्यूनीकरणका लागि भएका प्रयासहरूका बारेमा पनि तालिमबाट जानकारी भयो । सुरक्षा नक्सा निर्माण र सोही अनुसारको पुनर्निर्माण तथा विपद् जोखिम न्यूनीकरण पूर्वतयारीले विपद्बाट हुनसक्ने क्षतिलाई न्यूनीकरण गर्न सकिने शिक्षा जापानको ह्योगो प्रिफेक्चरबाट सिक्न सकिन्छ । विद्यालयलाई Evacuation Centre तथा विपद् जोखिम न्यूनीकरण अभियन्ताका रूपमा स्थापित गर्न सकिने कुरा ह्योगो प्रिफेक्चर अन्तर्गतका Maiko High School ले शिक्षण शुरू गरेको Environment and Disaster Mitigation Course तथा Great Hanshin-Awaji Earthquake र Great East Japan Earthquake मा पुर्‍याएको सहयोग, चीनको सिचुआन प्रान्त, नेपालको महाभूकम्प लगायतका लागि गरेको सहयोगबाट स्पष्ट भयो । यसका साथै विपद् भएको स्थानमा सहयोगी क्रियाकलाप सञ्चालन गर्ने गरी Hyogo Prefecture का विद्यालय कर्मचारीहरू मिलेर EARTH (Emergency And Rescue Team by school staff in Hyogo) स्थापना गरेको र त्यसले अनुसन्धान र योजना निर्माण, विद्यालय शिक्षा, विद्यालय खाजा, आवास सञ्चालन तथा मनोसामाजिक उपचार गरी ५ क्षेत्रमा काम गर्ने गरी समूह निर्माण गरेर प्राकृतिक विपद्को व्यवस्थापनका लागि सहयोग गरिरहेको छ । नेपालको सन्दर्भमा विद्यालय सुधार योजना (वि.सु.यो.) मा विपद् जोखिम न्यूनीकरणलाई महत्वका साथ समावेश गरी स्थानीय स्तरमा विविध क्रियाकलापहरू सञ्चालन गरेर न्यूनीकरणका उपाय अपनाउन सकिन्छ ।



Great Hanshin-Awaji Earthquake ले गरेको विनाशको नमूना प्रदर्शन

## ४. शैक्षिक नीति निर्माण प्रक्रिया

जापानमा शैक्षिक नीति अनुसन्धानका लागि स्वतन्त्र निकाय National Institute for Educational Policy Research (NIER) of Japan रहेको छ । यस संस्था अन्तर्गत 47 Prefectures, 20 Special Cities सहित ३०० Teachers' Faculty Development Centers रहेका छन् । ती संस्थाहरूमा शिक्षक शिक्षा, शिक्षक तालिम, विषय शिक्षा, परामर्श सेवा, सूचना तथा सञ्चार प्रविधि तथा विशेष आवश्यकता शिक्षा, विभिन्न विषयमा सेमिनारहरू, अनुसन्धान क्रियाकलापहरू, मूल्याङ्कन कार्य आदि सञ्चालन हुन्छन् । सन् १९४९ मा स्थापना भई नीति अनुसन्धान र सुधारका प्रयासलाई जापानले सफलतापूर्वक अगाडि बढाएको सन्दर्भमा नेपालमा पनि शैक्षिक नीति अनुसन्धान र सिफारिसका लागि छुट्टै एक स्वतन्त्र निकायको आवश्यकता महसुस भयो ।

## ५. ऐतिहासिक अभिलेखन

शिक्षा, संस्कृति, खेलकूद, विज्ञान तथा प्रविधि मन्त्रालय जापानको म्युजियम र The Great Hanshin-Awaji Earthquake Memorial, Disaster Reduction and Human Renovation Institution, Kobe को अवलोकन गर्ने अवसर प्राप्त भयो । ती स्थानहरूको अवलोकनबाट राष्ट्रले गरेका समयबद्ध प्रयासहरू र राष्ट्रमा घटेका महत्वपूर्ण घटनाहरूलाई जापानले विभिन्न तरिकाले अभिलेखन गरी राखेको रहेछ । ती २ म्युजियमको अवलोकनबाट जापानमा शिक्षाको विकास र त्यसका लागि के कस्ता प्रयासहरू भए भन्ने कुरा र महाभूकम्प, सुनामी, आँधीले के कस्ता क्षति पुर्‍याएको थियो र त्यसको कारण के हो भन्ने बारेमा स्पष्ट जानकारी पाउन सकिन्छ ।





#### ६. शिक्षामा जाइकाको सहयोग र समन्वय

जाइकाले आफ्नो सहयोगको केन्द्र भागमा बालबालिकाको सिकाइमा निरन्तरतालाई राखेको छ । दिगो विकासका लक्ष्यहरू मध्ये लक्ष्य ४ गुणस्तरीय शिक्षामा सबै बालबालिकाको पहुँच पुऱ्याउन पूर्वप्राथमिकदेखि उच्च शिक्षा, साक्षरता तथा निरन्तर शिक्षा, प्राविधिक शिक्षा तथा व्यावसायिक तालिम, आपत्कालीन सहयोग, दीगो विकास आदिमा जाइकाको सहयोग प्राप्त हुन सक्दछ । सन् १९९० पछि १२० जना भन्दा बढी जापानी स्वयंसेवकहरू खटाएको, ९५०० विद्यालयका लागि विद्यालय निर्माण अनुदान प्रदान गरेको, समुदायमा आधारित वैकल्पिक शिक्षा लगायत अनौपचारिक र समाहित शिक्षामा सहयोग, विद्यालयमा आधारित व्यवस्थापन सहयोग, प्राविधिक समन्वय, विद्यालय नक्साङ्कनका लागि सहयोग, आपत्कालीन विद्यालय पुनर्निर्माण जस्ता सहयोग जाइका मार्फत जापान सरकारले उपलब्ध गराउँदै आएको छ ।



हाल नेपालमा सिसमर परियोजना मार्फत विद्यालय व्यवस्थापनमा सुधारका विविध पक्षहरूमा सहयोग प्राप्त भइरहेको छ । राम्रा नीति बनाउनु मात्र राम्रो काम होइन त्यसलाई व्यवहारमा प्रभावकारी कार्यान्वयन गर्नु महत्वपूर्ण पक्ष हो भने लगानीमा साभेदारी र समन्वय गर्नु अर्को पक्ष हो । समयको महत्वबोध र परिपालना, कडा मेहनत र कर्तव्यबोध, सुधारसम्भार र निर्माण प्रतिको प्रतिवद्धता जस्ता आधारभूत मानवीय मान्यताका साथै स्रोतको उचित वाडफाँड र सदुपयोग एवम् विकासका गतिविधिमा स्थानीय समुदाय र सामाजिक संस्थाको ऐक्यवद्धता शिक्षा विकासका आधारस्तम्भ रहेछन् भन्ने कुराको सिकाइ यस तालिम कार्यक्रमको उपलब्धि हो ।

#### जापानी शिक्षा प्रणालीबाट हामीलाई सन्देश

शिवकुमार सापकोटा  
उपनिर्देशक, शैक्षिक जनशक्ति विकास केन्द्र

शिक्षा मन्त्रालय तथा मातहतका निकायहरू सहभागी हाम्रो समूहलाई जाइकाको सहयोगमा भाद्र २५ देखि आश्विन २ सम्म ह्युगो प्रिफेक्चरको Board of Education, Disaster Reduction and Human Renovation Institution र Maiko High School, National Institute for Educational Policy and Research, Metropolitan School Personnel Training Center र JICA Head Quarter जस्ता निकायहरूको भ्रमणबाट जापानी शिक्षा प्रणाली अध्ययन र अवलोकन भ्रमणको प्रबन्ध मिलाइएको थियो ।

विभिन्न निकायहरूको स्थलगत भ्रमणका बेला तिनका गतिविधिहरूको सूक्ष्म अवलोकन गर्ने तथा प्रस्तुतीकरणमा सहभागी भई वितरण गरिएका लिखित तथा दस्तावेजहरू अध्ययन र अन्तरक्रिया गर्ने मौकासमेत हामीलाई प्राप्त भयो । विगत ६२ वर्षदेखि योजनाबद्ध शिक्षा विकासको अभियानमा लागेका हामी जस्ता शिक्षाकर्मीलाई विगतमा आफूले खासै सन्तोषजनक प्रगति गर्ने नसकेकोमा पश्चाताप र ग्लानिवोधको बावजूद हाम्रो शिक्षा प्रणालीको सुधारका लागि केही उपयोगी सिकाइ हासिल गर्ने र संश्लेषण गर्ने अवसर प्राप्त भयो । जापानी शिक्षा व्यवस्थाबाट नेपाली शिक्षा व्यवस्थाको पुनःसंरचनाका लागि उपयोगी हुन सक्ने केही सन्देशहरू पछिल्ला अनुच्छेदहरूमा सारांशको रूपमा प्रस्तुत गरेको छु ।

विद्यालय विभाजन (School allocation) सम्वन्धमा औचित्यपूर्ण सानो संख्याका विद्यालयमा धेरै विद्यार्थीहरू पढाउन सम्भव हुने रहेछ । यसो गर्दा शिक्षाको गुणस्तर उच्च राख्नका लागि स्रोतसाधन पर्याप्त पुऱ्याउन सम्भव हुने रहेछ । जापानमा प्राथमिक तहका ६७ लाख विद्यार्थीका लागि २१ हजार विद्यालयहरूले पुगेको छ भने नेपालमा ४५ लाख विद्यार्थीका लागि ३४ हजार विद्यालयहरू खोलिएका छन् । तसर्थ, राजनीतिक स्वार्थ वा यातायातको असुविधा वा भौगोलिक विकटताका कारण खोलिएका अनावश्यक विद्यालयहरूलाई व्यवस्थापन गरी उपलब्ध स्रोतसाधनको सदुपयोग गर्नु पर्ने आवश्यकता महसुस गरियो । विद्यालयको भौतिक एकाइका दुईपट्टे तहगत रूपमा अगल-अलग विद्यालय सञ्चालन गर्दा प्रशस्त फाइदा पुग्ने देखियो । जापानमा प्राथमिक तह (१-६), जुनियर माध्यमिक तह (७-९) र माध्यमिक तह (१०-१२) का विद्यालय फरक-फरक स्थानमा सञ्चालन गरिन्छ जब कि हाम्रो व्यवस्थामा पूर्वप्रावि देखि उच्च माविसम्म एकीकृत विद्यालयका रूपमा एउटै छानामुनी सञ्चालन गरिन्छ । यसरी प्रत्येक तहको विद्यालय स्वतन्त्र रूपमा रहने व्यवस्थाले विद्यालय सेवाक्षेत्र नदोहोरिने, विद्यालयगत विद्यार्थी संख्या वितरणमा सन्तुलन रहने, विद्यालय शासनमा स्वायत्तता बृद्धि हुने, विद्यालय व्यवस्थापनमा छरितोपन आउने र विद्यालयको प्रकारगत हैसियतमा असमानता हट्ने जस्ता फाइदा पुगेको पाइयो । नेपालको सन्दर्भमा सघीय ढाँचाअनुरूप विद्यालयको संगठनात्मक स्वरूपमा पुनःसंरचना गर्दा यस्तो स्वतन्त्र विद्यालय अवस्थितिको (Level school unit) सिद्धान्त अवलम्बन गर्न सकिन्छ ।





आधारभूत तहको शिक्षामा सरकारले पूर्ण दायित्व लिएर अन्य तहको शिक्षाका लागि निजीक्षेत्र तथा अभिभावकको योगदान परिचालन गर्नसक्ने शिक्षा प्रणालीले मात्र उत्कृष्ट नतिजा प्रदान गर्न सक्ने रहेछ । जापानमा इलिमेन्ट्री तह (१-६) अथवा अनिवार्य शिक्षा तहमा सरकारको पर्याप्त लगानीबाट उच्चगुणस्तर प्रदान गर्न सकेकाले अपवाद (१ प्रतिशत) बाहेक सम्पूर्ण अभिभावकले सरकारी विद्यालयमा नै आफ्ना छोराछोरी पढाउने प्रचलन रहेछ । अर्कातिर, हाईस्कूल (१०-१२) तहमा ३० प्रतिशत, विश्वविद्यालय तथा कलेज तहमा ७५ प्रतिशत र बालाविकास अथवा पूर्वप्रावि तहमा ८० प्रतिशत विद्यार्थीहरू निजी शैक्षिक संस्थामा पढ्छन् । हाम्रो सन्दर्भमा प्राथमिक अथवा अनिवार्य शिक्षा तहमा १५ प्रतिशत अनि माध्यमिक तहमा ३५ प्रतिशत विद्यार्थीहरू निजी विद्यालयमा अध्ययन गर्दछन् । पूर्वप्रावि तहलाई सरकारको दायित्वभित्र अथवा विद्यालय संरचनामा ल्याउने कानूनी प्रवन्ध हालैको शिक्षा ऐनले गरेको छ । अब हामीसँग विद्यालय शिक्षामा लगानी गर्ने कुनै औचित्यपूर्ण सिद्धान्त देखियो त ? रमाइलो विषय त यो पनि छ कि जापानमा विद्यार्थीको आर्थिक दायित्व कम गर्ने हेतुले निजी विद्यालयलाई सबभर चालु खर्च धान्न सक्ने गरी सरकारले अनुदान दिन्छ । यस बाहेक विद्यालयलाई ऋण योजनाबाट पनि समेटेको छ । तसर्थ, हाम्रो सरकारले पनि आधारभूत तहमा चाहिँ पर्याप्त लगानी गरी सबैलाई समान गुणस्तरको शिक्षा प्रदान गर्ने र अन्य तहमा भने सरकारको आर्थिक हैसियतभन्दा बाहिर निजी क्षेत्र वा अभिभावक स्वयंको लगानी आमन्त्रण गर्ने कानूनी मार्ग खुला गर्नुपर्ने आवश्यकता महसूस भएको छ ।



तालिमका सहभागीहरू कक्षाकोठाको अवलोकन गर्दै

विद्यालयमा छुट्टै प्रश्न पदको व्यवस्थाले विद्यालयको प्रशासकीय चुस्तता बढ्दै हुने तथा स्रोतसाधन एवम् जनशक्ति परिचालनमा प्रभावकारिता आउने कारणबाट शैक्षिक नतिजा उच्च कायम गर्ने काममा सघाउँदै आई रहेछ । जापानमा शिक्षाको तहअनुसारका विद्यालय अलग्गै हुने र त्यस्ता विद्यालयमा अलग्गै प्रश्नको व्यवस्था रहेको पाइयो । प्रश्नको निर्यात खुला प्रतियोगिताका आधारमा प्रिफेक्चर सरकारले गर्ने रहेछ । नेपालको सन्दर्भमा अब हामीले पनि विद्यालयको सख्या घटाएर सानो औचित्यपूर्ण बनाउने र प्रत्येक विद्यालयमा प्रशासनिक प्रमुखका रूपमा अलग्गै प्रश्न पद सिर्जना गरी खुला प्रतिस्पर्धाबाट शिक्षक सेवा आयोगले छनौट गर्ने कानूनी प्रवन्ध गर्नु परेको छ । शिक्षकको शिक्षण अनुमतिपत्र नवीकरणको प्रावधानले शिक्षकमा निरन्तर अध्ययनशील रहने तथा पेशागत तालिमप्रतिको माग बढ्ने र कक्षा शिक्षणमा हमेशा सुधारका लक्षणहरू देखिने हुँदोरहेछ । जापानले सन् २००९ बाट शिक्षण लाईसेन्स नवीकरणको व्यवस्था गरेको छ । यस बाहेक राजनीतिक हस्तक्षेपमुक्त शिक्षक जमात तथा शिक्षा प्रशासन संसारकै उदाहरण बनेको रहेछ ।

रङ्गीन पाठ्यपुस्तक प्रदान गर्न सकेमा विद्यार्थीको पढाइप्रति अभिरुचि बढ्दै भइ विद्यालय शिक्षाको पहुँच र गुणस्तर बढ्दै गर्न सम्भव रहेछ । जापानमा मूलतः केन्द्रित पाठ्यक्रम र पाठ्यपुस्तकको व्यवस्था रहेको पाइयो । अत्यन्तै रोचक तथा रङ्गीन चित्रसहितका व्यवहारिक तथा गुणस्तरीय पाठ्यपुस्तक समय मै सबै विद्यालयमा पुग्ने व्यवस्था मिलाइएको रहेछ । सरकारले सामुदायिक सिकाइ केन्द्र तयार गर्ने र प्रतिस्पर्धाका आधारमा छनौट गरिएका निजी छापाखानाहरूले छपाएर विद्यालयसम्म पुर्‍याउने जिम्मेवारी बहन गर्दोरहेछन् । हाम्रो सन्दर्भमा गुणस्तरीय पाठ्यपुस्तकको उत्पादन र वितरण कार्यप्रणालीमा गम्भिर समस्या हुनुको साथै स्रोत र साधनको सबालमा पनि अनावश्यक भ्रम फैलाइ व्यवस्थापकीय अक्षमतालाई ढाकछोप गर्ने प्रवृत्ति व्याप्त छ जसको निराकरणका लागि सक्षम नेतृत्वको छनौट पहिलो शर्त हो ।

भूकम्प लगायतका प्राकृतिक विपद् व्यवस्थापनका लागि विद्यालय शिक्षासँग आवद्ध गरी संस्थागत प्रयास गरेमा मात्र सफलता हासिल गर्न सकिने रहेछ । जापानमा खासगरी ह्युगो प्रिफेक्चरमा Maiko High School को माध्यमिक तहको पाठ्यक्रममा विपद् व्यवस्थापनको अलग्गै धारमा पठनपाठनको प्रवन्ध मिलाइएको छ । यस विद्यालयले योग्य तथा सक्षम जनशक्ति उत्पादन गर्ने मात्र नभई जनचेतना फैलाउने र विपद् बचाउ गर्ने मिसनका लागि साधन सीपयुक्त संगठित दस्ता Earth Member Force स्थापना गरी राष्ट्रिय तथा अन्तर्राष्ट्रिय समुदायमा परिचालन गर्ने गरेको पाइयो । तसर्थ, हामीले पनि मूलतः विपद्का दृष्टिले सम्भाव्य जिल्लाका सदरमुकाममा रहेको कुनै एउटा समृद्ध विद्यालयलाई Maiko माविको स्वरूपको रूपमा अवलम्बन गर्नु पर्दछ । जापानमा सन् १९९५ जनवरी १६ मा गएको शक्तिशाली भूकम्प (Magnitude-7.3 and intensity-7) लाई हालसम्मको अधिक क्षति पुर्‍याएको प्राकृतिक प्रकोप (Great Hanshin-Awaji) मानिन्छ ।

निष्कर्षका रूपमा शिक्षा विभागले २०६९ मा विसुयो निर्माण सहयोगी पुस्तिका जारी गरेर नेपालको विसुयो अभ्यासलाई आधुनिक युगमा प्रवेश गराएको छ । विभागको यस्तो प्रयासलाई बढावा गर्ने उद्देश्यले जाइकाले विसुयोका लागि सिसम परियोजना मार्फत सहयोग प्रदान गर्दै आएको यसको प्रतिफललाई सकारात्मक मान्दै आगामी दिनमा विसुयो कार्यान्वयनको विषयमा केन्द्रित सहायता परिचालन गर्न आवश्यक छ । अबको जापान सरकारको सहायता विसुयोका माध्यमबाट विद्यालय तहका सर्वाङ्गीण गतिविधिको सुधारमा केन्द्रित गर्नु पर्ने देखिन्छ ।



Maiko High School, Environment and Disaster Mitigation Course का प्रमुखलाई उपहार प्रदान गर्नुहुँदै तालिमका सहभागीहरू

## Appendix-7: Presentation Material of Reflection Meeting of CP Training



### **SISM2 Project Counterpart Training in Japan: A sharing of reflections**

Training Team  
Ministry of Education  
October 3, 2016

### **Outlines**

- Counterpart Training:
  - A brief context and objectives
  - Key Contents of the CP Training
  - Modality of the Training
- Team Compositing
- SSM2 Project: A glimpse
- Visiting organizations
- Overall impressions on the Counterpart (CP) Training
- Future Directions
  - Future Cooperation
  - Way forward

### **Training Team Compositing**

1. Ms. Dev Kumari GURAGAIN, then Director, DoE ED, NCED (then Director in DoE)
2. Mr. Shiba Kumar SARKOTA, Deputy Director, NCED
3. Mr. Narayan Krishna SHRESTHA, Deputy Director, DoE
4. Mr. Bhagawan Prasad UPRETI, Chief Finance Controller, DoE
5. Mr. Bishnu Prasad ADHIKARI, Deputy Director, DoE
6. Mr. Nanda Lal PAUDEL, Under Secretary, MoE (then DEO in Kabhrepalanchok)
7. Mr. Badri Bahadur PATHAK, Under Secretary, MoE (then DEO in Sindhuli)
8. Mr. Arjun DHAKAL, Sector Officer, DoE
9. Mr. Hem Raj KHATIWADA, Curriculum Officer, CDC

### **SSM2 Project: A glimpse**

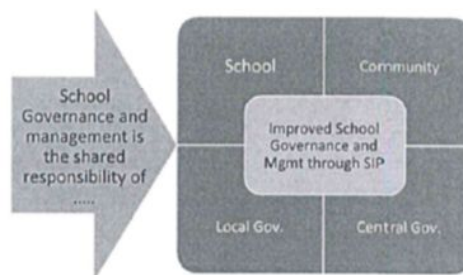
- **Project:** Programme for capacity development for Enhancing *School-based Management* through Revitalizing and re-establishing School Improvement Plan (SIP)
- **Expected Outcome:** Improved student performance as a result of reduced *repetition rates, drop out rates* and better learning outcomes
- **Project Components:**
  - Intensive and Extensive Training (1<sup>st</sup> and 2<sup>nd</sup> Year);
  - Regular Basic Training and Revitalizing SIP;
  - Dissemination and Coordination;
  - Institutional Structure and Scope (1<sup>st</sup> and 2<sup>nd</sup> year);
  - Monitoring and Evaluation.
- **Duration:** 5 years



### SSM2 Project: Highlights on Major achievements

- Updates of SIP and consideration of SIP as a tool for overall school improvement;
- Production and distribution of Materials:
  - SIP formulation Guidebooks (2068/69);
  - Social audit Guidelines;
  - School level workshop manual,
  - School Self Assessment Checklist
  - Supplementary Training Materials with focus to DRR,
- Incorporation of SIP contents in Teacher Training Manuals
- Capacity Dev. Training for teachers on SIP, Social Audit, DRR Education,
- Mapping of I/NGOs working at the disaster affected districts;

### Lessons Learnt from the SISM2 Project



### Counterpart Training: A brief context and objectives

- Understanding *disaster preparedness at school with community participation in Japan* and applying the knowledge for disaster risk reduction at school in Nepal.
- To *consolidate the impact and sustainability of the SIP national dissemination of SISM2* by discussing it with institutional officials and JICA personnel in Japan.

### Key Contents of the CP Training-1

- Education system in Japan
- Brief introduction of school preparedness for disasters
- Education Policy in Hyogo Prefecture
- Disaster preparedness education in school  
Education Policy in Japan: Presentation in National Institute for Educational Policy Research (NIEPR)

### Key Contents of the CP Training-2

- Teachers' training: Presentation in Tokyo Metropolitan School Personnel in Service Training Center
- Discussion with JICA (Nepal Presentation on SISM2 progress, SSRP/SSDP, future cooperation, etc.)
- Reflection of the training, Presentation,

### Training Modality



### Organizations visited

- Hyogo Prefectural Board of Education, Kobe
- Maiko High-School, Kobe, Hyogo
- Disaster Reduction and Human Renovation Institution (DRHRI), Kobe,
- National Institute for Educational Policy Research (NIEPR), Tokyo
- Tokyo Metropolitan School Personnel in Service Training Center, Tokyo
- JICA HQ, Tokyo

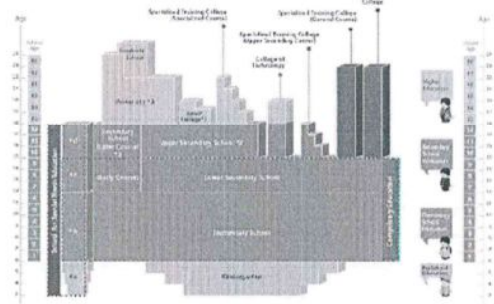
### Education System and Administration in Japan: a brief

## Nepal and Japan

	Nepal	Japan
Population	26,494,504 (2011)	127,300,000
Population Density	180.0 persons/km <sup>2</sup> (2011)	343.4 persons/km <sup>2</sup>
Land	147,181 km <sup>2</sup>	377,944 km <sup>2</sup>
Official Language	Nepali	Japanese
Local Administration	75 Districts	47 Prefectures
Life Expectancy	68.40 (2013)	83.401 (2013)

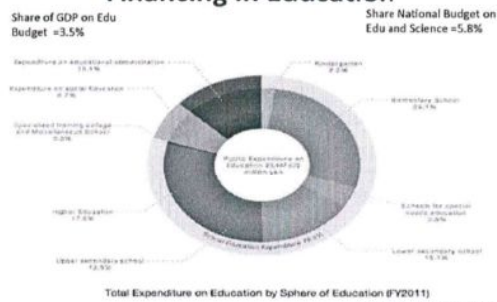
Source: presentation from Mr. Koji Sato

## School System



Source: presentation from Mr. Koji Sato

## Financing in Education



## Supporting Measures

- For Supply Side
  - Cost sharing among different levels of governments
  - Support measures for remote areas
  - Adequate teacher deployment and allocation
  - Subsidy for private schools
  - Survey of schools/local government expenditures in education
- For Demand Side
  - Social Welfare
  - (Scholarships/Student loans)

## Cost Sharing (1)

**"Founders of schools should finance schools"**

i.e. A municipal school should be financed by the municipality.



Source: presentation from Mr. Koji Sato

## Cost Sharing (2)

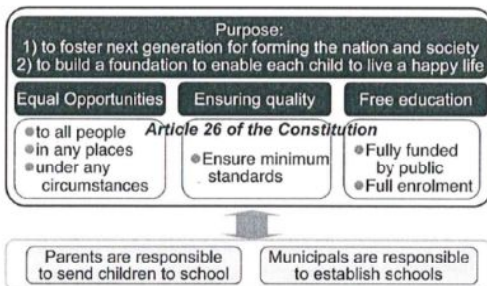
**shared Expenditure of education among different levels**

Cost Items	National	Prefecture	Municipal
Textbook	1		
Salary of Teachers	1/3	2/3	
Facilities			
Building and Expansion	1/2		1/2
Hazardous building	1/3		2/3
Disaster restoration	2/3		1/3
Building maintenance			1

- National Subsidies to Local Government
- Local Allocation Tax Grants

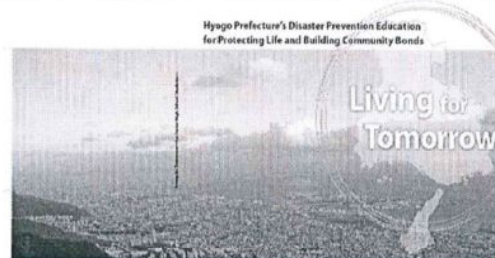
Source: presentation from Mr. Koji Sato

## Compulsory Education



Source: presentation from Mr. Koji Sato

## Curriculum on Environment and Disaster Mitigation and Education Program in School

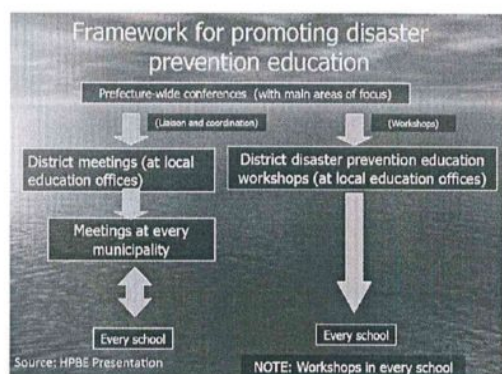
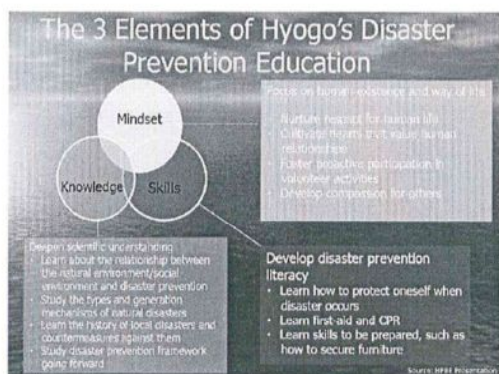




### Great Hanshin-Awaji Earthquake Overview

1. Date of occurrence:	January 17, 1995
2. Scale (magnitude)	7.3
3. Seismic intensity	7
4. Casualties (deaths)	6,434
Elementary student deaths	298
Elementary students who lost parent/guardian	231
5. Damaged schools	1098
6. Schools used as evacuation shelters	389
7. Number of people evacuated to schools	180,227

Source: HPBE Presentation

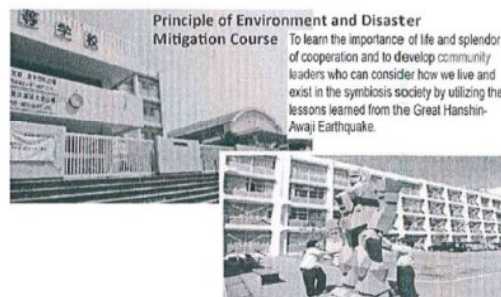




## Curriculum on Environment and Disaster Mitigation

- a separate Curriculum for Environment and Disaster Mitigation
  - Hyogo Prefecture developed a curriculum for Environment & Disaster Mitigation in 2002 (took 2 yrs to finalize)
  - Maiko High School Runs the course
    - General Course: 18 Classes
    - Env. & Disaster Mitigation course: 3 classes
    - Duration: 3 years (27-31 Credits)

## Maiko High School



## Curriculum for Env & Disaster Mitigation-Maiko High School

1st Year	2nd Year	3rd Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Integrated Japanese	Geography B	Cultural Science	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Mathematics I	Mathematics II	Mathematics III	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Physical Education I	Physical Education II	Physical Education III	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
English Communication I	English Communication II	English Communication III	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Art I	Art II	Art III	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Environmental Studies I	Environmental Studies II	Environmental Studies III	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Disasters and Human Beings			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Source: Maiko High School

## School led Activities for DRR Edu.

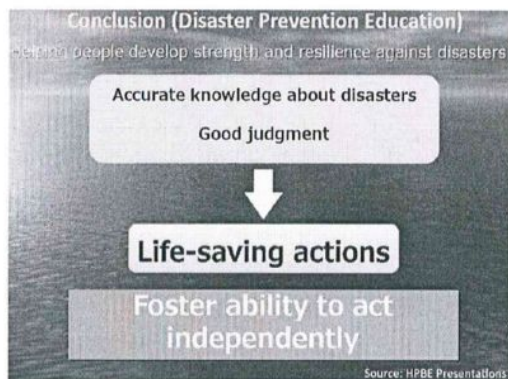
- Lecture from the respective experts and practitioners;
- Experience Sharing: Story Telling by the experiences people
- Facility Tour: Institutions,, Museum,
- Field Work
- Trail enrolment
- Creation of Safety Map
- Visiting Lectures

### School led Activities for DRR Edu.

- Quiz Rally
- International Exchange and overseas visit (Nepal, Myanmar, Sri Lanka, Sichuan China, etc.)
- Hosting Training Program and Exchange
- Volunteer Works, etc.
- Fund raising activities at the time of disaster

### Benefits of DRR Education

- Communication Skills
- Presentation Skills
- Assessment Skills
- How he/she lives and exists



### Facilities enabling Hands-on activities



## Disaster Museum in Kobe

- Transfer knowledge and experiences to the new generations
- Learning Centre- Immense source of knowledge
- Feeling of Empathy through:
  - History
  - Film show/Documentary
  - Demo/Displays-Miniature forms of affect of disaster
  - Facts and Figures
  - Photographs,
  - Publications

## Teacher Training Mechanism and Programmes

### Teacher Training (1)

National Level Training (with National Budget)



### Teacher Training (2)

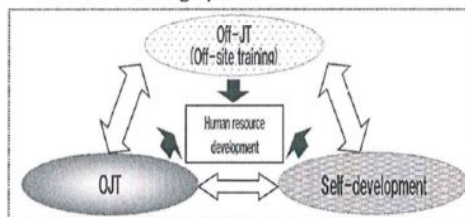
Prefecture Level Training (by Prefectural Education Board)





## Tokyo-Metropolitan School Personnel In-service Training Centre

### • Teacher Training System



Source: TMSPITC brochure

## Overall impressions on the Counterpart (CP) Training

- Preparedness and time management
- Strong commitment and determination
- Disaster sensitivity awareness and education
  - Preparedness through curricular materials and teaching learning process
  - Disaster resource materials
- Volunteerism: teacher, student, community
- Community participation in disaster management

## Overall impressions on the Counterpart (CP) Training

- Documentation
- Leadership of local government for governance and management
- Fundamental aspect of disaster preparedness (knowledge, skills and mindset)
- Drill and Simulation practices at the school
- Disable-friendly physical infrastructure
- ICT-equipped school infrastructure

## Area of Future Cooperation with JICA

- Enhancement of quality and relevance in School Education
  - Curricular Reform and Evaluation System
  - Development of learning materials
  - Teacher capacity development
- Improvement of School Governance and Management
- Disaster Risk Reduction and Mitigation Education
  - Knowledge,
  - Skills, and
  - Mindset (Attitudes)



Some Photographs

Thank You !

## **Appendix-8: T-3 Meeting memo**

T3 Meeting Memo  
January 03, 2017

Date : January 03, 2017  
Time : 11.00 -12.25 hours  
Venue : Conference Room of Department of Education (DoE)

### **Participants:**

#### **(a) DoE/NCED/CDC Representative:**

1. Mr. Ghana Shyam Aryal, Dy. Director, Program and Budget Section, DoE
2. Mr. Gyanendra Ban, Dy. Director, Community School Management Section, DoE
3. Dr. Baburam Dhungana, Dy. Director, Monitoring and Evaluation Section, DoE
4. Mr. Puspa Raj Dhakal Dy. Director, Planning and Monitoring Division, CDC
5. Mr. Nabin Kumar Khadka, Technical Officer, Teacher Training Section, NCED
6. Mr. Meghnath Sharma, Section Officer, Program and Budget Section, DoE
7. Mr. Nav Raj Rijal, Section Officer, Planning and Program, NCED
8. Mr. Arjun Dhakal. Section Officer, Program and Budget Section, DoE

#### **Invitees**

9. Mr. Mitra Nath Gartaula, Director, DoE, Planning and Monitoring Division
10. Mr. Ana Prasad Neupane, Director, DoE, Educational Management Division
11. Mr. Shiva Prasad Upreti, Dy. Director, DoE, Edu. Counselling and Disaster Mgt Section

#### **(b) JICA**

Ms. Yukiko Okigawa, Education Advisor, JICA Nepal Office/DoE

#### **(c) SISM2 Project:**

1. Ms. Michiko Tsurumine, SISM2 member
2. Mr. Bishnu Prasad Acharya, National Manager
3. Mr. Rabi Chitrakar, Senior Project Officer
4. Mr. Sanjeev Kumar Gupta, Senior Project Officer
5. Mr. Chandraman Jonchhe, Project Officer
6. Ms. Bhumi Kala Poudel, Administrative Officer

### **Discussions and Decisions**

#### **1. Opening:**

- Mr. Ghana Shayam Aryal, Dy. Director of Program and Budget Section of DoE welcomed all the participants and shared the rational of this meeting as most of the T3 members are new, that's why sharing of SISM2's progress, achievement and upcoming activities will be fruitful for all members to be familiar and support the SISM2 projects. Then, he requested to Mr. Mitra Nath Gartaula, Director, DoE, Planning and Monitoring Division for the opening remarks. Mr. Gartaula highlighted the contribution of SISM 1and SIM2 for the improvement of school management through the community participation in the formulation and updating of SIP.
- Mr. Aryal shared the agenda of the meeting as per attachment 1. He then requested to Mr. Arjun

Dhakal, Section Officer of Program and Budget Section for the brief Sharing of SISM2 Overall Progress.

## 2. Discussions and suggestions

- Mr. Dhakal shared briefly about the SISM2 overall progress as per attachment II. Finally, he also added that strengthening of capacity of school level stakeholders is still need to be increased. He described SISM2 achievement as following:
  - o Every school now realized to formulate/update of SIP of their own school by involving all stakeholders of school level.
  - o School and other stakeholders now realized that improvement of school management is possible by formulating/updating and implementation of SIP.
  - o All the schools have received the materials related to the SIP.
- Then, Bishnu Prasad Acharya of SISM2 shared about the schedule of upcoming activities of SISM2 as per attachment III.
- Mr. Sanjeev Kumar Gupta of SISM2 shared about the progress of orientation on SIP Appraisal as well as plan for remaining 6 Earthquake Most Affected Districts as per attachment IV.
- Mr. Rabi Chitrakar of SISM2 shared in details about the “Bosai” activity in Bhaktapur as per attachment V.
- Mr. Bishnu Prasad Acharya of SISM2 shared the preliminary findings of the only some area of End Line Survey (as per attachment VI) and also shared that SISM2 will disseminate the findings of End line survey after the finalization of the report.
- **Brainstorming on Continuity of SIP related activity "After SISM2: Supports for districts/schools"**

Mr . Bishnu of SISM2 started the discussion on the continuity of SIP related activities.

  - Mr. Baburam Dhungana asked the question that what about the SISM3. Ms. Yukiko-san responded as this is technical cooperation project between Government of Japan and Government of Nepal. Government of Nepal needs to official request for the SISM3 to JICA but JICA not received any official letter about the SISM3.
  - Floor discussion on what to be continued after SISM2, most of the members shared their views on that. The summary of the discussions are listed in the following table.

### What to be continued?

S.N.	What to be continued	Responsibility
1	Follow up activities	Monitoring Section ?
2	How to use the materials still not clear, need to be strengthened	NCED ?
3	Capacity building for newly formulated SMC as well as for new and existing Head Teachers	-Short term orientation by DoE ? -Long Term Orientation by NCED ?
4	Revision of SIP related documents <ul style="list-style-type: none"> <li>- SIP-FGB</li> <li>- SLW-M</li> <li>- SSA Checklist</li> <li>- STM</li> </ul>	

5	Linkage of school budget (resources) with SIP	
6	Need to more support and develop mechanism for school accountability by focusing SIP Implementation	

- Regarding the responsibilities of the above activities, as SIP is related to many sections of the department; it is hard to assign single section for SIP. Hence, DoE will take the lead role and assign the divisions/sections based on necessity. For example, Monitoring and management section may be responsible for follow up activities; DoE/DEO may for short orientation for capacity building activities and like this.
- Mr. Meghnath Sharma of DoE shared that during SISM2 midterm review, JICA headquarter concerned about the responsible section (focal section) for SIP related activities.

#### Closing

Mr. Mitra Nath Gartaula, Director, DoE, Planning and Monitoring Division made his closing remarks of the meeting. He highlighted the following points:

- Got the opportunities to participate in the Bosai activities
- SIP is now formulating/updating with involvement of all stakeholders
- Need to focus on SIP implementation
- Need to further support on SIP either through SISM3 or any other name
- SIP is not related to any single division or section, it is interlinked with all divisions of the DoE
- Revision of SIP related materials is necessary based on the learning from regular activities of SISM2
- Committed to continue the activities by DoE/NCED/CDC based on the learning.

**Appendix-9: SISM2 Training Materials Distribution List**

SN	Date	Organization	Materials distributed					Remarks
	2016		STM	SAG	SLW-M	SIP-FGB	SSA	
1	2-Aug	DEO Gorkha	4	-	4	4	-	For Meeting
2	6-Sep	DEO Gorkha	25		25	25	3	SIP Appraisal
3	28-Sep	DEO Gorkha	-	-	35	-	-	For schools
4	10-Nov	DEO Lalitpur	-	5	-	1	-	For office
5	16-Nov	DEO Dhading	25	25	-	-	-	For Workshop
6	29-Nov	Regional Workshop on CSS supported by UNICEF- Nepalgunj	27	5	-	-	-	For DEO Nep meeting
7	2-Dec	Search for Common Ground	1	-	2	1	-	For SFCG office
8	7-Dec	Regional Workshop on CSS supported by UNICEF- Pokhara	40	-	-	40	-	For DRR workshop
9	7-Dec	DEO KTM	55	-	-	55	-	For Appraisal Workshop
10	9-Dec	DEO Nuwakot	40	-	-	290	-	For Appraisal Workshop
11	9-Dec	DEO Rasuwa	25	-	-	115	-	For Appraisal Workshop
12	14-Dec	DIPECHO VIII	2	-	-	2	-	DIPECHO VIII Project Endline Survey
13	14-Dec	World Education	1	-	-	-	-	Reference
14	21-Dec	DoE	1	-	-	1	-	Reference
15	22-Dec	NCED	24	-	-	24	-	Job Induction training for new SSs
16	22-Dec	Regional Workshop on CSS supported by UNICEF- Chitwan	40	-	-	40	-	For DRR workshop
17	23-Dec	Nyayik Sansar (NGO)	1	-	-	1	-	For SIP formulation workshop
18	29-Dec	Nepal Disable Women Association (NDWA)	1	-	1	1	-	For demonstration
19	Jan 05 2017	FINN Church Aid	-	-	1	1	-	Self Study
Miscellaneous			84	2	8	50	10	DEO, Visitors & different organizations
<b>Total</b>			<b>1,670</b>	<b>102</b>	<b>1,212</b>	<b>1,800</b>	<b>73</b>	

**Appendix-10: List of the Equipment Procured (As of 5<sup>th</sup> Jan. 2017)**

<b>SN</b>	<b>Item</b>	<b>Quantity</b>	<b>Funded By</b>	<b>Custody</b>
1	Anti-Virus (Quick Heal one year subscription)	7	JICA	Office
2	Revolving Chair	3	JICA	Office
3	DVD Writer	2	JICA	Office
4	Fiber Optical Internet Device- Raisecom Switch (ISCOM 2100 Series)	1	JICA	Office