



Ministry of Education
The Government of Nepal



Japan International
Cooperation Agency

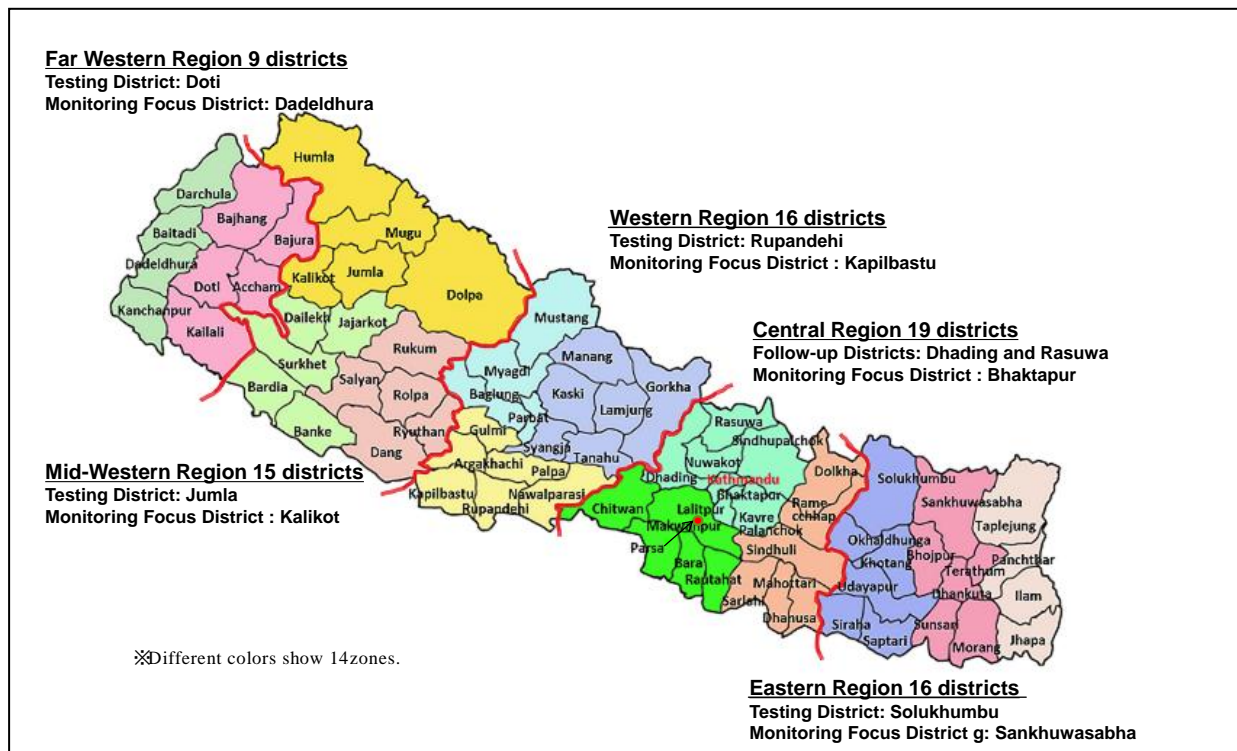
THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF SCHOOL MANAGEMENT PHASE-II (SISM2) IN NEPAL

Project Progress Report(Vol.4)



July 2017

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



Project Location Map (Target: All 75 Districts)

Photos of the 3rd Project Year (February 2017 – June 2017)



Enumerators discussing a questionnaire with students during End Line Survey in Kapilvastu



Students identifying and placing the pictograms during BOSAI Mapping Workshop in Bhakapur



Head teachers and SMCs of SIP Good Practice Schools happily holding trophies during the Wrap-up Workshop in Tanahu



Opening remark of Mr. Mitra Nath Gartaula, Director of Planning and Monitoring Division of DoE during SIP Appraisal Workshop in Lalitpur



Concerned Nepalese authorities and Japanese Terminal Evaluation Team signing MM of the result of SISM2 Terminal Evaluation



Participants reviewing collected SIPs in a group during the SIP Appraisal Workshop in Dolakha

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.4)**

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CHAPTER 1: OVERVIEW

1.1 Project Objectives and Outline in the 3rd 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 2nd Year of SISM2, DoE, NCED, CDC and SISM2 had collaboratively conducted the nation-wide capacity development program in school-based management. The trainings were conducted in a cascade method and it covered all 75 districts, all RPs and all community schools. Following that, DoE, NCED, CDC (hereafter, called ‘T3/T5’) 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 half¹ of the 3rd Project Year.

In addition, T3/T5 and SISM2 together have done a pilot activity of SIP Appraisal in 11 districts. The result of the SIP Appraisal is very positive and its approach is very effective, so that it is planned to disseminate this activity to other districts nationwide.

Related to monitoring and evaluation of SIP dissemination and implementation, T3/T5 and SISM2 jointly held Wrap-up Meeting of SIP lesson learnt and way forward in five districts (one district from each region). In this occasion, good practices of SIP implementation were collected.

This Progress Report vol.4 particularly describes details of progress from February 2017 to June 2017.² The figure in the next page shows the activity schedule of the 3rd Project Year.

¹ For details of progress of the first half of the 3rd Project Year, please refer to SISM2 Progress Report vol.2 and vol.3.

² Although this progress report covers activities from February 2017 to June 2017, some activities were continuously conducted from January 2017. Therefore, some activities in January 2017 are described in this report.

	Activities	3rd Project Year																							
		FY2073/74												2017											
		2016												2017											
		12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
1	Preparing supplement training materials for revisiting and updating SIP with disaster preparedness for schools and social audit	■																							
2	Printing of supplement training materials		■	■																					
3	Printing of Social Audit Guidelines		■	■																					
4	Distribution of the supplement training materials and Social Audit Guidelines to all community schools			■	■	■	■																		
5	Regional Refresher Training for updating SIP focusing on monitoring and SIP process with disaster preparedness and social audit		■	■																					
6	District-level orientation for RPs at the regular DEO/RP meetings in 75 districts			■	■	■																			
7	RPs providing orientation for HTs at the regular HT meetings in all 75 districts				■	■	■																		
8	School-level Workshop for reviewing and updating SIP process with updated materials					■	■	■																	
9	Joint Field Monitoring Visit in 5 monitoring districts			■	■	■	■	■																	
10	Mid-term Review		■	■																					
11	ETC Training on SIP process and continuous CD for school management in 4 batches covering all ETCs				■	■																			
12	District-level workshop in 13 earthquake-affected districts								■	■	■		■	■	■	■	■	■							
13	Activities for enhancing the linkage between guardians and schools with focusing on disaster Resilience management								■	■	■			■	■	■	■	■							
14	Public Relations (Web, Newspapers, News letters and Redio Program)		■			■			■			■		■		■		■	■	■	■				
15	2nd CP Training in Japan for information sharing about disaster prevention management in school management									■															
16	Designing of the End-line Survey								■	■															
17	End-line Survey - Data collection									■	■	■													
18	End-line Survey - Analysis and report writing												■	■	■	■									
19	SIP Study - Relation among activities, budget and implementation									■	■	■	■	■	■	■									
20	School Grant Management Guideline (SGMG) revision technical support													■	■	■	■	■							
21	Selection of good Practice schools																	■	■	■	■				
22	Terminal Evaluation																	■	■	■	■				
23	Formulating Action plan for one year extension of SISM2																	■	■	■	■	■	■	■	■
24	SIP formulation wrap-up workshop in Each Region																	■	■	■	■	■	■	■	■
25	CC Meeting		■					■										■					■		■
26	Progress Reports - Writing and submission							■	■	■				■	■	■							■	■	■

Figure 1-1: Activity Schedule of 3rd Year

1.2 Progress of the 3rd Project Year: February– June 2017

1.2.1 SIP Appraisal Activity

After the dissemination and promotion of SIP formulation, T3/T5 and SISM2 Team noticed that there was a need for special training or workshop for the thirteen of the earthquake affected districts. After discussion among T3/T5 and the stakeholders of the districts, it came up with ‘SIP Appraisal’ to further support schools and SMC to formulate practical and implementable SIP. The focus of the SIP Appraisal is about implementation of SIP.

The objectives of the SIP Appraisal Workshop are:

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

Under these objectives, the SIP Appraisal workshop in 5 districts (Gorkha, Dhading, Kathmandu, Nuwakot and Raswa) was completed during the period from September to December 2016. The table below shows the district names conducted the SIP Appraisal workshop during the period between January 2017 and March 2017. The main participants were DEO officials including SS and RPs. Okhaldhunga was the last district of the SIP Appraisal workshop.

Table 1-1: District Names of SIP Appraisal Workshop

No	District Name	Date	No. of Participants
1	Ramechhap	Jan. 18-19, 2017	30
2	Dolkha	Jan. 19-20, 2017	31
3	Sindhupalchowk	Feb. 1-2, 2017	39
4	Kavre	Feb. 14-15, 2017	35
5	Lalitpur	Mar. 2-3, 2017	41
6	Okhaldhunga	Mar. 27-28, 2017	32

During the workshop, T3/T5 members and SISM2 Team observed some important facts mentioned below.

- Participants realised that some SIP were still influenced of '*Cut and Pest*' culture. To stop such culture, RPs need rigorous follow up and need better monitoring system to overcome this problem.
- Many schools still make mistakes of calculating such as internal efficiency, subject-wise learning achievement and average attendance of students.
- The linkage between target setting and budgeting part was found weak.
- The ownership of SIP is still lacking. DEO needs to emphasize that it is the top priority of school activity.
- The linkage between data and planning part is still weak

At the end of the workshop, each DEO made an action plan to hold an orientation of the SIP Appraisal at RC level by utilizing the RC regular monthly meeting of HTs.

1.2.2 Support for Drafting School Grant Management Guideline

SISM2 Team had technically supported drafting School Grant management Guideline (SGMG)³ from January 2017 to March 2017. The time of February 2017 was the most intensive technical support to the DoE working group. Series of comments were given to the working group from SISM2 Team during this month.

There was a workshop organized by DoE at ETC Dhulikhel, Kavre on February 25-27, 2017. On these days, all working group team members for SGMG participated in it. SISM2 Team joined the second group discussion where they provided the task of preparation of Conditional Basic Grant and Block Grant.

The draft was finalized in March 2017, and DoE submitted it to Budget Review Mission (BRM) of Development Partners (DPs) on March 28th, 2017. DoE shared the contents of the draft in the BRM meeting.

In early June 2017, DPs again collected comments on the latest draft of SGMG. SISM2 Team promptly made comments and submitted to JICA Nepal Office.

1.2.3 District-level Wrap-up Meeting

The objectives of holding the district-level wrap-up meeting are as follows.

- To review and share the experiences about what stakeholders have learned through SISM2 intervention, SIP formulation/updating and implementation process
- To award SIP good practice schools
- To analyze the situation regarding SIP process and come up with an action plan for the continuation of the SIP updating activities in the district

The table below shows the district names of the wrap-up meeting and the number of participants.

³ Initially the name of the guideline was 'School Grant Distribution and Operational Guideline (SGDOG)'. But DoE changed the name to 'School Grant Management Guideline' recently.

Table 1-2: District Names of Wrap-up Meeting

No	District Name	Date	No. of Participants
1	Sankhuwasava	April 21, 2017	33
2	Kalikot	April 23, 2017	31
3	Dadeldhura	May 24, 2017	33
4	Kapilbastu	May 25, 2017	39
5	Tanahu	June 1, 2017	32
6	Bhaktapur	June 14, 2017	30

During the wrap-up meeting, T3/T5 members made a presentation of the national dissemination on SIP updating and provisions of school based management in SSDP. SISM2 Team shared highlights of results of SISM2 End Line Survey, SIP Study and SIP Appraisal. DEO presented overall progress of SIP updating.

At this occasion, SISM2 Team collected SIP good practice stories from three good practice schools which were selected by each DEO and awarded in the wrap-up meeting. Each school's SIP good practice stories are attached to Annex of this Progress Report vol.4.

1.2.4 Terminal Evaluation

The joint terminal evaluation was held from March 12 to March 31, 2017. The Joint Terminal Evaluation Study Team consists of the following members:

[Nepalese Side]

Name	Title	Affiliation
Mr. Khagaraj Poudyal	Evaluation Member	Undersecretary, Foreign Aid Coordination Section, MoE
Dr. Babu Ram Dhungana	Evaluation Member	Deputy Director, Monitoring and Management Section, DoE

[Japanese Side]

Name	Title	Affiliation
Dr. Keiko Mizuno	Team Leader	Senior Advisor (Education), JICA
Mr. Zaw Zaw Aung	Cooperation Planning	Basic Education Team, Basic Education Group, Human Development Department, JICA
Ms. Toshiko Shimada	Evaluation Analysis	Consultant, IC Net Limited

The Team identified the following lessons learned from SISM2.

- (1) Formation of an effective cross-sectional counterpart team and clarification of each role are important contributing factors for project implementation.

- (2) Timely provision of grant assistance along with the implementation of project activities under technical cooperation produces effective synergy to facilitate national dissemination of project activities.
- (3) Utilization of an existing training mechanism to enhance sustainability.

More details are described in “2.5 Terminal Evaluation” of this Progress Report vol.4.

1.2.5 Support for Drafting Action Plan for 2017-2018

Based on the result of Terminal Evaluation, it was recommended that the Action Plan for 2017-2018 should be elaborated with roles and responsibilities defined for and agreed by the agencies concerned once the decentralization structure in the education sector become more clarified. It was also said that such plan should be presented and discussed in the CC meeting to take place before the end of current cooperation period.

Receiving this recommendation, T3/T5 members made the elaborated Action Plan for 2017-2018 technically supported by SISM2 Team in May and June 2017. After that, it was presented in the CC meeting in June 2017.

1.2.6 Coordination Committee Meeting

On June 26th, 2017, the Coordination Committee (CC) Meeting was held at MoE and these personnel in the table below were invited.

Table 1-3: CC Meeting Invitees

Nepalese Side	Japanese Side
1) Joint Secretary of Planning Division, MoE	1) Representative of JICA Nepal Office
2) Director General, DoE	2) Representative of Japanese Embassy
3) Executive Director of NCED	3) SISM2 Team
4) Executive Director of CDC	
5) Director of Planning and Monitoring Division, DoE	
6) Director of Educational Management Division, DoE	
7) Under Secretary of Foreign Aid Coordination Section, MoE	
8) Deputy Director of Program and Budget Section, DoE	

The agendas of this CC Meeting were 1) Sharing of Progress Report including SIP Best Practices and 2) Discussing contents of the Action Plan for 2017-2018.

The Action Plan for 2017-2018 was presented and discussed among the participants. Nepalese side and Japanese side both acknowledged the contents of the Action Plan for one extension of

SISM2 activities from July 2017 to August 2018.

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:

- 1) to refresh/orient the knowledge and skills for updating SIP which includes disaster preparedness.
- 2) to share and learn about the situation of what is happening in the areas of rehabilitation and reconstruction in the district after the earthquake.
- 3) to discuss the collaborative efforts and plans for future.

Based on the piloting, 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’s request. The learning and experiences of Gorkha District were applied in Dhading, Nuwakot, Rasuwa and Kathmandu.

Based on the learning from SIP Appraisal of 5 districts (Gorkha, Dhading, Nuwakot, Rasuwa and Kathmandu), T3/T5 and SISM2 realized that it is not sustainable if SISM2 supports DEO up to RC level SIP Appraisal in the context of availability of human and financial resources. Therefore, T3/T5 and SISM2 changed the modality and supported DEO for the organization of 2-day workshop of SIP Appraisal at the DEO level where most of collected SIPs were reviewed/appraised during the workshop. This modality was applied in Ramechhap, Dolkha, Sindhupalchok, Kavre Planchok, Lalitpur and Okhaldhunga districts. RC Level SIP Appraisal orientation were conducted during the regular Head Teacher meeting of each RC in these districts.

2.1.1 District Level Workshop on SIP Updating and SIP Appraisal

SISM2 technically supported districts to conduct 2-day District-level Workshop on SIP Updating and SIP Appraisal. The overall goal of the workshop is to capacitate SSs and RPs to

appraise and examine the SIP and conduct SIP Appraisal for HTs and SMC on the improvement of SIP in the RC level meeting. The specific objectives of the workshop were as follows;

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

Altogether 208 participants attended in the district-level orientation. The participants were DEO officers, RPs, SMC, HT, teachers and I/NGO representatives working in the education sector. The schedule and details of participants of the workshop is shown in Table 2-1.

Table 2-1: Schedule and Participants of Workshop

Districts	Schedule	DEO				SMC /HT/T	I/ NGO	Sub-total
		DEO/ADEO	SO/SS	RP	Others			
Ramechhap	Jan.18-19 2017	2	2	14	7	0	5	30
Dolakha	Jan.19-20 2017	1	1	16	2	7	4	31
Sindhupalchok	Feb.1-2 2017	2	4	17	8	4	4	39
Kavre	Feb.14-15 2017	3	6	25	0	0	1	35
Lalitpur	Mar.2-3 2017	3	11	15	7	0	5	41
Okhaldhunga	Mar. 27-28 2017	1	2	11	13	3	2	32
Total		12	26	98	37	14	21	208

Note: ADEO: Assistant DEO; SO: Section Officer; SS: School Supervisor; T: Teachers
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 materials and methods and who facilitated SIP training workshops before, supported the DEO facilitators. The major contents of the orientation were:

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

2.1.2 Outcomes of the Workshop

The workshop was instrumental improving SIP updating process in districts and schools. In all of the districts, both facilitators and participants reported that the workshop was effective to refresh the knowledge and skill of SIP Appraisal. During the workshop, the participants realized that:

- 1) the prescribed format of SIP in SIP-FGB is relevant. However, the quality of 5-Year-SIP as well as Annual Implementation Plan prepared by schools is not as expected.
- 2) There is much confusion about the preparation of Annual Implementation Plan even in RP and SS
- 3) More support and follow up by SS/RP is needed to schools.
- 4) SIP Appraisal should be regularly carried out every year.
- 5) 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 workshop. Each district has different situation on the SIP updating process.

DEO Ramechhap	All of 419 schools have prepared and submitted 5-Year SIP 2015/16-2019/20). Similarly, 157 schools have prepared and submitted Annual SIP (2016/17).
DEO Dolkha	344 out of 360 schools have prepared and submitted 5-Year SIP (2016/17-2020/21)
DEO Sindhupalchowk	336 out of 541 schools have prepared and submitted 5-Year SIP (2015/16-2019/20).
DEO Kavrepalanchok	250 out of 527 schools have prepared and submitted 5-Year SIP 2015/16-2019/20). Similarly, 16 schools have prepared and submitted Annual SIP (2016/17).
DEO Lalitpur	168 out of 186 schools have prepared and submitted 5-Year SIP 2016/17-2020/21). Similarly, 154 schools have prepared and submitted Annual SIP (2016/17).
DEO Okhaldhunga	257 out of 331 schools have prepared and submitted 5-Year SIP 2015/16-2019/20). Similarly, 247 schools have prepared and submitted Annual SIP (2016/17).

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 later it was revised based on the suggestion of each district's participants. The criteria for SIP Appraisal is shown in Table 2-2.

Table 2-2: List of Criteria for SIP Appraisal

1.	Overall Structure
1.1	Following SIP-FGB (Followed or not followed)
1.2	Layout and design (Cover page, binding, font size, handwritten or printed)
1.3	Details of Annual Implementation Plan (Mentioned or not mentioned)
2.	Linkage with data, analysis and plan
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
3.	Feasibility of Implementation and Concreteness
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?)

Source: Prepared by SISM2

3) Status of SIP Appraisal/review during the workshop

Review and appraisal of SIP is the major contents of this workshop. DEO has already instructed to each RP to come up with all the prepared 5-Year SIP as well as Annual SIP. The facilitator first described the criteria briefly how to do appraisal by showing the example from two SIPs along with the discussion with participants simultaneously. Facilitator then distributed SIPs of one RC to each group table (1 SIP for each participant) and instructed them to appraise the SIP based on the SIP Appraisal Format. Along with SIP Appraisal Format, participants use a pencil and write details on the SIP. All groups reviewed the SIPs quickly and shared their learning by each participant within the group first and secondly in the floor.

The Facilitators, then formed groups or pairs of concerned RC (1 person) and officer (technical assistance) or NGO participant (1 person) and each pair to go through the all SIPs of their concerned RCs quickly and categorized them into six types:

- 3 rankings of good, average or poor SIP of Primary School

- 3 rankings of good, average, and poor SIP of LSS, SS and HSS

The Facilitators instructed them go through all types of SIPs and finds both strong and weak aspects of each category and write them on the notebooks.

The participants categorization of SIPs in three types based on the following criteria:

Type	Basic Criteria
A	1) Following SIP-FGB (>80%) 2) Adequate incorporation of non-budgetary activities 3) Linking among data, problems and activities
B	1) Following SIP-FGB (50%-80%) 2) Inadequate number of non-budgetary activities 3) Minimum linkage among data, problems and activities
C	1) Following SIP-FGB (< 50%) or no use of SIP-FGB 2) No or few incorporation of non-budgetary activities 3) No linkage among data, problems and activities

Based on the above explanation and criteria, participants of the workshop did the real SIP appraisal of collected 5-Year SIP and Annual SIP as many as possible. The number of appraised/reviewed SIP is shown in Table 2-3.

Table 2-3: Status of SIP Appraisal/review in each district

SN	DEO	Date of District Orientation	No. of RC	No. of total Schools	No. of SIP reviewed	
					5-Year	Annual
1	Ramechhap	18-19 Jan 2017	16	419	419	157
2	Dolkha	19-20 Jan 2017	16	360	344	-
3	Sindhupalchowk	01-02 Feb 2017	17	541	317	68
4	Kavre	14-15 Feb 2017	26	527	163	-
5	Lalitpur	02-03 Mar 2017	15	186	168	154
6	Okhaldhunga	27-28 Mar 2017	14	331	24	99
Total			104	2,364	1,435	253

As shown in the above table, the participants appraised total of 1,435 (around 60.7%) out of 2,364 5-Year SIP and 253 (10.7%) Annual-SIP of 104 RCs of six districts.

4) Next Step for SIP Appraisal

Only 60.7% of 5-Year SIP and 10.7% of Annual SIP were appraised during the 2-day workshop. It was discussed and decided to do appraisal of the rest of 5-Year SIP and Annual SIP by concerned RP with the support of SS and other SO/ADEO and other DEO staff.

After completing the appraisal of all SIP of RP, each RP will plan and conduct one day orientation by utilizing the regular HT meeting and invite the HTs and SMC persons of each school for sharing the result of appraisal of individual school.

2.1.3 Participant's Evaluation

At the end of the workshop, the participants were asked to fill in an evaluation sheet which contains questions regarding their understanding of the contents as well as their evaluation of the orientation. Altogether 110 participants submitted the sheets. There are two types of questions, Self-Rating and Descriptive Type.

1) Summary of Self-rating Questions

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

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

	Question	Average					
		Dolakha	Sindhupalchok	Kavre	Lalitpur	Okhaldhunga	Overall Average
1	Total Numbers of Respondents	25	23	32	28	24	132
2	Session 2: Review of SIP materials	4.20	4.39	4.34	4.29	4.33	4.31
3	Session 3: Sharing the real situation of SIP	4.16	4.43	4.19	4.43	4.29	4.30
4	Session 4 & 5: Exercise of SIP Appraisal (of real SIPs)	4.04	4.26	4.53	4.29	4.33	4.29
5	Session 6: Planning for SIP Orientation at R-Level	4.00	4.13	3.84	4.36	4.33	4.13
6	Did your expectations satisfied (fulfilled)	4.00	4.13	4.09	4.11	4.25	4.12
7	Are you confident that you can conduct good orientation at RC-level?	4.20	4.26	4.16	4.39	4.48	4.30
	Average	4.10	4.27	4.22	4.31	4.34	4.25

Source: Prepared by SISM2

The above table shows that the all average scores are above 4 out of 5 excluding the Kavre case of Session 6, where the score is 3.84.⁴It means that the district level workshops was effective, and the participants' expectations were almost fulfilled.

The highest score marked is '4.53' in "Session 4 & 5: Exercise of SIP Appraisal (of real SIPs)" in Kavre. The second highest is '4.48' in "Are you confident that you can conduct good orientation at RC-level?" in Okhaldhunga.

⁴Due to missing evaluation data of Ramechhap District, it cannot be included.

2) Summary of Descriptive Questions

There are two descriptive questions asked to the participants. The summary of the participants' responses 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">• My capacity was built up to conduct SIP Appraisal.• I became clear about participatory approach, future direction, individual practice and group work.• The contents are useful to upgrade the participants' knowledge and skills.• I got to know the reason that why SIP is not implemented.
Any other comments regarding the orientation?	<ul style="list-style-type: none">• The 2-day workshop was positive and meaningful. Further, it should be performed in the similar way in RC.• It would be more effective if we discuss more details. It would be better to conduct the same workshop with HTs.• Need more focus on Session 4&5: "Explanation on how to appraise the SIP".• It should have been provided the allowance for SMC-Chairperson for participating in the RC level meeting.• It should differentiate the norms between the remote and non-remote areas.• RPs should be also involved in the Technical Team or Appraisal Team.• It would be better to add "How to incorporate DRR in SIP" in the sessions.

Source: Prepared by SISM2

2.2 Support for Drafting School Grant Management Guideline

2.2.1 Background and Introduction

SSDP Final Document (August 2016) states under "Objectives and Strategies" of "School Governance and Management" that the linkage of SIP with finance (school grant) is important:

"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." (p. 73)

Under this strategy, MoE took up the concrete action of producing various guidelines/manuals related with school finance and management, such as School Grant Management Guideline (SGMG)⁵, School Procurement Manual, and School Accounting Manual. As of the beginning of June 2017, the documents are finalized and in the process of approval by the authority. Of these documents, SISM2 was requested by DoE to give support to the drafting of SGMG.

⁵ The Guideline was originally named School Grant Distribution and Operational Guideline (SGDOG) but changed to School Grant Management Guideline (SGMG) later.

2.2.2 Methods and Approaches

The Community School Management Section (CSMS) of DoE was assigned to take up the leading role for drafting SGMG, with the support of other sections. According to their original plan, the process was to be started in December 2016 and the final draft was to be approved by the middle of March, 2017. Due to some constraints, the drafting process was rather slow and delayed, but they have made progress as described in the following paragraphs.

(1) Preparation of Zero Draft

In January 2017, SISM2 supported Program and Budget Section (PBS) at the initial stage of drafting SGMG through informal sharing and discussion at individual base. In addition, since the results of SIP Study was to be shared and reflected in the contents of the draft of SGMG, SISM2 was given a chance to present the preliminary results of the Study with the working-group of DoE. In the meantime, the zero draft of SGDg was prepared by the PBS in the middle of February.

(2) Working Group Meeting

In order to discuss the first draft, a working group meeting was held in February 15. Following are the key facts of the Meeting:

- ♦ Date and Venue: February 15, 2017 at DoE Meeting Hall
- ♦ Participants: 9 officers from Community Management Section, Institutional School Management Section, Financial Administration Section, Education Information Management Section, Program and Budget Section and 2 persons from SISM2.
- ♦ Main Topics:
 - Issues regarding how to give the block grant to unaided school
 - Selection criteria for performance grant
 - How to proceed with verification process
 - Roles and responsibilities of different stakeholders and offices
 - How the block grant can be handed over to the federal and local government.
 - Supports needed from consultants, donor agencies (including SISM2)
 - Schedule of consultation meetings.

(3) Three Day Workshop

Then the three-day workshop was held in Kavre Educational Training Center during February 25-27 to develop the detail contents of SGMG. The key facts were as follows:

- ♦ Participants: 25 officers from various Sections of MoE and DoE, DEO of Kavre, Bhaktapur, and Kathmandu, and Financial Controller General Office (FCGO), and SISM2.
- ♦ The Process of the Workshop:

- Director of Educational Management and Administrative Division, DoE and Director of Program and Planning Division, DoE have joined partially and gave their comments.
- Objectives and background of the workshop were shared
- Participants were divided into three groups and worked on the assigned tasks:

Table 2-6: Table of tasks during the SGMG Drafting Workshop

	Members	Areas of work	Tasks
Group 1	DoE finance and Admin Section, MoE Planning Section, DEO Account Section, FCGO, DEO Kavre Planning Section	Preparation of School Account Manual	<ul style="list-style-type: none"> - Prepare the outline - Prepare the directives - Prepare the norms - Prepare the procedure and formats - Presentation and Discussion
Group 2	DoE Program and Budget Section, DoE Technical and Vocational Education Section, DoE Compulsory Education and Child Right Section, DOE Community School Management Section, SISM2	Preparation of Basic Grant and Block Grant	
Group 3	DoE Program and Budget Section, DEO Kathmandu Planning Section, DoE Educational Information Management Section, DoE Finance and Admin Section, DoE Gender and Equity Section, DoE I/NGOs and Volunteer Coordination Section, DoE Institutional School Management Section, DOE Community School Management Section,	Preparation of Performance Grant	

- ♦ Results of the Workshop:
 - All participants actively participated in the workshop actively
 - Drafts of the basic parts of the Manual were prepared.
- ♦ Next Steps were agreed as follows:
 - Preparation of First Draft of SGMG by incorporating the suggestions/comments of workshop (Within the 3rd March 2017)
 - Organization of Central-level Consultation Meeting on First Draft (2nd and 3rd Week of March 2017)
 - Final Draft Preparation of SGMG (Within 3rd week of March 2017)

2.2.3 Results

SISM2 members gave the technical assistance to the above mentioned process. SISM2 also gave input and suggestions for revision in the draft several times. However, due to the difficulty of following the progress of the work, working closely was challenging. CSMS had many other

tasks simultaneously during the period.⁶ There are various stakeholders of different sections of DoE and MoE, and the task had linkages with many factors of education regulations, policies and strategies. CSMS had extremely busy schedule while having very limited personnel. The suggested revisions were not necessarily reflected as much in the final draft.

In the beginning of June, the Draft of SGMG was principally approved by MoE, and it was shared with the development partners for comments. Through JICA Nepal Office, SISM2 gave various comments and suggestions for revision. The key areas of the suggested revisions were:

- 1) the clarification of the use of the term referring to Annual Implementation Plan (AIP)
- 2) the roles of local government after the Federal System; 3) additional explanation in Annexes.

It is yet to see what the detail of SGMG will turn out and how the Guideline will be utilized.

2.3 District-level Wrap-up Workshop

SISM2 organized one day wrap-up workshop in each of the SISM2 monitoring and SIP study districts during April and June 2017. The specific objectives of the workshop were as follows:

- To review and share the experiences about what we have learned through SIP formulation/updating and implementation process,
- To learn from and award SIP good practice schools,
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

Altogether 198 participants attended in the wrap up meeting in 6 districts. The participants include DEO officers, school representatives from awarding schools, I/NGOs representatives working in the education sector and journalists. The schedule and participants of the workshop is shown in Table 2-7.

Table 2-7: Schedule and Participants of Workshop

District	Schedule	From DEO*				SMC/ HT	I/ NGO	Media	Sub- total
		DEO/ ADEO	SO/ SS	RP	Other				
Sankhuwasabha	21 April 2017	0	5	12	9	6	1	0	33

⁶ During this time, CSMS was also engaged in the drafting of Procurement Manual, School Performance Manual, while the numbers of the officers of the section was minimum.

Kalikot	23 April 2017	1	2	5	8	6	2	7	31
Dadeldhura	24 May 2017	1	5	7	11	5	3	1	33
Kapilbastu	25 May 2017	4	5	8	5	7	4	6	39
Tanahu	01 June 2017	4	6	13	3	6	0	0	32
Bhaktapur	14 June 2017	1	5	8	5	6	2	3	30
Total		11	28	53	41	36	12	17	198

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

Source: Prepared by SISM2

The DEO, ADEO and SIP-Contact Person of DEO mainly facilitated the sessions. Also, T3/T5 members from DoE/NCED/CDC and RED representatives, who are familiar with the contents of the training materials supported the DEO facilitators.

The major contents of the workshop were:

- 1) Presentations on overall progress of the national dissemination on SIP Updating and provisions of school based management in SSDP
- 2) Sharing the summary of results of the SISM2 End Line Survey, SIP Study and SIP Appraisal
- 3) Presentations on overall progress of SIP updating in the district
- 4) Sharing from schools: Good practice of SIP implementation
- 5) Discussions on learning about SIP formulation/updating process and preparing an Action Plan for supporting schools to prepare Annual Implementation Plan (AIP) of 2074.

2.3.1 Major Outcomes of Wrap up Workshop

The workshop was instrumental to learn from the SIP good practice schools and making an action plan for the continuation of the SIP updating activities in the district. In the all districts, both facilitators and participants reported that the presentation from schools was very impressive to encourage them for promoting SIP process in coming days. During the workshop, the participants realized that i) Schools can do a lot of things with low budget or no budget, if they can facilitate stakeholders properly, and ii) Sharing from good practices schools should be promoted in every meeting, training and workshop. The followings are the key outcomes of the workshop.

1) Situation analysis of SIP updating in the districts

The present situation of SIP formulation and collection in the districts were presented by the SIP-CP of each districts. The summary of district-wise presentation is presented as follows:

District	Situation of SIP Formulation
Sankhuwasabha	<ul style="list-style-type: none"> • All schools (totally 377) prepared 5-Year SIP. • 352 schools formulated and submitted the Annual Implementation Plan (AIP) of 2073. Only 25 schools have not formulated the AIP. • DEO has maintained the good database of collected SIP and published the status

District	Situation of SIP Formulation
	<p>on monthly basis in the notice board of DEO.</p> <ul style="list-style-type: none"> • DEO has published the name list of schools as well as the head teachers that have not formulated and submitted the AIP of 2073 on the DEO notice board. • DEO has blocked the SIP formulation and updating grant for all 25 schools that have not formulated the AIP of 2073. • DEO along with RPs have reviewed the AIP roughly prepared by school, and concluded the following points: <ul style="list-style-type: none"> - Physical aspects are primarily focused in most of the AIP. - Most of the school have integrated disaster preparedness related activities in the AIP. - School prepared the AIP only for the sake of receiving the grant from DEO not for the implementation and betterment of the school.
Kalikot	<ul style="list-style-type: none"> • All schools (totally 296) prepared 5-Year SIP. • 246 schools updated and submitted the AIP of 2073. • DEO along with RPs have reviewed the AIP roughly prepared by the school, and concluded the following points: <ul style="list-style-type: none"> - Most of the schools follow the format of SIP-FGB - Budgetary activities are primarily focused in most of the AIP - DRR related activities are included in the AIP.
Dadeldhura	<ul style="list-style-type: none"> • Out of 249 schools, only 13 schools did not prepare and submit the AIP in 2073. DEO has blocked the grant of SIP of those schools. • Orientation for the AIP preparation is not so effective and not well managed due to the lack of provision of the budget for the same program. • SIP is not prioritized nor emphasized by the local body and I/NGOs as they have been supporting the schools based on the schools' demand rather than analyzing SIP based activities. • The AIP preparation trend has increased as DEO has distributed the physical facilities and other grants to the schools based on the SIP.
Kapilbastu	<ul style="list-style-type: none"> • About 90% of schools (out of 431 total schools) prepared and submitted 5-Year SIP. • 348 schools submitted the AIP of 2073. • The general observation of the SIP/AIP are as follows: <ul style="list-style-type: none"> - Most of the schools follow the format of SIP-FGB - Budgetary activities are mainly focused in most of the AIP - DRR related activities are included in the AIP - The contents of SIP supported by NGO is better than others.
Tanahu	<ul style="list-style-type: none"> • All schools (totally 485) prepared and submitted 5-Year SIP. • 450 schools submitted the AIP of 2073. • The general observation of the SIP/AIP are as follows: <ul style="list-style-type: none"> - Some schools have good practices in SIP and AIP implementation - RPs and HTs discuss SIP and AIP as an agenda in the regular HT meeting - The participation of stakeholders in SIP formulation and implementation is gradually improving. - Most of the schools follow the format of SIP-FGB - Budgetary activities are primarily focused in most of the AIP - DRR related activities are included in the AIP - SIP based monitoring and funding are still need to be improved.
Bhaktpur	<ul style="list-style-type: none"> • All schools (totally 131) prepared and submitted 5-Year SIP. • 107 schools submitted the AIP of 2073. • The general observation of the SIP/AIP are as follows:

District	Situation of SIP Formulation
	<ul style="list-style-type: none"> - The stakeholder's participation on the SIP updating process has been gradually increased. - Schools have started to focus on the learning achievement part. - Some school have good practice in SIP and AIP implementation - Follow up is needed for effective implementation of SIP planned activities. - Schools started to focus on non-budgetary activities.

2) Best SIP Awarding and Collection of Good Practices

Three schools in each district were selected for the Best SIP Awarding. The schools were selected by the concerned DEO based on following criteria:

- The school which has done well in involving community in preparation of SIP
- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which puts the maximum efforts in improving the SIP in comparison with the previous SIP.
- The school which incorporates disaster preparedness/management related activities/plan in SIP and implemented properly.

Each head teacher presented the good practices of their school in the workshop. The list of awarded schools and SIP Good Practices are covered in the following Section 2.4.

3) Discussions on Issues and Way Forward

To come up with the concrete plan for the future, a short group work was carried out regarding present issues on SIP Formulation and implementation, and they discussed way forward. All the participants were divided in the three groups; i) RP Group where all RPs participated in, ii) School Group where head teachers and SMC chairpersons of all three awarded schools and NGO personnel participated in, and iii) DEO Group where all DEO staff participated in. Each group discussed what are the present issue on SIP formulation and implementation. And They addressed some measures against those issues. Each group wrote down the important points on a newsprint and made the presentation. The summary of the group presentation is presented as follows:

S.N.	Issues	Measures to address
	DEO Group	
1.	Linkage gap between 5-Y-SIP and AIP	<ul style="list-style-type: none"> - Provide AIP template to schools. - Re-orient HT during regular meeting.
2.	Ambitious plan rather than school's real need.	<ul style="list-style-type: none"> - Provide list of non-budgetary and low budgetary activities.
3.	Poor Linkage between budget and plan	<ul style="list-style-type: none"> - Re-orient HT during the regular meeting.
4.	More focus on physical aspects rather than educational improvement	<ul style="list-style-type: none"> - Re-orient HT to focus on learning achievements.

S.N.	Issues	Measures to address
5.	Poor implementation of formulated plan and late submission	- Block the SIP funds of schools which do not submit SIP on time.
6.	Unexpectedly poor participation of stakeholders	- Encourage school-level stakeholders to participate in the SIP formulation.
7.	Lack of effective monitoring	- Carry out regular monitoring on SIP implementation and provide feedbacks to the schools for the improvement.
RP Group		
1.	Identification of real situation and need	- Re-orient HT during the regular meeting - Provide support to weak schools.
2.	Implementation of SIP	- Cross check, monitoring and feedback regarding the activities listed in SIP.
3.	SIP should be formulated following the standard of the SIP format, annex analysis and need identification	- Re-orient HT during the regular meeting - SIP Appraisal.
4.	Linkage gap between 5 years SIP and annual implementation plan	- Provide AIP template to schools. - Re-orient HT during the regular meeting.
Schools Group		
1.	Inadequate resources for implementation of SIP	- Strengthening identification and proper utilization of local resources and formulation of the plan based on available local resources. - Coordination with Local Bodies and I/NGOs working in the districts.
2.	Difficult to make parents aware of importance of SIP	- Implement activities related to parent awareness.
3.	Overload of head teacher	- Mobilize education devotees and teachers in SIP writing.
4.	Less focus on teaching learning activities	- Make teacher more think of their roles in teaching learning activity. - Include learning improvement plan in the SIP.

4) Action Plan for supporting schools to prepare AIP of 2074

All DEOs prepared action plan to provide support to the schools on preparation of AIP for the academic year 2074. The action plan for the AIP preparation covers i) Re-orient HT on AIP (at the RC-level regular meeting), ii) Support, monitoring and feedback to schools for the AIP updating, and iii) Promote schools to formulate and submit the AIP.

The participants of SIP Study districts namely Kapilbastu and Tanahu were found more serious to improve the content of AIP. As stated in the SIP Study report, many schools are not seemed to understand the relation between 5 Year SIP and AIP. Many schools make their AIP same way as their 5 Year SIP. To address this issue, both districts decided to conduct one day RC-level orientation by using simple template and format of AIP. They discussed the contents of AIP and finalized it for using at the RC-level Orientation.

Table 2-8: Contents of AIP

Part I & II	Contents	Required pages
Part I (School Data Part)	1. Introduction 2. Data Tables <ol style="list-style-type: none"> 1) Grade-wise Students Profile 2) Internal Efficiency Status 3) Student Learning Achievement Detail 4) Teacher's Profile 5) Management of School Operation 6) Provisions of Physical Facilities 7) Provision of school management 8) Provision of Educational Materials 9) Resource Management 3. Review of Last Year Progress	4-6 pages
Part II (AIP)	4. Planning <ol style="list-style-type: none"> 1) Budget Estimation 2) Table of Detail Annual Program and Budget 3) Work Plan Table Annexes Attendance of SLW SMC Meeting Minutes	4-5 pages
Total pages		8-11 pages

The report of the District-level Wrap up Workshop of each district is attached to the Appendix.

2.4. SIP Good Practices

2.4.1. Background and Objective

As a part of the Wrap-up Workshop conducted in 6 districts during the months of April and June 2017 (refer to “2.3 District-level Wrap-up Meeting” for detail), schools who excelled in SIP formulation and implementation were selected and awarded. During the workshop, SIP good practices of the school were shared among the participants. The main objectives of SIP good practice award were to give school encouragement to continue their efforts, to show to stakeholders what good practices are conducted and to help other schools learn from these good schools. Eighteen schools in total (3 schools from 5 districts) were awarded and there were 29 SIP good stories collected which is given in below mentioned table.

2.4.2 Approaches and Methods

As a part of the preparation of the Wrap-up Workshop, SISM2 discussed how to select three schools to be awarded for SIP good practice with DEO. The selection criteria for awarding schools with SIP good practice were agreed as follows:

- The school who has done well in involving community in preparation of SIP

- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.

DEO also asked the HT and SMC Chairperson to come to the workshop to give presentation of their good practice. The presentation was to focus on both activities with budget and without budget. The instruction of the preparation of the presentation included such questions as follows:

- How was this activity plan come out? (Background)
- Who were involved?
- How long did it take?
- What was the output?
- What was the outcome and impact?

Based on the questions, the head-teachers of the selected schools presented their good practices during the workshop.

2.4.3 Result and Impact

Following table is a summary of the good practices presented by 18 schools. More details are attached to the Appendix.

Table 2-9: List of Schools and Good Practice

		Name of school	Name of the Good Practice	
			Budgetary	Non-Budgetary
1	Sankwasaba	Bal Kalyan Basic School	1. Active Participation of stakeholders in formulation process of SIP/AIP	1. School initiation on Disaster Risk Reduction . 2. Formation of Disaster group to create the awareness for disaster preparedness
		Panchyat Basic School	Initiation for Disaster Preparedness .	Incorporation of low or no budgetary activities in SIP such as student enrollment campaign and interaction program with the guardians and SMC/PTA on how to improve educational quality of the school.
		Shree Amruwa Secondary School	Real and practical SIP can be Implemented very well. For instance, the school generating the fund form DDC and VDC , managing internal sources and collecting contribution for the guardians for meeting hall construction, furniture sets, office materials, sports goods and prize items.	1. School's initiation of disaster preparedness such as awareness raising program against diseases epidemic, training on prevention and controlling mechanism of earthquake, training and pruning of branches and trunks of the trees, linking DDC fund for observation visits, collection of reference books and materials for library. 2. SIP for improvement regarding learning achievement . Organizing interaction with guardians, teachers, students and other

				stakeholders to lunch "Primary level Education Quality Enhancement Program" focusing on classroom teaching and extracurricular activities with education materials support.
2	Kalikot	Bal Bikash Basic School	School building construction with financial support from various NGOs, CBOs for <i>Tipy-Tap</i> drinking water, toilet solar power and internet service.	Cleaning and sanitation. The school has been providing day meal to the students. The school also provided "Tooth brush" to each student and orient them how to brush their teeth. As a result, the students regularly brush their teeth after day meal.
		Jagan Nath Basic School	Child friendly classroom. Each classroom is well furnished, supplied with books corners, regularized extracurricular activities, and aprons to teachers to keep teaching materials.	Teaching material development by teachers using local resources. The teachers prepared teaching aids such as map of Nepal, charts related to health and sanitation, picot-graphical chart of Nepali & English alphabet and display in regular exhibition.
		Jan Jyoti Secondary School.	SIP formulation workshop with active participation of parents. They implemented SIP with few external supports.	Personal hygiene and sanitation. The school prepares "Cleaning Shift" of students and teacher groups to clean the classrooms and school premises in a rotational basis.
3	Dadeldhura	Ganesh Secondary School Siva Shankar Basic School	Child friendly water tape. Construction of the tap as per average height of small students (ECD to Class 3) so that they can drink waters easily themselves. The series of meeting was carried out with all stakeholders for their contribution in construction of the tap with technical and financial support from Distribution of Drinking Divisional Board.	As a tool for learning improvement " Today's Question " and " Today's Attendance Board " were put up in the school
		Siddha Baijanath Basic School.	-	Parental program for school development. The meeting was conducted with the guardians, SMC/PTA and teachers on the issues of Child Friendly School. The guardians regularly monitored the absenteeism of students. The school conducts a consultation meeting for way ahead.
		Shiva Shankhar Basic School	-	"Today's Attendance Board Activity". It is replication of what HT learned from the observation of a model school in Kathmandu. He shared it among the teacher and staff to implement the same model as a SIP activity in the school using available local resource and materials.
4	Kailali	Prathmik Vidhayalaya	Flower gardens in the school was created by teachers,	Bush clearing (The way to the toilet is away from school and bush is dangerous. All

5		Basic School	guardians and students together.	stakeholders clear the bush together)
		Saraswoti Secondary School	School safety activities. The teacher and students were trained on concept of DRR. They prepared safety measure and "Go Bag" for individual, group and of community basis as a whole.	Participatory approach in SIP formulation. "Safety School Program" as one of the SIP activities of Annual Update integrating the DRR matters. Orientation on DRR to the teachers and students with additional technical know-how and practical exercise. Prepare "Go Bag" to protect students from possible risk of disaster.
		Jana Kalyan Secondary School.	Multi Linguistic Education Program for Awadhi speaking children of 1-3 grades	Keep school Clean campaign. They formed a "School Cleaning Committee" to develop the strategic action plan. The students from Class 4 to 10 were divided in 6 groups and involved cleaning school premises and class rooms along with the teachers and supporting staff of the school.
	Tanahu	Parbati Basic School	Initiation of computer & ICT class for 5 th graders managed through collecting donations and fund-raising.	Regularize student attendance. The school provided school bags, uniforms, umbrellas etc. for poor students through collecting support from local business persons.
		Parshar Basic School	Disadvantaged minority ("Bote") focused education program	Child friendly teaching approach. The school declared punishment free. The students addressed politely behavior in the school. The school managed desk, bench and mattress to separate from the playing rooms and created an excellent sitting arrangement for the ECD students.
		Bhanu Secondary School	Reconstruction of 16 new classrooms supported by DEO, VDC and private donors	Development and use of "Students Help Book" for each student, in which teachers write comments in memo pages (Rs25/book paid by student)

* The school good practices in Bhaktpur is in the middle of collection.

In summary, following are the areas of activities those 18 schools presented:

- 7 schools are on learning achievement
- 6 schools are on health, sanitation and environment,
- 5 schools are on SIP formulation and implementation,
- 5 schools are integration of DRR in SIP Updating,
- 4 schools are on infrastructure development
- 3 schools are on child friendly management,
- 1 school is on parental program

Most of the awarded activities are simple, and these may be replicable easily. They are good samples to show how teachers, SMC/PTA, guardians, students and other community members

undertake the SIP activities well and accomplish the purpose together. All those head-teachers and SMC chairpersons who gave the presentation were quite proud of what they have achieved and having been recognized by DEO and other participants. For those schools, the realization of their own capacity for formulating and implementing SIP together with all stakeholders was satisfying experience.

There were also journalists participated in the workshop and in some districts. Then, they published articles in their news. SISM2 is planning to make further efforts to make these good practices known to the public in the remaining time.

2.5 Terminal Evaluation

The Japanese Terminal Evaluation Team organized by JICA headed by Dr. Keiko Mizuno visited Nepal from 12 to 31 March 2017 for the purpose of conducting the Joint Terminal Evaluation of SISM2.

During their stay in Nepal, the Team had a series of discussions with the Nepalese authorities concerned, jointly evaluated the achievement of SISM2 and exchanged views for further improvement of the Project. Based on the discussions, both sides agreed on the results of the evaluation which were mentioned in the Joint Terminal Evaluation Report.

2.5.1 Joint Terminal Evaluation Team Members

The members of the Joint Terminal Evaluation Team are shown in Section 1.2.4.

2.5.2 Output

The degree to which each output has been achieved is described below.⁷

Output	Achievement
1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.	All the indicators of the Output 1 ⁸ have been already achieved, which means that the Output 1 has been achieved.
2. Effective and practical model for training and monitoring mechanism/contents is validated in the	All seven indicators ⁹ have been achieved based on the results of self-evaluation of training among the

⁷ Please refer to the Joint Terminal Evaluation Report on SISM2 for details.

⁸ Indicator 1-1: SIP Formulation Guidebook is revised to incorporate the contents for improvement of access to and quality of basic education. Indicator 1-2: Training package (modules, monitoring tools, ToT materials etc.) are developed. Indicator 1-3: Nationwide training/monitoring mechanisms are developed. Indicator 1-4: Guidelines regarding school management is authorized by GoN. Indicator 1-5: Activities to promote/improve SIP process are included in the Annual Strategic Implementation Plan (ASIP) and the Annual Work Plan and Budget (AWPB).

⁹ Indicator 2-1: Understanding level of central officials as trainees of TOT for SIP promotion is enhanced. Indicator 2-2: Understanding level of local education authorities for TOT content is enhanced. Indicator 2-3: Understanding and participation of head teachers, teachers, SMC and guardians regarding SIP and school management are improved

target area.	central and local officials and the Baseline and End-line Surveys of testing and control districts. The remarkable positive changes in these results contributed to verifying the effectiveness of the SISM Model, and achieving the Output 2.
3. Capacity of central and local education authorities to support school management through SIP process is strengthened.	All four indicators ¹⁰ have been already achieved. Thus, the Output 3 has been achieved.
4. Emergency support of providing teaching and learning materials for all of the community schools located in the three earthquake-affected districts; Sindhuli, Ramechhap and Okhaldunga, properly and timely done based on the school needs.	The emergency support has been conducted as planned. The Output 4 has been already achieved because all the indicators ¹¹ have been achieved.

2.5.3 Project Purpose and Overall Goal

Project Purpose:	Schools are managed through SIP process nationwide for improving access to and quality of basic education.
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The Project Purpose has not been achieved at the time of the Terminal Evaluation because the Project has not reached the numerical target values of the Indicator 1 and 2¹². The significant improvements of the Indicator 3¹³ have been observed between the Baseline Survey and the End-line Survey. However, it was hard to measure the Indicator 3 objectively because it did not specify its benchmark and numerical target values.

Overall Goal:	The technical and financial mechanism for enhancing school management through SIP process is maintained at the national and district levels.
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in the target area. Indicator 2-4: The recommended actions are incorporated into the national dissemination program for SIP. Indicator 2-5: More schools in the testing districts than in the control districts develop the five-year SIP and its annual action plan. Indicator 2-6: Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs. Indicator 2-7: Level of school stakeholders' involvement of SIP formulation and implementation is enhanced.

¹⁰ Indicator 3-1: Capacity and involvement of central officials as TOT trainers for promoting SIP are enhanced. Indicator 3-2: Understanding level of local authorities for TOT content is enhanced. Indicator 3-3: Frequent meetings are held among the DoE, the NCED, the CDC and the DEOs for facilitation, development, update and implementation of SIP is strengthened. Indicator 3-4: Activities to promote/improve SIP practices is clearly described in PIM.

¹¹ Indicator 4-1: Urgent school needs well considered during the planning stage. Indicator 4-2: 100% of RPs of the three districts oriented to how to use the curriculum, teachers' guides, attendance registers (originally created by the JICA-supported School Health and Nutrition Project), and other teaching materials to their responsible schools. Indicator 4-3: 100% of community schools of the three districts using the emergency support.

¹² Indicator 1: At least 80 % of the sample schools update 2073 (2016/17) annual action plan of SIP based on the updated SIP Formulation Guidebook. Benchmark: 43% in 2013/14 Indicator 2: At least 60% of the sample SMCs implement the planned activities of 2072 (2015/16) annual action plan of SIP.

¹³ Activities related to improvement of access and quality of basic education are planned and implemented in SIP.

DoE has strived to internalize the Project's effects during the implementation of the Project. At the time of the Terminal Evaluation, some positive outputs have been observed toward the achievement of the Overall Goal. Therefore, the Overall Goal is likely to be achieved if such efforts to institutionalize SIP related activities continue at the central, provincial and local levels after state restructuring.

2.5.4 Recommendation

The Terminal Evaluation Team confirmed that the project has made satisfactory achievement in raising recognition of SIP as an important tool for school management among a wide range of stakeholders in education sector and that it has revitalized the SIP practices nationwide.

The most pressing issue of the Nepalese side has to address in the immediate future is that defining a government operational framework to take over the Project and effectively integrate its components into the implementation plan of SSDP. The Team stressed that budgeting the required activities in the sector plan should be an indispensable part of institutionalization.

In this respect, the government and DPs are currently reviewing Annual Strategic Implementation Plan and Annual Work Plan and Budget of SSDP FY 2017-2018, therefore, it is timely to provide necessary inputs to these documents in order to ensure the implementation of the Project's related activities in FY 2017-2018 under SSDP. During such process, streamlining interventions under the common sector strategy and goals might be needed so that synergy and interconnectedness among different activities be strengthened and enhanced.

The evaluation results also underscore that the challenge remains to promote its actual implementation for improving schools. Some measures need to be taken within the Project scope to motivate SMCs and PTA to maximize SIP as a functional tool for school improvement. At the same time, the issue needs to be approached more holistically aligning with school grant schemes from the financial aspect, and pedagogical challenges from the learning aspect.

In view of the above, the Terminal Evaluation Team recommended that the following tasks and issues should be addressed in the remaining cooperation period and thereafter.

Recommendation 1: Making concrete steps towards the effective institutionalization

In the Project operation, the project team has been fully in charge of its implementation, and thus the Terminal Evaluation Team urges that a government operational framework take over the implementation of the Project's activities needs to be specified and agreed among leaders of relevant central agencies and stakeholders.

Recommendation 2: Building capacity of key stakeholders to improve the quality of SIP

To ensure the quality of SISM related activities to be sustained under the new structure for a federal system, further capacity development of key stakeholders will be needed. Particularly, the Terminal Evaluation Team recognized that the capacity development of RPs and SSs for SIP appraisal is critical in order to provide appropriate technical support in SIP process for improving the quality of SIP. In this respect, the Team recommended that national dissemination of SIP appraisal should be undertaken aiming at the capacity development of RPs and SSs.

Recommendation 3: Enhancing the implementation of SIP

In order to promote actual implementation of SIP, engagement and commitment of SMC and PTAs for school planning and implementation process should be further enhanced. Their capacity should be further developed, particularly primary schools, along with appropriate technical support and continuous follow-ups to be provided by RPs and SSs.

2.5.5 Possible extension of the Project cooperation period

To facilitate the above tasks, the Terminal Evaluation Team recognized the need for the extension of technical cooperation period. The team considered that appropriate extension should be up to one year. The Team also stressed that the Government of Nepal should enhance its managerial and operational capacity during the extension period to fully internalize the SIP related activities supported by the Project in the sector plan.

2.6 SIP Study Results Sharing

2.6.1 Background and Process

As reported in the earlier Progress Report (January 2017, Vol.3), the SIP Study was conducted by SISM2, under the support of T3/T5 and DEOs of two sample districts (Tanahu and Kapilbastu). Sharing of the progress and results of the SIP Study were conducted several times with T3/T5, SGMG Working Group, the sample districts, and MoE and development partners.

2.6.2 Methods and Approaches

(1) Sharing with the Sample Districts and SGMG Working Group

The preliminary results were shared with the sample districts and with the SGMG working group in the meetings and workshop in January and February 2017, as mentioned above.

(2) Sharing in the Wrap-up Workshop in 6 Districts

During the Wrap-Up Workshop held in the five intensive monitoring districts, namely Sankwasaba, Kalikot, Dhadeldhura, Kapilbastu, and Bhaktapur, as well as Tanahu, one of the two sample districts of the Study, in the months of April, May and June in 2017, the brief presentation of the SIP Study Report was given as a part of the presentation of “Results of

SISM2 End Line Survey, SIP Study and SIP Appraisal”. Major findings, conclusions, and recommendations were shared in the form of Power-Point-Presentation by SISM2 members.

(3) Sharing with T3/T5 members

The final draft of the Study Report was sent to the primary counterparts (DoE C/P) and JICA in the middle of March 2017. However, since it was thought best that the final recognition and consent of the contents of the report was needed to come from the T3/T5 members, before sharing with outsiders, it remained to be a draft till the occasion of presentations and discussion with them in May 2017. Finally, on May 30, 2017, the result of the SIP Study was formally shared with the concerned officers of the T3/T5 members at DoE. The meeting was called upon by the C/P in which the discussion on the planning of SIP-FGB revision was also discussed. Two Directors, four Deputy Directors, three Section Officers of the concerned sections, two from JICA-Nepal were present. After the presentation of the SIP Study report, many questions and comments were given. Some concerns were expressed by the participants:

- ♦ The concerns regarding the negative findings and lack of positive results
- ♦ The concerns regarding the insufficiency of deeper analysis of the reasons for the negative findings
- ♦ Disagreement in the recommended methods for the future actions.

To these comments, the responses were given by SISM2 as follows:

- ♦ Since the purpose of the Study was to come up with future actions, the negative findings (challenging issues) were high-lighted. Since the positive results are taken for granted they are not mentioned.
- ♦ When we share this with outsiders, the positive results of the past efforts will be covered as a part of the background.

Some of the issues are clearly addressed in the original report, although they were not covered in the presentation.

It was agreed that more background information should be added and that certain negative wordings and phrases are to be rephrased when sharing with those who are not very familiar with the historical background and progress of SIP and SISM.

(4) Sharing with MoE and DPs

On June 5, 2017, a meeting to share the SIP Study results was organized by MoE and JICA-Nepal. The meeting was chaired by the Joint Secretary of Planning Division of MoE and participated by 17 officers from various sections of MoE, including Foreign Coordination Section, and 4 persons from Development Partner Organizations (EU, UNICEF, Finland

Embassy, and Save the Children), and two from JICA Nepal and 4 from SISM2 members, in total of 26 persons.

Having learned from the experiences of the presentation and discussion at DoE on May 30, 2017, background information of the achievement of the past regarding SIP was presented before presenting the findings of the SIP Study. The questions and comments were given more positively than the previous meeting. Moreover, supportive comments and explanations were given by some participants who have worked with and familiar with SISM2 in the past. The presentation used is attached in the Appendix.

2.6.3 Plan of Further Sharing

Such occasions of sharing of the SIP Study results give good occasion for discussing the past and future of SIP among various stakeholders. SISM2 will continue promoting the sharing sessions in whatever the occasions that arise. One example of such occasion is with Save the Children-Nepal office in July 2017.

2.7 Support for Drafting Action Plan for 2017-2018

2.7.1 Background

During the Terminal Evaluation, the Joint Team of MoE and JICA recognized the need for the extension of technical cooperation period. The Team considered that appropriate extension should be up to one year. The Team also stressed that the GoN should enhance its managerial and operational capacity during the extension period to fully internalize the SIP related activities supported by SISM2 in the sector plan.

Regarding this one year extension, DoE made the 'Action Plan for 2017-2018' and submitted to JICA after the Terminal Evaluation. During the Terminal Evaluation, it was discussed that DoE would need to draft more elaborated Action Plan including roles and responsibilities defined and describing each activity plan. Also, the Joint Team recommended that the detailed Action Plan should be presented and discussed in the CC meeting in June 2017.

2.7.2 Elaboration of First Action Plan

As Figure 2-1 shows, DoE submitted the 'Action Plan for SISM2 Extension Period' on April 11th, 2017. This Action Plan consists of only four pages. As it is shown in Box2-1, the table of contents of the Action Plan is not

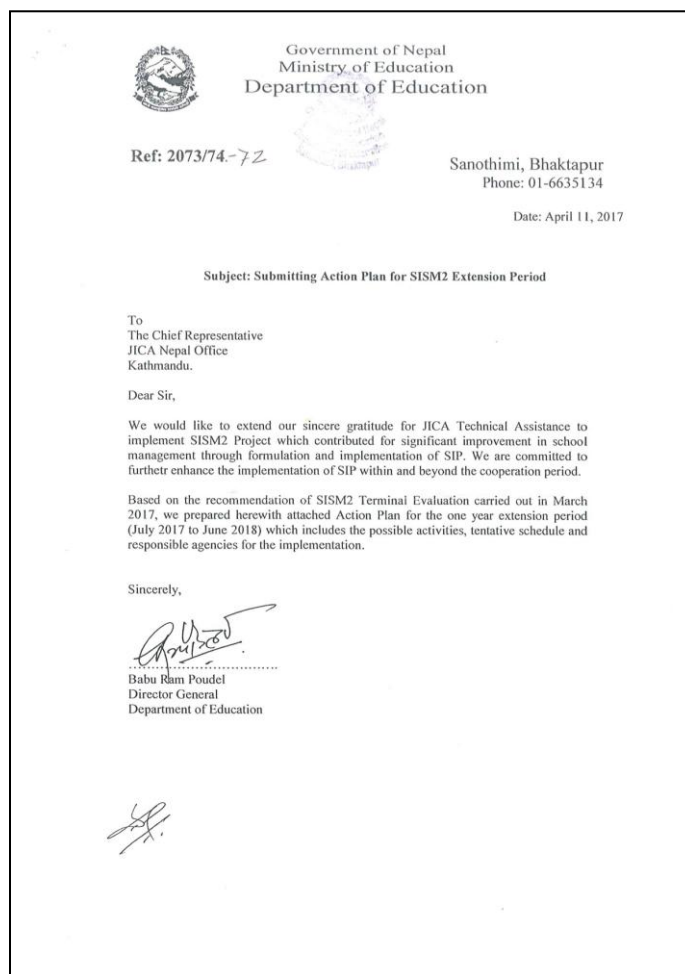


Figure 2-1: DoE Official Letter regarding Action Plan

Box2-1

Table of Contents of First Action Plan

1. Background
2. Major Project Activities in the Extension Period
 - 1) National Dissemination of SIP Appraisal
 - 2) Revising SIP Formulation Guidebook (SIP-FGB)
- Annex1: SISM2 Activities in Extension Period (Draft)
- Annex2: Schedule (Tentative)

sufficient. This Action Plan does not fully elaborate section's roles and responsibilities defined and description of each activity plan.

As the Joint Team of Terminal Evaluation recommended, Community School Management Section and Program and Budget Section of DoE mainly revised the first Action Plan technically supported by SISM2 Team, and made the detailed Action Plan. Box2-2 shows the table of contents of the detailed Action Plan¹⁴.

This detailed Action Plan was presented at CC Meeting on June 26th, 2017 and discussed the contents with the participants.

Box2-2

Table of Contents of detailed Action Plan

1. Background
2. Overall Leading Section of DoE for SIP Activity
3. Major activities in the extension period
 - [1] Preparation of SIP Appraisal for National Dissemination
 - [2] SIP Appraisal ToT in 5 Regions for National Dissemination
 - [3] SIP Appraisal Orientations in 75 Districts (DEO and RC levels)
 - [4] Revision of SIP Formulation Guidebook (SIP-FGB)
 - [5] Wrap-up Workshop (Central-level)
 - [6] CC Meeting
 - [7] Preparation of Midterm Strategic Plan for SIP Related Activities After SISM2
 - [8] Report Writing (SISM2 Completion Report)

2.8 Coordination Committee Meeting

On June 26th, 2017, SISM2 Coordination Committee Meeting was held at MoE. Joint Secretary and JICA Nepal representative made opening remarks, and the meeting was started.¹⁵

The main agenda of the CC Meeting was to report the progress of SISM2 activities and explain the contents of the detailed Action Plan. During the discussion, there was one clarification on the budget for the regional-level SIP Appraisal activity. One of T3 members replied that it was covered by the DoE budget. He also added that SISM2 Team only provided technical support for it. There was one comment on how to disseminate SIP good practices. SISM2 Team replied that it was already planned to disseminate SIP good practices through the NCED radio program and on-line educational newspapers. The team also added that T3/T5 and SISM2 would further discuss and consider effective ways of the dissemination.

After the discussion, the contents of the detailed Action Plan were acknowledged by the both parties.

¹⁴ The detailed Action Plan is attached to Annex.

¹⁵ The list of invitees at this meeting is shown in "1.2.6 Coordination Committee Meeting" in Chapter 1 of this Progress Report vol.4.

2.9 Public Relations

2.9.1 Radio Program

SISM2 has been producing and transmitting Radio Programs on the concept, process, importance and results of SIP through the Program Production and Broadcasting Section of National Center Education Development (NCED) in between mid-April-mid-June 2017. This is the time of preparing 5-year SIP and Annual Implementation Plan. Schools need to submit them to RC and DEO. These radio programs will remind and capacitate head teachers of schools, RCs and DEOs to prepare practical SIP. SISM2 has prepared and transmitted a 15-minute radio program working together with NCED including disaster preparedness related issues as well.

This program was followed by Radio Jingle: as a 'filler' to send a message of SIP for about 60 seconds, which is integrated in scheduled radio program of NCED. The scripts of Radio Jingle was developed and finalized by the School Management Section of DOE. Due to some technical difficulties on recording Radio Jingle, 'Equal Access', a national NGO on mass media and communication, voluntarily supported in recording the scripts. These recorded scripts were provided to NCED to integrate in their main program and transmitted from Radio Nepal (National Transmission Station) on Tuesday and/or Saturday. The detailed information of the radio program is given in table as follows:

Table 2-10: Details of radio program from Mid-April to Mid-June 2017

	Topics	Type		Date/Day
		Full program (15 minute)	Jingle (one minute)	
1	"Shaichhik Karyakram" Yojana ko Mahatto" (Concept, process and importance of SIP.)	√		25 th April 2017
2	"Shaichhik Karyakram" (Radio Drama&Quiz) "Deadline of Preparation and submission SIP"		√	13 th May 2017
3	"Shaichhik –Karyakram"(Bacheka Sapanaharu) "Message on integration of Disaster Risk Reduction"		√	20 th May 2017
4	"Shaichhik- Karyakram" (Radio drama-Prayas) "Importance of Annual Updating of SIP"		√	23 rd May 2017
5	"Shaichhik- Karyakram" (Radio drama-Prayas) "Importance of Annual Updating of SIP"		√	17 th June 2017 Saturday

2.9.2 SISM2 Newsletter and others

In order to disseminate SISM2 information to the relevant stakeholders, public relations activities have been carried out from February to June 2017 as shown in the table below.

Table 2-11: SISM2 Public Relations from February to June 2017

Title	Type	Target	Achievement/Progress
SISM2 UPDATE	A4-size 4-page newsletter English version and Nepalese version prepared	SISM2 Stakeholders at central and districts	- 9 th issue about SIP Appraisal, End-line Survey, SIP Study, and BOSAI Mapping orientation
SISM2 Calendar	SISM2 Calendar for April 2017 - March 2018 A3-size 2 pages (front page in Nepalese and back page in English)	SISM2 Stakeholders at central and districts	- Published in April 2017 and distributed to stakeholders when new year started
SISM2 Website on JICA Website	SISM2 Project Site in Japanese in JICA Website (http://www.jica.go.jp/project/nepal/006/index.html)	To anyone interested in education, SIP, and school management	- The major events/achievements are reported

(Source: Prepared by SISM2)

2.9.3 BOSAI Mapping Orientation at RC level

The BOSAI Mapping orientation targeting all community schools in Bhaktapur was conducted at all RCs in February 2017. Table 2-12 shows the outline of the orientation.

Table 2-12: BOSAI Mapping Orientation at all RC level

SN	Date	Name of RC	No. School	No. participants	Main Facilitator (RP)
1	3 rd Feb. 2017	Krishna S School, Kharipati.	14	29	Ms. Sabitri Baral
2	7 th Feb. 2017	Bageshpri HS School, Chyamasingh.	19	47	Mr. Krishna P Karmacharya
3	7 th Feb. 2017	Jorpati HS School, Nangkhele.	20	36	Ms. Laxmi Pandey
4	9 th Feb. 2017	Changunarayan HS School, Duwakot.	14	40	Mr. Youvan Kumar Rana
5	13 th Feb. 2017	Ganesh S School, Tathali.	10	27	Ms. Manjhu Jha
6	17 th Feb. 2017	Arniko HS School, Dadhikot.	21	43	Mr. Bishnu P Kayastha
7	22 nd Feb. 2017	Padma HS School, Durwar Squire.	15	32	Mr. Dhruva Lal Hamal
8	23 rd Feb. 2017	Aadarsh HS School, Sanothimi.	18	42	Ms. Rajya Laxmi Shrestha
Total			131	296	

Two teachers (basically, one Head Teacher and another junior teacher) from each school participated in this orientation. DoE officers from the DRR section and DEO officers also joined the orientation and supported RPs' facilitation. Moreover, JOCV attended and observed the orientation at Krishna Secondary School and Padma Higher Secondary School. During the orientation, teachers were very active and enjoyed BOSAI Mapping. There are some remarks from teachers;

- We will internalize the learning of BOSAI Mapping to have safety measure of our school. We will continue this exercise as one of the main component of extracurricular activities and expanding it in all classes as well. (Mr. Hari Sharan Dhungel, Head Teacher of Arniko Higher Secondary School)
- It is very important to do this kind of orientation and all stakeholders (students, teachers, and parents) should be familiar with 'Unsafe' and 'Gathering Places' around the school and their settlement. Every school needs to conduct BOSAI Mapping in their schools by all the students' and parents' participation. (Ms. Shilu Chhukan, Teacher from Bal Sewak Secondary School)
- While updating the annual SIP, the BOSAI mapping could be a very helpful tool to consider the disaster part of STM. (Mr. Ram Hada, HT of Padma Higher Secondary School)
- The contents of this orientation seem very simple but the output is very strong and practical. Knowingly or unknowingly, we were avoiding such activities in our general practice. Now, we are not only aware of disaster preparedness but also can keep these images in our mind that will help us to minimize the risk in days to come. (Mr. Dadiram Gelal, Head Teacher of Changunarayan Higher Secondary School)



All schools received the BOSAI Mapping tool package through the orientation. Schools were recommended to conduct a BOSAI Mapping orientation when they update SIP in the next academic year. Also, the BOSAI Mapping workshop may put into the school calendar so that the

schools can do the orientation as an extracurricular activity and/or one of the school events for disaster preparedness activities. SISM2 will continue following up.

CHAPTER 3: NEXT STEPS

3.1 One Year Extension of SISM2 Activities

The Joint Team of Terminal Evaluation recognized the need for the extension of technical cooperation period. The Team considers that appropriate extension should be up to one year. The Team also stressed that the GoN should enhance its managerial and operational capacity during the extension period to fully internalize the SIP related activities supported by SISM2 in the sector plan. Receiving this recommendation, the procedure of one year extension is currently proceeded between MoE and JICA.

The extension period starts in July 2017 and will end in June 2018 according to the Minutes of Discussion on the Second Amendment of Records of Discussions for SISM2 signed on 15th June, 2017. During this period, the T3 and T5¹⁶ technically supported by SISM2 Team work for further enhancement of SIP implementation, better school management and ensuring its sustainability under SSDP. The table below shows the major activities to be conducted in the extension period.

Table 3-1: Major Activities in Extension Period

	Activities	Leading Section	Cooperation Agency
1	Preparation of SIP Appraisal for national dissemination	CSMS/PBS	NCED/CDC
2	SIP Appraisal ToT in 5 regions for national dissemination	CSMS/PBS	NCED/CDC
3	SIP Appraisal Orientations in 75 Districts (DEO and RC levels) and Monitoring	CSMS/MMS	NCED/CDC
4	Revision of SIP Formulation Guidebook(SIP-FGB)	CSMS	NCED/CDC
5	Wrap-up Workshop (Central-level)	CSMS	NCED/CDC
6	Coordination Committee(CC) Meeting	MoE/DoE/ NCED/CDC	
7	Preparation of Midterm Strategic Plan for SIP related activities after SISM2	CSMS/PBS/ MMS	NCED/CDC
8	Report Writing (Progress Report and Project Completion Report)	CSMS/PBS/ MMS	NCED/CDC

CSMS: Community School Management Section, PBS: Program and Budget Section and
MMS: Monitoring and Management Section

The following figure shows the plan of operation of the major activities.

¹⁶ T3: Technical Taskforce Team. T5: Technical Taskforce Team for Trainers' Training.

	Project Activities		Extension Period												
		2017						2018							
		6	7	8	9	10	11	12	1	2	3	4	5	6	
1	Preparation of SIP Appraisal for national dissemination														
2	SIP Appraisal ToT in 5 regions for national dissemination														
3	SIP Appraisal Orientations in 75 Districts (DEO and RC levels) and Monitoring														
4	Revision of SIP Formulation Guidebook (SIP-FGB)														
5	Wrap-up Workshop (Central level)														
6	CC Meeting														
7	Preparation of Midterm Plan for SIP related activities after the Project														
8	Report Writing (Project Completion Report)														

Figure 3-1: Plan of Operation of Extension Period

3.2 Regional-level SIP Appraisal Activity

In the 3rd project year, SIP Appraisal Workshop was conducted in 11 districts aiming at developing the capacity of SIP appraisal at both district and RC levels to ensure the quality of SIP. Based on this experience, through national dissemination of the SIP appraisal, the quality of SIP will be enhanced and it will strengthen its sustainability in the institutional mechanism.

In each region, SIP Appraisal ToT will be held from September to November 2017. The purpose of this ToT is to train DEO officers who will become facilitators to conduct the district-level SIP Appraisal orientation for the national dissemination. This activity is to be technically supported by SISM2.

The outline of this ToT is shown below.

ToT Trainers:	T3/T5 members and RED officers
Participants:	2 officers from each DEO in the region
Duration:	2-3 days
Venue:	RED
Materials:	SIP-FGB, SLW-Manual, SSA-Checklist, STM, Forms for SIP Appraisal
Budget:	RED

The following table shows major contents of ToT.

Table 3-2: Major Contents of ToT

Major Contents
(1) Presentation on the policy, strategy and major high-lights on program of current year
(2) SIP Status Analysis
(3) Brief review of SIP related materials including STM (DRR)
(4) Sharing main points of School Grant Management Guideline (SGMG) and School Account Manual (SAM)
(5) Sharing key points of changes in SIP-FGB 2074 revision
(6) Explanation of how to examine the SIPs (criteria, process and schedule)
(7) SIP Appraisal Exercise
(8) Planning district-level and RC-level SIP Appraisal orientation (Operational Guide and Schedule)
(9) Discussion on the ways forward (with highlights on the ways to support weaker schools)

3.3 SIP Formulation Guidebook Revision

To reflect the changes of the government policies, such as SGMG and to refine some parts based on the suggestions and recommendations given by various stakeholders, it is indispensable to revise the current SIP Formulation Guidebook (SIP-FGB).

The process of the SIP-FGB revision is as follows:

- 1) The preliminary discussion on planning for the SIP-FGB revision was held on May 30, 2017 with the T3/T5 members.
- 2) Meetings will be called upon, hosted and chaired by Community School Management Section in July 2017.
- 3) SISM2 will participate in the meetings and may provide technical support.
- 4) The plan made by the T3/T5 will be shared in the CC meeting in June 2018 and approved.

The tentative work plan is shown in the figure below.

	Activity	2017							2018				
		Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Formation of working group and meeting of working group	■											
2	Drafting		■	■	■	■	■	■	■				
3	Consultation meeting/workshop at the central, district and local bodies, I/NGOs and DPs		■	■	■	■	■	■					
4	Feedbacks on SIP-FGB during the regional ToT on SIP Appraisal				■	■	■	■					
5	Finalizing SIP-FGB (approval)								■				
6	Printing and Distribution									■	■	■	
7	Re-orientation to RPs and schools										■	■	■

Figure 3-2: Tentative Work Plan of SIP-FGB Revision

The printing and distribution of the new SIP-FGB to school level will be completed in February – March 2018 supported by SISM2. Schools usually start developing SIP (5-year plan or annual implementation plan) in March, so that this new SIP-FGB will be utilized for its development.

3.4 Support for Drafting Mid-Term Strategic Plan

Federal system will come into effect from FY2017 in Nepal. Due to this entire government restructure, the roles and responsibilities of MoE, DoE, NCED and CDC would be changed. This phenomenon directly influences the strategic plan of further development of SIP activities after SISM2's completion. Therefore, roles and responsibilities should be re-defined and agreed by the agencies concerned once the federal system is settled down in the education sector.

For sustainability of SIP development under the federal structure, it is recommended to make Mid-Term Strategic Plan for SIP development. And, such plan should be presented and discussed in CC Meeting to take place before the end of SISM2 cooperation period.

The Mid-Term Strategic Plan can be drafted from certain aspects under the federalism. These aspects are as follows:

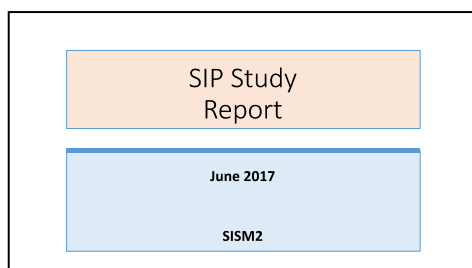
- 1) Education development policy aspect
- 2) Educational institution aspect
- 3) Capacity development aspect
- 4) Financial aspect
- 5) Monitoring and evaluation aspect

APPENDIX

Appendix-1:	SIP study Result (Presentation)	A-1
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Appendix-1: SIP study Result (Presentation)

2017/6/20



Background

- School Improvement Plan (SIP) is in implementation in all schools since FY 2058/59 (2001/02).
- MoE has continuously worked on the improvement of the use of SIP since then.
- SIP was regarded as “the enabling reform-tool for achieving most of the goals set by SSRP”
- SISM1 (2007-11) and SISM2 (2013-2016) gave technical assistance about 10 years on SIP;
- Progresses were made, but there are still big challenges ahead;

Background, cont'd

- SSDP Final Document states:

“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”

Progress made

FY	Activities	Unit	Target	Unit Cost	Budget (.000)
2015/16 (2072/73)	SIP Formulation & Updating, increasing social accountability and transparency through social audit for Ensuring Quality Education	School	29,133	6,500 for Basic and 10,500 for Secondary Schools	233,064
2016/17 (2073/74)	Block grant to basic schools for SIP, Interaction for capacity development of community and SMC, guardians' education and extra-curricular activities	School	21,211	10,000 (15,000)	212,110
	Grant to secondary school activities	School	6,187	20,000 (20,000)	123,740
Total			27,398		335,850

Progress made (Quoted from SISM2 terminal Evaluation.)


- “The most significant effect is the revitalization and dissemination of SIP as tool for school improvement nationwide, and enhancement of awareness about the effectiveness of SIP.”
- “Project has brought about the following effects:
 - 1) Development and institutionalization of SIP training through the cascade model;
 - 2) All-level officials were trained as trainers/facilitators for SIP training;

Progress made (Quoted from SISM2 terminal Evaluation.)


- 3) Development & distribution of simple, practical and user-friendly training materials to 27,342 community schools
- 4) SIP formulation/update was included in the PIM.
- 5) Ownership and coordination among DoE, NCED and CDC were enhanced.
- 6) Disaster preparedness in school was incorporated into SIP training and SIP.
- 7) Awareness and participation of SIP were enhanced among school stakeholders.

2017/6/20


Progress made:




(1) Updated SIP (SI) Manual Handbook





(2) Updated SI-W Manual



(3) Updated 2 pages of SIW Checklist







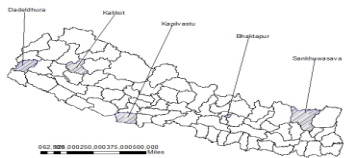
Result of End Line Survey SIP Study Findings Learning from SIP Appraisal

Objectives of the End-line Survey

- To collect information regarding the capacity of concerned institutions such as Local Bodies (LBs) and District Education Office (DEO) as well as different levels of stakeholders, and current practice of school management, especially related to school improvement plan (SIP), and
- To assess improvements in order to analyze the contribution of SISM Model to the improvement of access and quality of basic education.

Map of Survey Districts

Map of the District for SISM2 Baseline and End Line Survey



Survey Methodology

Target and Sample Numbers

District	SS	RP	VDCs/MPs	School Level				
				School/HT	Teacher	Student	Parent	SMS/MDP
Sankhuwasabha	4	14	2	20	70	164	173	94
Bhaktapur	5	7	2(+1)	20	80	117	111	90
Kailash	4	9	2	20	61	152	186	137
Kailash	4	4	2	20	67	157	141	115
Dadeldhura	6	7	2	20	75	192	150	105
Total	23	41	10(+1)	100	353	782	761	541

Survey Instrument

Target Groups	Main Survey Items	Survey Methods
DOEs	Status of District Education Committee (DEC) and District Education Office (DEO) Budget and its allocation for Education	Interview
MP/VDC	Status of Municipality Education Committee (MEC) and Village Education Committee (VEC) and its allocation for Education Budget and its allocation for Education	Questionnaire and Interview
DEO	Status of School Development Committee (SDC) and its allocation for Education Relationships between SDC and other stakeholders	Interview
SS/RP	Status of School Management Committee (SMC) and its allocation for Education Level of understanding and skills of SDC/SMC members in SIP development, implementation, and monitoring Challenges to improve implementation of SIP	Questionnaire

2017/6/20

[illegible]

Survey Implementation

- Duration:
- June 2016 to February 2017.
- Data Collection:
- SS/RPs
- SISM2 Project Team
- Data Entry, Data Compilation, Analysis and Preparation of report:
- SISM2 Project Team.

Findings of the End-line Survey

- (1) Overall improvement in the key education data
- the access to and internal efficiency of education are being ameliorated steadily

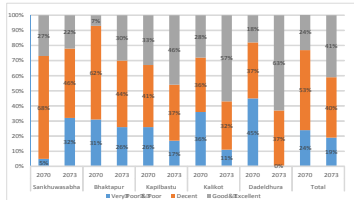
Region	District	Net (B)	Net (G)	Prasanna (B)	Prasanna (G)	Seppanna (B)	Seppanna (G)	Ona (B)	Ona (G)
Central	Lankeshwara	91	93.5	66.8	61.1	65.6	61.5	66.8	61
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8
Central	Shabara puri	92	97.7	80.7	82.2	84.4	90.7	104.3	99.4
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8
Western	Kapilash-pur	90	96.8	95.5	85.9	92.0	92.8	6	2.6
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8
Mid-Andhra	Kalluri	87.6	95.6	76.2	84.5	77.5	88.0	23.4	16.7
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8
North-eastern	Dadar-dhura	94.5	98.3	80.4	69.2	75.8	126	116.2	91
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8
North-eastern	Dadar-dhura	91.7	94.0	87.5	81.7	84.8	92.0	12.7	3
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8
North-eastern	Dadar-dhura	91.2	95.2	93.2	72.5	72.5	88.7	10.9	10.6
		90.0	96.2	94.7	71.8	69.6	78.8	84.1	121.8

(2) Increased percentage of schools which develop an annual SP

- increased from 43% (BS 2070) to 71% (BS 2073)

District	852073	852072	852071	852070
Sankhuwasabha	20(100%)	20(100%)	19(95%)	15(75%)
Bhaktapur	10(50%)	10(50%)	10(50%)	19(95%)
Kapilbasti	7(35%)	20(100%)	9(45%)	3(15%)
Kalikot	14(70%)	18(90%)	6(30%)	1(5%)
Dadeldhura	20(100%)	20(100%)	19(95%)	5(25%)
Total	71(371%)	88(888%)	73(733%)	43(434%)

(3) Reflection of community needs in SIP



(4) SS' RPs' self-evaluation of capacity, practice and perception of SP

- significantly improved the capacities, practices and perceptions regarding SIP
- significant improvements in the evaluation from head teachers about RP's support

3-42	The annual action plan of SIP of your school includes non-budgetary activities.	
3-43	RP's support for formulating an annual action plan of SIP for your school was effective.	
3-44	You share the program of annual action plan of SIP through a notice board or calendar.	

(5) Implementation rate of non-budget activities and budgetary activities in SIP

- 91% of non-budget activities and 71% of budgetary activities implemented either partially or fully
- Implementation rate of physical infrastructure activities is low (around half).

(6) Disaster Preparedness

- 103 disaster preparedness activities were planned in an annual SIP of BS2072 (AY 2015/16)
- 94% of non-budget disaster preparedness activities fully or partially implemented

(7) School-level stakeholders' opinions and perceptions

(a) Better involvement of all the school-level stakeholders in SIP formulation and implementation

• SS/RPI Perception

Statement	Total respondents				
	Strongly agree	Agree	Disagree	Strongly disagree	Total
1.1. I understand the objectives of SIPs.	40	20	0	0	60
1.2. I understand SIPM's role in SIP formulation.	40	20	0	0	60
1.3. I understand SIP Formulation Guidelines (how to prepare SIP) properly.	40	20	0	0	60
1.4. I understand how to utilize BSA (checklist in SIP formulation).	40	20	0	0	60
1.5. I understand how to utilize SIPM (checklist in SIP formulation).	40	20	0	0	60
1.6. I understand how to prepare SIP properly (how to prepare annual SIP).	40	20	0	0	60
1.7. I understand how to prepare budget plan (budgetary, non-budgetary and non-budgetary activities).	40	20	0	0	60
1.8. I understand SIP release.	40	20	0	0	60

• HT Perception

Statement	Total respondents				
	Strongly agree	Agree	Disagree	Strongly disagree	Total
2.1. The school-level stakeholders are involved in SIP formulation.	40	20	0	0	60
2.2. The school-level stakeholders are involved in SIP implementation.	40	20	0	0	60
2.3. The school-level stakeholders are involved in SIP monitoring and evaluation.	40	20	0	0	60
2.4. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60
2.5. The school-level stakeholders are involved in SIP evaluation.	40	20	0	0	60
2.6. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60
2.7. The school-level stakeholders are involved in SIP evaluation.	40	20	0	0	60
2.8. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60
2.9. The school-level stakeholders are involved in SIP evaluation.	40	20	0	0	60
2.10. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60

• Guardian Perception

Statement	Total respondents				
	Strongly agree	Agree	Disagree	Strongly disagree	Total
3.1. The school-level stakeholders are involved in SIP formulation.	40	20	0	0	60
3.2. The school-level stakeholders are involved in SIP implementation.	40	20	0	0	60
3.3. The school-level stakeholders are involved in SIP monitoring and evaluation.	40	20	0	0	60
3.4. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60
3.5. The school-level stakeholders are involved in SIP evaluation.	40	20	0	0	60
3.6. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60
3.7. The school-level stakeholders are involved in SIP evaluation.	40	20	0	0	60
3.8. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60
3.9. The school-level stakeholders are involved in SIP evaluation.	40	20	0	0	60
3.10. The school-level stakeholders are involved in SIP improvement.	40	20	0	0	60

(b) Increased usage of SIP as an instrument to improve learning achievement

Category of activity	Budget received (Rs or %)	Implementation Status		Implementation Status	
		Full activity implemented	Partial activity implemented	Not implemented	Not implemented
Student involvement	Yes	40	20	0	0
Internal efficiency	Yes	40	20	0	0
External efficiency	Yes	40	20	0	0
Learning achievement	Yes	40	20	0	0
Teacher management	Yes	40	20	0	0
Utilization of students	Yes	40	20	0	0
Utilization of teachers	Yes	40	20	0	0

Issues

- (1) School-level stakeholders' attention/participation issues.
- (2) DEO/RC's assistance/supervision/monitoring/evaluation issues
- (3) Budgetary issues
- (4) Physical infrastructure issues, and
- (5) Teacher placement and management issues.

Objectives of SIP Study

- To examine sample SIPs to find the strengths and weaknesses
- To review "Income and Expenditure" and its link with the plan in SIP and implementation
- To draw the lessons and recommendations

Study Period and Methods

- June 2016 – March 2017
- An advisory team from DoE/NCED/CDC
- Data collection and SIP rating supported by DEOs, SS/RPs of 2 Districts
- Close examination of four documents
- Triangulation of SIP data through DEO/RP
- Visits of sample schools (6 schools)

Documents studied

Four documents from 76 schools (48PS, 15LSS, 9 S/HS) in 2 RCs of 2 districts (Hill and Terai)

- 5-Y-SIPs (most recent)
- Annual SIPs (2073)
- Income and Expenditure Report (2072)
- Questionnaire (School Management)

On 5-Y-SIP

Subject	State
Annual Implementation Plan (AIP) attached in 5-Y- SIP	60% has either no AIP, incomplete or no linkage with 5-Y-SIP
Year of Formulation	Vary even within one RC
Copy and Paste	Obvious copy-paste is 22%
Format	Old format was used (22%)

Finding-1

On 5-Y-SIP, continued

Subject	State
Rating Results Table 3-2.docx	-Average of quality (excluding those SIPs which are obvious copy-paste) is 57 points out of 100 -Higher levels schools are better in SIP quality
The strong areas	Overall Structure and No/Low Budgetary Activities
The weak areas	Budget Feasibility and Budget Linkage with Program, and Quality of Analysis

Finding-2

On AIP

Subject	State
Format	Old formats (22%) same format as 5-Y-SIP (41%)
Copy and Paste	Copy their own 5-Y-SIP (20%)
Well written	9% (Some supported by NGO)

Finding-3

Major Problems, as analyzed by School

Subject	State
One common problem per area	We can almost pick one major problem under each of the nine reform areas . Table 3-13.docx
● Students' Profile	Less number of students (75%/ 78%)
● Internal Efficiency	High rates of dropouts and repetition , and low rate of promotion (68%/ 89%)
● Learning Achievement	Minimum achievement (100%/56%)
● Teachers Profile	Insufficiency of quota and trained teachers (78%/100%)

Finding-5

Major Problems, cont'd

Subject	State
● Operational Management	Irregularity of students' attendance (81%/84%)
● Physical Facility	Insufficiency of physical facilities (92%/56%)
● School Management	Poor relation (lack of communication / transparency) between school, community and stakeholders (45%/87%)
● Educational material	Insufficient/inadequate provision of teaching/sports material (58%/59%)
● Resource Management	Insufficiency of governments grants (32%/31% and internal sources (16%/34%)

Finding-5

Causes of Problems

Subject	State
Parents	Low awareness and poverty
Private Schools	Increase and popularity of private schools
Students attendance	Irregularity of students attendance
Interest in school	Low interests by teachers, students and stakeholders
Teachers quota	Insufficient quota
Stakeholders	Lack of responsibilities

Finding-5

Common Programs

Subject	State
Enrolment	Door-to-door visit and campaign
Teaching methods	Improve through interactive, participatory, and child-friendly methods
Monitoring	Monitoring of classes by SMC/PTA, guardians
Additional activities	Extra-curricular, prize distribution, coaching, extra-teaching for weaker students

Finding-6

Common Programs, cont'd

Subject	State
More activities	Physical check-up, field trip, code of conduct
Students attendance	Has to be improved
Teaching Material	Level-wise, subject-wise reference material, curriculum and teachers guide are must
Physical facilities	More provision
Teachers training	More quota and more training
Stakeholders	Regular meeting and more involvement

Finding-6

On "Income"

- Even the basic grants (recurrent costs) such as salary, scholarship, textbooks, and operational cost are **not recorded properly**. Some schools have **no entry or less amount** under these headings
- Some schools **enter salary** in "Income" and other don't. **The rules are not clear.**

- Findings-8-

On "Income", cont'd

- Certain heading such as "SIP Formulation" and "day meal", are clearly shown in both income and expenditure, suggesting that **clear instruction help school keep clear account.**

[Table 3-16.docx](#)

-Findings-8-

On "Expenditure"

- **Account heads are not uniformed.**
- School keeps the account with different account head.
- Even the heading may be the same, the amount vary and are different from the government norms.
- Most spend **minimum** amount for **teaching and learning activities** (1.8%/1.0%) and extra-curricular activities (0.07%/0.14%), even though they point out this is **an important area.**

-Findings-9-

On "Expenditure", cont'd

- The **salary** which is transferred into teachers' bank account is also accounted in most schools.
- The second major expenditure, after salary, is new construction (21.7%/17.5%)
- There are more expenditure for salary and infrastructure than income of the same heading.

-Findings-9-

Plan, Income & Expenditure

- 28% (RC-B) and 41% (RC-B) of planned activities are implemented.(counting of number of activities)
- **Unplanned activities were implemented over two times more than planned activities.**
- The linkage among the plan, income and expenditure is hard to find.

[Table 3-22.docx](#)

Findings-10-

Plan, Income & Expenditure, cont'd

- **Secondary school have better co-relation/balance** among plan, income and expenditure.
- Under Construction of Classroom, some schools make the plan but do not get the budget and other schools get the budget without mentioning in the SIP.

[Table 3-22.docx](#)

Finding-10

Conclusions-1

- (1) There is **a confusion** about SIP and AIP
- (2) Schools' **awareness** of their own problems and causes of problems **is high.**
- (3) School need more **information and guidance** about Budget/Grants
- (4) Planned activities are **not necessarily implemented/funded.**

Conclusions-2

(5) Many challenging and issues are found in school data in SIP and Questionnaire

(6) There are gaps of data among different document

Recommendations-1

To give clear guidance as to what is AIP, what should be included, how it is linked with budget approval, and make it mandatory, functional, and key document.

Recommendations-1, cont'd

	Academic Year of 2073	2074	2075	2076	2077	2078
5-Y-SIP	Make 5-Y-SIP of 2073-2077, including AIP of 2073, in Jestha	-	-	-	-	Make 5-Y-SIP of 2078-2082, including AIP of 2079, in Jestha
AIP		Make AIP of 2074 in Jestha	Make AIP of 2075 in Jestha	Make of submit in AIP of 2076 in Jestha	Make submit of AIP of 2077 in Jestha	

Recommendations-1, cont'd

	Contents	Required pages
Part I (School Data Part)	Data Tables (minimum) 1) Grade-wise Students Profile 2) Internal Efficiency Status 3) Student Learning Achievement Detail 4) Management of School Operation 5) Provision of school management Or, SSA-Checklist	3-5
Part II (AIP)	1) "Table of Detail Annual Program and Budget" - With common heading of activities and budget 2) "Work Plan Table". - With clear items to be included in the format	3-5
Total pages		6-10

Recommendations-1, cont'd

- DEO may distribute AIP format in Word or Excel where all necessary headings are already inserted.
- DEO may also encourage schools to fill in the formats in **hand-writing**. There is no need of computer written AIP, which actually may encourages the copy-paste.

* In each district or RC may follow the same cycle of formulation of 5-Y-SIP, so that guiding, appraising, monitoring, and filing are easier for the RP and District.

Recommendations-1, cont'd

- DEO/LB may put more efforts for guiding primary schools for SIP and AIP preparation.
- For better AIP, DEO/LB may organize school account training for HT and/or a teacher
- It is RP's responsibility to stop copy-paste. It is not difficult for RP to check and compare SIPs among schools in his/her RC.
- School-Self-Assessment Checklist may be used.
- SIP appraisal process should be regularly conducted.

Recommendation-2

To improve the communication/guidance regarding school grants and finance through such methods as;

- Provision of Excel Sheets with headings and hand-writing (less time-consuming, less copy-paste)
- A/C Training
- Single Entry A/C
- Use of School PIM
- Distribution and Orientation of SGMG
- Distribution and Orientation of Annual Budget (Grant Norm) Sheet

Recommendation-3

•To revise SIP-FGB which may include:

- Clearer guidance for budget headings
- Clearer guidance for AIP
- Linkage with SGMG
- Linkage with PIM

SIP Study Report

Additional Findings

On Enrolment and STR

Subject	State
Decrease of Enrolment	Decrease rate is very high (PS:-16.5%/7.6%) Table 3-4.docx
Worsened STR	Employ more teachers for English media
Big gap of STR	District-A is extremely low (PS: 11.72) and District-B is very high (PS:46.4). Table 3-5 & 6.docx

Finding-4

Students attendance, social audit, Unaided Schools

Subject	State
Unbalance among VDCs	Some VDCs have too many number of schools with minimum number of students, and other VDCs have minimum number of schools with high STR. Table 3-8.docx
Students' Low Attendance	Student's absent from 50% of class in RC-B is extremely high (31%) Table 3-5 & 6.docx
Social Audit	well practiced in RC-A (97%). Many schools in RC-B (58%) are not practicing social audit.
Unaided School	There are 11 Unaided Schools in RC-B. All are established after 2000, and many are not performing well.

Finding-4

We can do it !!

For
**Better School,
Better Teaching, and
Better Learning**

Thank you!

Appendix-2: Minutes of Meeting of CC Meeting

MINUTES OF MEETING
FOR THE SEVENTH COORDINATION COMMITTEE MEETING
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
THE CONCERNED AUTHORITIES OF THE GOVERNMENT OF NEPAL
ON
JAPANESE TECHNICAL COOPERATION
FOR
"THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF
SCHOOL MANAGEMENT PHASE-II (SISM II)"

The Coordination Committee Meeting of the Project for "Support for Improvement of School Management Phase-II (SISM II)" was held on June 26th 2017.


During the Coordination Committee Meeting, the concerned Nepalese and JICA authorities had discussion of the Action Plan for One Year Extension of SISM II. Both parties exchanged views for the contents of the Action Plan which includes the activities, schedule, roles and responsible agencies for the firm implementation during the extension period.

As a result of the discussion, both parties acknowledged the contents of document attached hereto.

Kathmandu, June 26, 2017



Mr. Baikuntha Prasad Aryal
Joint Secretary,
Planning Division
Ministry of Education
Nepal



Mr. Jan SAKUMA
Chief Representative,
Japan International Cooperation Agency,
Nepal Office



**Ministry of Education
The Government of Nepal**

**ACTION PLAN
FOR
ONE YEAR EXTENSION OF SISM2**

**Prepared by
Technical Taskforce Team and
Technical Taskforce Team for Trainers' Training of
DoE, NCED and CDC**

June 2017

A handwritten signature in black ink, appearing to be 'R' or 'R.'.

A handwritten signature in black ink, appearing to be 'J' or 'J.'.

ACTION PLAN FOR ONE YEAR EXTENSION OF SISM2

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3. Major activities in the extension period

The extension period starts in July 2017 and will end in June 2018 according to the Minutes of Discussion on the Second Amendment of Records of Discussions for SISM2 signed on 15th June, 2017. During this period, the T3 and T5¹ technically supported by SISM2 Team work for further enhancement of SIP implementation, better school management and ensuring its sustainability under SSDP.

The table below shows the major activities to be conducted in the extension period.

Table 3-1: Major Activities in Extension Period

	Activities	Leading Section	Supporting Agency
1	Preparation of SIP Appraisal for national dissemination	CSMS/PBS	NCED/CDC
2	SIP Appraisal ToT in 5 regions for national dissemination	CSMS/PBS	NCED/CDC
3	SIP Appraisal Orientations in 75 Districts (DEO and RC levels) and Monitoring	CSMS/MMS	NCED/CDC
4	Revision of SIP Formulation Guidebook(SIP-FGB)	CSMS	NCED/CDC
5	Wrap-up Workshop (Central-level)	CSMS	NCED/CDC
6	Coordination Committee(CC) Meeting	MoE/DoE/ NCED/CDC	
7	Preparation of Midterm Strategic Plan for SIP related activities after SISM2	CSMS/PBS/ MMS	NCED/CDC
8	Report Writing (Progress Report and Project Completion Report)	CSMS/PBS/ MMS	NCED/CDC

The following figure shows the plan of operation of the major activities.



¹ T3: Technical Taskforce Team. T5: Technical Taskforce Team for Trainers' Training.



Schedule)
(9) Discussion on the ways forward (with highlights on the ways to support weaker schools)

[3] SIP Appraisal Orientations in 75 Districts (DEO and RC levels)

(3-1) District-level

After receiving the regional-level SIP Appraisal ToT, DEO officers will become facilitators and organize the district-level SIP Appraisal orientation by utilizing an occasion of the monthly SS/RP meeting. The target trainees are all SS/RP in the district.

Trainers: DEO officers who participated in the regional-level SIP Appraisal ToT
 Trainees: All SS/RPs in the district
 Duration: minimum 2-3 hours
 Venue: DEO or LRC (Utilizing regular monthly SS/RP meeting)
 Materials: SIP-FGB, SLW-Manual, SSA-Checklist, STM, Forms for SIP Appraisal
 Operation Month: February – March 2018

(3-2) RC-level Meeting

After receiving the district-level SIP Appraisal orientation, RPs will become facilitators and organize the RC-level SIP Appraisal orientation by utilizing an occasion of the monthly HT meeting. The target trainees are all HTs in the RC.

Trainers: RPs who participated in the district-level SIP Appraisal orientation
 Trainees: All HTs in RC
 Duration: Minimum 2-3 hours
 Venue: RC (or local body office)
 Materials: SIP-FGB, SLW-Manual, SSA-Checklist, STM, Forms for SIP Appraisal
 Operation Month: April – May 2018
 Budget: Covered by RC strengthening fund (of Rs. 55,000)

(3-3) Monitoring

T3/T5 members will monitor the district-level orientations in the selected monitoring districts in a timely manner. Also, T5 and DEO officers will monitor the RC-level orientations in the same districts.

[4] Revision of SIP Formulation Guidebook (SIP-FGB)

(4-1) Reviewing and Revision

To reflect the changes of the government policies, such as SGMG and to refine some parts based on the suggestions/recommendations given by various stakeholders, it is indispensable to revise the current SIP Formulation Guidebook (SIP-FGB).

The process of the revision will be as follows:




educational administration system at the federal, provincial and local government levels and their functions. Thus, it would be appropriate to start drafting the midterm strategic plan from January or February 2018.

[8] Report Writing (SISM2 Completion Report)

T3/T5 will draft the SISM2 completion report with the technical support to be provided by SISM2 Team in June 2018.












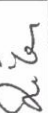
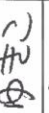




The Project for Support for Improvement of School Management Phase-II (SISM2)

Coordination Committee (CC) Meeting

Attendance Sheet

Date: 26 June 2017 (12 Asar 2074) Monday

Venue: MoE, Singhadarbar, Kathmandu

SN	Name	Position	Institution	Mobile	E-mail	Signature
1	Bansurtha P. Aryal	IS	MOE			
2	Dev Kumar Guragain	ED	NCEO	9851565882	devkumar@gmail.com	
3	Nesheeb Prasad Ghelani	Director	DOE	9851111472	nesheebprasad.lahar@gmail.com	
4	Deepak Sharma	"	"	9841302406	swdeepak@gmail.com	
5	Divya Raj Regui	U. secretary	MOE	9851176005	divyaregini@gmail.com	
6	Gyanendra Ban	Deputy Director	DOE	98512-25714	gyanendra.ban@gmail.com	
7	Kopi Sato	Team leader	SISM2		sato.k@icja.or.jp	
8	Ghanshyam Aryal	Dy. Director	DOE	9856035455	gsaryal@gmail.com	
9	Khushi Ram Adhikari	D. Director	CDC	9841381065	KhushiRamAdhikari21@gmail.com	
10	Narayan Krishna Shrestha	Under Secretary	MOE	9851058556	narayan.nks@gmail.com	
11	Alka Tomimatsu	Edm. Rep	JICA	9851176891		
12	Yukiko Okugawa		DOE/JICA		okugawa.y@nottmail.com	
13	Rishna Lamwal	Prog. Manager	JICA		lamsulkin@nottmail.com	
14	Bishnu P. Adhikari	National Manager	SISM2	9851104612	bishnu.p.adhikari@gmail.com	
15	JUN SATUMA	CR	JICA		sakuma.jun@jica.go.jp	

Appendix-3: Report of Good Practices in 6 Districts

Report and SIP Good Practices of District Level Wrap Up Workshop

A) District Level Wrap Up Workshop of Sankhuwasava District

SISM2 has supported DEO, Sankhuwasabha to conduct one-day District Level Wrap Up Workshop by inviting all the RPs, DEO staff, I/NGOs and selected schools to disseminate the learning of SISM2 national dissemination on SIP formulation and Updating and drawn the learning and problems regarding the SIP formulation and updating.

Objective of Orientation:

- To review and share the experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process
- To award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

Date: 21 April 2017

Venue: DEO Meeting Hall, DEO Sankhuwasabha

Participants: 33 Summary of participants are as follows:

- SO/SS- 5
- RP – 12
- Head Teacher – 3
- SMC Chairperson – 3
- Other DEO staff - 9
- I/NGOs - 1 (Nepal Lhomi Society)

The details of participants are attached in ***Annex-I***.

Facilitator/Support:

- Mr. Surya Kiran Bhandari, Deputy Director, Regional Education Directorate, Eastern Region
- Mr. Santosh Baral, SS, DEO Sankhuwasabha,
- Ms. Michiko Tsurumine, Mr. Sanjeev Kumar Gupta and Rojan Maharjan, SISM2.

Preparation Day (20 April 2017):

Preparation of Orientation:

- Mr. Surya Kiran Bhandari, Deputy Director of ERED, Mr. Dipak Ghimire, Acting DEO and Mr. Santosh Baral, focal person for SIP were participated in the preparation meeting
- DEO team was well prepared for the wrap up workshop. The team selected the following three

schools for awarding as “Best SIP School Award”:

- Amaruwa Secondary School, Ankhibhui
- Bal Kalyan Basic School, Pawakhola
- Panchayat Basic School, Chainpur
- Confirmed the participants (RP-12, SS-3, SO-2, HT-3, SMC Chairperson-3, TA-2, NGO-1, and others-3)
- Discuss and finalize the facilitators for each session. Mr. Bhandari of RED agreed to facilitate the “overall progress of the national dissemination...”
- Managed all logistic preparation for the workshop.

Workshop Day (21 April 2017) 11:00 to 17:00

The workshop was conducted following the "Outline of District Level Wrap up Workshop". Outline is attached in ***Annex-2***. The key information is presented as follows.

1. Opening Introduction and Orientation

Opening session was chaired by Mr. Deepak Mani Ghimire, Acting DEO and Mr. Surya Kiran Bhandari, Deputy Director; ERED was invited as Chief Guest. Mr. Santosh Baral, SS of DEO had provided the welcome speech and shared objectives of the workshop as well.

2. Presentations on

a) Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

Mr. Surya Kiran Bhandari, Deputy Director of ERED has facilitated the session. The outline of the presentation is as follows:

- SIP Updating: Policy context
- Glance of SISM Support for Capacity Development on SIP Updating
- Cascade Approach for National dissemination
- SISM2 Inputs: Developing, printing and Distributing Various Training Packages
- SISM2 Inputs: Training and Workshops on sip updating
- DoE Inputs: Budget allocation for SIP formulation and implementation
- Experience and Key Lessons
- Provisions of School based management in SSDP

Presentation is attached in ***Annex-3***.

b) Results of SISM2 End Line Survey

Mr. Sanjeev Kumar Gupta of SISM2 has facilitated the session. The outline of the presentation is

as follows:

- Context and objectives of the End-line Survey
- Survey Methodology
- Survey Instrument
- Findings of the End-line Survey
- Issues

Presentation is attached in ***Annex-4***.

c) SIP Study

Mr. Sanjeev Kumar Gupta of SISM2 has facilitated this session. The outline of the presentation is as follows:

- Context and objectives of the SIP Study
- Approaches and Methods
- Results and Findings of 5-Y-SIP and AIP
- Lessons Learned
- Recommendations

Presentation is attached in ***Annex-5***.

d) SIP Appraisal

Ms. Michiko Tsurumine of SISM2 has facilitated this session. The outline of the presentation is as follows:

- Context, overall goal and objectives
- Main Contents
- Examination of SIP -How to Appraise
- Feedback for Schools – RC level Orientation
- Next Step

Presentation is attached in ***Annex-6***.

3. Presentations on overall progress of SIP updating in Sankhuwasabha district

Mr. Santosh Baral, SS of DEO Sankhuwasabha has facilitated this session verbally. The major points of the presentation are as follows:

- Total number of community schools of the district – 377
- All schools prepared 5 Year SIP
- 352 schools formulated and submitted the Annual Implementation Plan of 2073. Only 25 schools have not formulated the annual implementation plan.
- DEO has maintained the good database of collected SIP and published the status on

monthly basis in the notice board of DEO.

- DEO has published the name list of school as well as the Head Teachers that has not formulated and submitted the Annual Action Plan of 2073 in the DEO notice board.
- DEO has blocked the grant of SIP formulation and updating to all 25 schools who have not formulated the annual implementation plan of 2073.
- DEO along with RP have reviewed the AIP very roughly prepared by school, concluded the following points:
 - Physical aspects are mostly focused in most of the AIP
 - Most of school try to integrate disaster related activities in AIP
 - School prepared the AIP only for shake of receiving the grant from DEO not for the implementation for the betterment of school.

4. Sharing from Schools: Good practice of SIP implementation.

a) Bal Kalyan Basic School, Makalu Rural Municipality-4, Rane gaun

Mr. Gobinda Tamang, Head Teacher of the school has verbally shared the good practices of the school. Good practices of this school are attached in *Annex-7*.

b) Panchayat Basic School, Chainpur Urban Municipality-4

Mr. Madhab Prasad Adhikari, Head Teacher of the school has verbally shared the good practices of the school. Good practices of this school are attached in *Annex-8*.

c) Amaruwa Secondary School, Dharam Devi Urban Municipality- 8

Mr. Raj Kumar Khanal, Head Teacher of the school has verbally shared the good practices of the school. Good practices of this school are attached in *Annex-9*.



HT of Amaruwa SS sharing the good practices of school

5. Experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process

All the participants were divided in three groups as following:

- i. Resources person Group where all RP were participated,

- ii. School Group where Head Teachers and SMC Chairpersons of all three awarding school and NGO personnel were participated and
- iii. DEO Group where all DEO staff were participated.

Each group has provided the following task:

- a) What is the learning through SISM2 intervention, SIP Formulation/updating and implementation process
- b) What is the problems faced and
- c) Way of improvement to tackle the problems



Group Discussion on learning, problems and others

Each group discussed in the groups, finalized the points, prepared on the newsprint and made the presentation. The followings are the presentation made by each group:

a) Resource Person Group

Learning

- i. Simplicity in participatory planning and implementation
- ii. Improvement in overall aspect of schools/not budgetary plan
- iii. Capacity development on leadership for SIP



Presentation of learning and others by RP Group

Problems

- i. Less participation of stakeholders
- ii. Formulation of ambitious plan
- iii. Problem in implementation

Ways of Improvement

- i. Increase the participation of stakeholders
- ii. Formulation of realistic plan
- iii. Effective monitoring of implementation

b) School Group

Learning

- i. Development of ownership among the parents
- ii. Formulation of implementable plan
- iii. Incorporation of activities related to increase the learning achievement in SIP

Problems

- i. Lack of budget
- ii. Difficult to aware the parents
- iii. Lack of capable manpower at local level

Ways of Improvement

- i. Identification and proper utilization of local resources and formulate the plan based on available local resources
- ii. Implement the activities related to parents awareness
- iii. Implement the activities by hiring the capable manpower from other places

c) DEO Group

Learning

- i. SIP is must for overall development of school (
- ii. SIP should be mandatory for all school
- iii. Alternative Head teacher should be recruited if HT should not formulate and submit SIP on time.

Problems

- i. Not success to formulate SIP on time
- ii. Not success to give the answer of what is the punishment if schools not formulate the SIP?
- iii. Not succeed to provide feedback to school by analyzing the SIP.

Way of Improvement

- a. Facilitate and encourage the school for formulation the SIP
- b. Recruit the alternative Head teacher if schools fails to formulate the SIP
- c. Block the all types of the grant to the school

6. How to provide supports for schools for updating Annual Implementation Plan for 2074

Action Plan on how to support the school to update the AIP of 2074

S.N.	Description	When	Who
1	One day orientation to HT and SMC Chairperson	By May 24, 2017	RP
2	Support, monitoring and feedback to school for SIP updating	By June 03, 2017	RP
3	Formulation and Submission of SIP	By June 14, 2017	School/RP

7. Award-Giving Ceremony to Schools with Best SIP

DEO Sankhuwasabha has formed one committee for the selection of the three schools with Best SIP based on the following criteria:

- The school who has done well in involving community in preparation of SIP
- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.
- The school which incorporates disaster preparedness/management related activities/plan in SIP and implemented properly.

Based on the above criteria, the committee reviewed the SIPs with the support of RPs and has selected following three schools for Best SIP Awarding.

- A) Bal Kalyan Basic School, Makalu Rural Municipality-4, Rane gaun
- B) Panchayat Basic School, Chainpur Urban Municipality-4
- C) Amaruwa Secondary School, Dharam Devi Urban Municipality-8

Head Teacher and SMC Chairperson of each school were invited in the workshop and awarded with the following educational materials:

- Trophy-1
- Football-1
- Volley ball-1
- Skipping-10
- Ring-5 sets
- One bag to carry all the above materials



Handing over the Trophy to Best SIP School by Act. DEO

Mr. Govind Tamang, Head Teacher and Ms. Sun Maya Tamang, SMC Chairperson of Bal Kalyan Basic School, Makalu Rural Municipality were invited on the stage and passed on the trophy and other educational materials by Ms. Michiko Tsurmine of SISM2. Similarly, Mr. Madhav Prasad Adhikari, Head Teacher and Mr. Dil Bahadur Paudel, SMC Chairperson of Panchayat Basic



School, Chainpur Urban Municipality-4 were invited on the stage and awarded the trophy and other educational materials by Mr. Surya Kiran Bhandari, Deputy Director of ERED. And lastly, Mr. Deepak Mani Ghimire, Acting DEO of Sankhuwasbha handed over the trophy and other educational materials to Mr. Raj Kumar Khanal, Head Teacher and Mr. Ranahang Jimée, SMC Chairperson of Amaruwa Secondary School, Dharam Devi Urban Municipality.

8. Wrap-up and Closing

Mr. Raj Kumar Khanal, Head Teacher of Amaruwa Secondary School, Dharam Devi Urban Municipality; Mr. Keshav Bhattarai, SO of DEO Sankhuwasabha; Ms. Michiko Tsurumine of SISM2; Mr. Surya Kiran Bhandari, Deputy Director of ERED and Mr. Deepak Mani Ghimire, Acting DEO of Sankhuwasbha put their views during the closing ceremony.

Annex-1

Details of participants of District Level Wrap up Workshop, DEO Sankhuwasabha

SN	Name	Position	Organization	Contact #
1	Santosh Kumar Baral	SS	DEO SSB	9852051988
2	Kedar Khatri	RP	Pokhari & Barhbise RC	9842277532
3	Madhav Prasad Adhikari	HT	Panchayat BS	9842215127
4	Dil Bahadur Paudel	SMC-C	Panchayat BS	9842442560
5	Dirgh Raj Raya	Administration	DEO SSB	9842141188
6	Apan Shrestha	TA	DEO SSB	9852057909
7	Umesh Prasad Shah	Sub-Engineer	DEO SSB	9847044051
8	Manoj Kumar Mandal	Account	DEO SSB	9862005026
9	Govind Tamang	HT	Bal Kalyan BS	9742061606
10	Sun Maya Tamang	SMC-C	Bal Kalyan BS	-
11	Bishnu Prasad Dahal	RP	Modi & Mamling RC	9852051370
12	Raj Kumar Khanal	HT	Amaruwa SS	9842335167
13	Ranahang Jimée	SMC-C	Amaruwa SS	9842687991
14	Sal Bahadur Paudel	RP	Aakhibhui RC	9842106771
15	Gopal Prasad Bhattarai	RP	Wana RC	9852030263
16	Khyam Bahadur Ghimire	RP	Seduwa RC	9742094862
17	Chhejap Bhote Lhomi	Director	Nepal Lhomi Society	9851187446
18	Gopal Mani Bhandari	SS	DEO SSB	9842107972
19	Gopal Prasad Dahal	RP	Hedanga RC	9746115252
20	Bishwa Nath Subedi	RP	Tamku & Chanipur RC	9852051047
21	Nil Mani Pokhrel	RP	Chandanpur RC	9742010312
22	Ishwar Ghimire	RP	Khandbari RC	9852051963
23	Basu Koirala	SS	DEO SSB	9842122687
24	Cholanath Dhungana	RP	Dhupu RC	9862029965
25	Raj Kumar Rai	RP	Lingan RC	9742080116
26	Prashanta Bhattarai	TA	DEO SSB	9852058360
27	Nepal Man Shrestha	RP	Mangtewa RC	9842096111
28	Deepak Khanal	TA	DEO SSB	9842161961
29	Deepak Mani Ghimire	SO	DEO SSB	9842076451
30	Keshav Bhattarai	SO	DEO SSB	9862138224
31	Rishi Raj Khadaka	OA	DEO SSB	9842028858
32	Khela Raj Dahal	OA	DEO SSB	9842107886
33	Shyam Budhathoki	OA	DEO SSB	-
34	Surya Kiran Bhandari	Dy. Director	ERED	9842636497
35	Michiko Tsurumine	Expert	SISM2	9851117531
36	Sanjeev Kumar Gupta	SPO	SISM2	9851203389
37	Rojan Maharjan	AP0	SISM2	9860199971

Annex-2

Outline of District Level Wrap Up Workshop

1. Objectives

- To review and share the experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process
- To award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

2. Districts and Tentative Dates (One-day)

Region	Districts	Tentative Dates	Remarks
Eastern	Sankhuwasava	21 April 2017	Intensive Monitoring District
Mid-Western	Kalikot	23 April 2017	Intensive Monitoring District
Central	Bhaktapur	May 2017	Intensive Monitoring District
Western	Kapilbastu	June 2017	Intensive Monitoring District
	Tanahun	June 2017	SIP Study District
Far-Western	Dadeldhura	June 2017	Intensive Monitoring District

3. Facilitators/ Resource Persons

- T3/T5 members from DoE/NCED/CDC
- RED of each Region
- DEO and SIP-CP (Contact Person) of each district
- SISM2 National Staff

4. Participants

- ADEO, SO, SS, RP
- HTs and SMC-C of awarding schools
- Selected I/NGOs and Media

5. Preparation

(1) Contact DEO to discuss the date and preparation of the Meeting

- Inform him/her on the objectives and agendas
- Agree on the date and venue
- Request him to select three schools (Two Basic School, one Secondary School) with best SIPs and invite the HT and SMC-C of the schools to the Meeting, following the selection criteria as below:
 - The school who has done well in involving community in preparation of SIP
 - The school which prepared a good quality (practical, simple and implementable) SIP
 - The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.

- Request selected all three schools to prepare 1 page article on good practices of SIP processes and implementation. (Budgetary activity or Non-Budgetary activity)
- (2) Contact RED, brief him/her about the Meeting and request him/her to join the Meeting and prepare the presentation which include the following:
 - Overall progress of SIP preparation in the RED, lessons learned, and action plans for the future.
- (3) Contact SIP-CP, brief him/her about the Meeting and request him/her to prepare the following:
 - Request him to give presentation of the SIP Progress in the district.
- (4) Contact the T5 members to join as the facilitator/monitoring team
- (5) Purchase and prepare the awards for the Schools with the Best SIP
(A set of bag with Trophy-1, Football-1, Volley ball-1, Skipping-20 and Ring-5 sets).

6. Tentative Agenda and Process

Time	Activities	Facilitators
10:00-10:30	Registration	
10:30-11:00	Opening, Introduction and Orientation <ul style="list-style-type: none"> - Objectives - Expectations - Orientation 	SIP-CP/RED/DEO
10:30-11:30	Presentations on <ul style="list-style-type: none"> ● Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP (PPP-1) ● Results of SISM2 End Line Survey, SIP Study and SIP Appraisal (PPP-2) 	DoE/NCED/CDC/RED and SISM2
11:30-12:00	Presentations on overall progress of SIP updating in the district	SIP-CP
12:00-13:30	Sharing from Schools: Good practice of SIP implementation.	
13:30-14:00	Khaja	
14:00-15:00	Discussions on <ul style="list-style-type: none"> ● Experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process ● How to provide supports for schools for updating Annual Implementation Plan for 2074 	ALL
15:00-15:30	Award-Giving Ceremony to Schools with Best SIP	RED/DEO
15:30-16:00	Wrap-up and Closing	All

Annex-3

Presentation on Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

4/25/2017

OVERALL PROGRESS OF THE NATIONAL DISSEMINATION ON SIP UPDATING AND PROVISIONS OF SCHOOL BASED MANAGEMENT IN SSDP

Department of Education
April, 2017

PRESENTATION OUTLINE

1. **SIP Updating: Policy context**
2. **Glance of SISM Support for Capacity Development on SIP Updating**
3. **Cascade Approach for National dissemination**
4. **SISM2 Inputs: Developing, printing and Distributing Various Training Packages**
5. **SISM2 Inputs: Training and Workshops on sip updating**
6. **DoE Inputs: Budget allocation for SIP formulation and implementation**
7. **Experience and Key Lessons**
8. **PROVISIONS OF SCHOOL BASED MANAGEMENT IN SSDP**

1. SIP UPDATING: POLICY CONTEXT

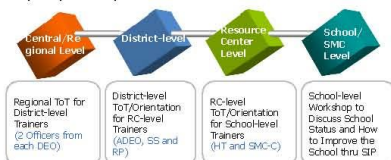
- 'Decentralization' a priority area of GoN/MoE
- School Sector Reform Program (SSRP, 2008)
 - ✓ "School-based management will continue through a SMC which will report to the parents for school performance and to the local government for compliance with regulatory requirements including social inclusion" p. 16
- School Improvement Plan Formulation Guidebook 2014
 - ✓ Capacity development for SIP formulation, P.6
- School Sector Development Plan (SSDP, 2016)
 - ✓ "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." p. 73

2. GLANCE OF SISM SUPPORT FOR CAPACITY DEVELOPMENT ON SIP UPDATING



3. CASCADE APPROACH FOR NATIONAL DISSEMINATION

Capacity development at all levels



4. SISM2 INPUTS: DEVELOPING, PRINTING AND DISTRIBUTING VARIOUS TRAINING PACKAGES



5. SISM2 INPUTS: TRAINING AND WORKSHOPS ON SIP UPDATING

- 1.) 1st National dissemination in 2014/2015
 - "R-To-T for capacity development in SIP formulation and updating" in five development regions, Central, Western, Eastern, Mid-Western and Far-Western, in November 2014
 - D-To-T in 30 districts (Central Development Region).
- 2.) 2nd National dissemination in 2016
 - RR-To-T for Annual SIP Updating, in 2016
- 3.) ToT on SIP for ETC Trainers (all 29 ETCs Trainers trained)
- 4.) SIP Appraisal in 11 districts.

6

6. DoE INPUTS: BUDGET ALLOCATION FOR SIP FORMULATION AND IMPLEMENTATION

FY	Activities	Unit	Physical Target	Unit Cost	Budget NPR (,000)
2015/16 (2072/73)	SIP Formulation & Updating, increasing social accountability and transparency through social audit for Ensuring Quality Education	School	29,133	6,500 for Basic and 10,500 for Secondary Schools	233,064
2016/17 (2073/74)	Block grant to basic schools for SIP, Interaction for capacity development of community and SMC, guardians' education and extra-curricular activities	School	21,211	10,000	212,110
	Grant to secondary school for SIP, Interaction program for capacity development of community and SMC, Guardians education and extracurricular activities	School	6,187	20,000	123,740

7

7. EXPERIENCE AND KEY LESSONS

- (1) Cascade approach works to convey **unified message** from central to school on how to prepare simple and implementable SIPs.
- (2) RC-level orientation plays an **intermediary role** for delivering unified message and for exchanging experiences.
- (3) SISM2 approach (reactivation of existing system, cascade-type training, school-level workshop with community participation, and use of existing government institutions) found **useful and practical instrument**.

8

7. EXPERIENCE AND KEY LESSONS

CONTD...

- (4) Incorporation of SIP-related capacity development in the **existing & regular training/orientation** programs helps for the continuation of SIP activity.
- (5) Training for **newly-selected SMC** members are needed for revitalizing SIP and SMC/PTAs.
- (6) SIP needs to be linked with various issues i.e. school grant, school account etc for **"Synergy Effects"**.
- (7) SIP Appraisal is **"MUST"** for ensuring quality of SIP.

9

8. PROVISIONS OF SCHOOL BASED MANAGEMENT IN SSDP

- The continuation of initiatives to build capacity at school and district levels.
- Develop a national framework to support local governments to establish roles and functions including the capacity of SMCs to strengthen school governance and management.
- Strengthen the awareness of parents and communities to increase the capacity of SMCs and PTAs and through them the accountability of schools for providing quality education.

10

8. PROVISIONS OF SCHOOL BASED MANAGEMENT IN SSDP

CONTD...

- Strengthen the capacity of school management personnel on account keeping, linkages between planned activities and budgets and disaster management and strengthen the leadership of head teachers.
- The incorporation of school safety into school improvement plans.

11

4/25/2017



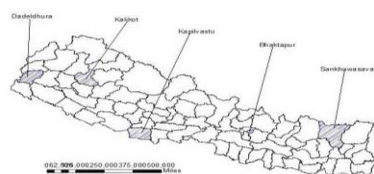
THANK YOU

RESULT SHARING OF
SISM2 END-LINE SURVEY
FOR
THE REGIONAL/NATIONAL
DISSEMINATION OF SIP UPDATING

Objectives of the End-line Survey

- To collect information regarding the capacity of concerned institutions such as Local Bodies (LBs) and District Education Office (DEO) as well as different levels of stakeholders, and current practice of school management, especially related to school improvement plan (SIP), and
- To assess improvements in order to analyze the contribution of SISIM Model to the improvement of access and quality of basic education.

Map of the district for SISM2 Baseline and End line Survey



Target and Sample Numbers

District	SS	RP	VDCs/ M/Ps	School Level				
				School/ HT	Teacher	Student	Parent	SVC member
Sankhuwasabha	4	14	2	20	70	164	173	94
Bhaktapur	5	7	2(+1)	20	80	117	111	90
Kapilbasti	4	9	2	20	61	152	186	137
Kalikot	4	4	2	20	67	157	141	115
Dadeldhura	6	7	2	20	75	192	150	105
Total	23	41	10(+1)	100	353	782	761	541

Target Groups	Main Survey Items	Survey Methods
DDC	<ul style="list-style-type: none"> Status of District Education Committee (DEC) and District Education Plan (DEP) Budget and its allocation for education 	Interview
MP/VDC	<ul style="list-style-type: none"> Status of Municipality Education Committee (MEC)/Village Education Committee (VEC) and Municipality Education Plan (MEP)/Village Education Plan (VEP) Budget and its allocation for education 	Questionnaire and interview
DEO	<ul style="list-style-type: none"> Status of SIP development DEO Budget Number of RPs and their activities Relationship with DEC, MEC/VDC Relationship with NGO and development partners 	Interview
SS/RP	<ul style="list-style-type: none"> Status of school visit/monitoring Level of understanding and skills on SIP development, implementation, and monitoring/guidance Status of SIP development/implementation and school management at the school level Challenges Suggestions to improve implementation of SIP 	Questionnaire

Head teacher (Basic information about school)	<ul style="list-style-type: none"> Basic school information (number of students per grade, the level of students' attendance, working days of teachers) Status of involvement of guardians and PTA in school management Status of SMC and SIP development/implementation Status of social audit Financial resources Suggestions to improve implementation of SIP 	Questionnaire
Head teacher	<ul style="list-style-type: none"> Status of school management School problems Status of SIP formulation and implementation Suggestions to improve implementation of SIP 	Questionnaire
Teacher	<ul style="list-style-type: none"> Status of teaching and learning process School problems Status of SIP formulation and implementation Suggestions to improve implementation of SIP 	Questionnaire
Students	<ul style="list-style-type: none"> Guardians' involvement in children's education Learning of school Teacher's teaching process Evaluation on school SIP formulation and implementation Suggestions to improve implementation of SIP 	Focus Group Discussion
Guardians and SMC members	<ul style="list-style-type: none"> Guardians' and SMC members' involvement in school management Evaluation on school School problems School's accountability and transparency SIP formulation and implementation Suggestions to improve implementation of SIP 	Focus Group Discussion

Survey Implementation

- **Duration:**
- June 2016 to February 2017.
- **Data Collection:**
- SS/RPs
- SISIM2 Project Team
- **Data entry, data compilation, analysis and preparation of report :**
- SISIM2 Project Team.

Findings of the End-line Survey

- (1) Overall improvement in the key education data
– the access to and internal efficiency of education are being ameliorated steadily

Region	District	Year (BS)	NIR Net G1 and Net R for others*				Promotion Rate				Repetition Rate				Drop-out Rate			
			G1	G1-5	G6-8	G1-2	G1-5	G6-8	G1	G1-5	G6-8	G1	G1-5	G6-8	G1	G1-5	G6-8	
Eastern	Sankhuwasabha	2069	95.2	94.7	71.8	69.6	78.8	84.0	21.2	14.8	9.9	9.2	6.5	6.1				
		2073	97.2	97.7	90.7	82.2	84.4	90.7	10.4	10.3	4.4	7.4	5.3	4.9				
Central	Bhaktapur	2069	95.4	98.0	87.8	85.6	91.8	92.5	5.2	2.2	1.3	9.2	5.9	6.2				
		2073	96.8	98.8	91.5	88.5	92.9	92.8	6.6	2.6	3.2	3.9	4.5	4.0				
Western	Kapilbastu	2069	90.8	93.7	57.9	77.3	84.9	90.0	20.1	11.2	3.8	2.6	3.9	6.2				
		2073	88.9	97.4	54.5	83.6	89.6	89.2	12.6	7.3	5.6	3.8	3.1	5.3				
Upper Western	Kalikot	2069	87.6	96.5	76.2	68.3	77.9	86.0	23.4	16.1	7.7	8.3	5.9	6.3				
		2073	97.0	97.8	91.8	74.0	83.0	91.8	19.5	12.1	4.4	6.5	4.9	3.8				
Far Western	Dadeldhura	2069	94.5	98.3	80.4	69.2	78.5	84.8	22.6	16.2	9.1	8.2	5.3	6.1				
		2073	91.7	94.0	87.5	81.7	84.8	92.0	12.7	9.5	3.9	5.6	5.7	4.0				
Northern side		2069	91.2	95.3	72.2	72.5	84.2	88.7	19.9	10.6	5.2	7.7	5.2	6.1				
		2073	95.2	96.9	80.9	80.9	88.2	90.7	14.3	7.8	4.4	4.8	4.0	4.9				

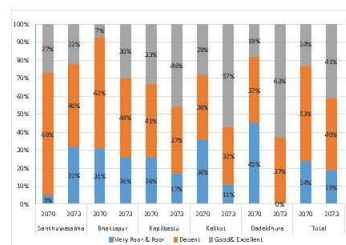
(2) Increased percentage of schools which develop an annual SIP

- increased from 43% (BS 2070) to 71% (BS 2073)

District	BS 2073	BS2072	BS 2071	BS 2070
Sankhuwasabha	20 (100%)	20 (100%)	19 (95%)	15 (75%)
Bhaktapur	10 (50%)	10 (50%)	10 (50%)	19 (95%)
Kapilbastu	7 (35%)	20 (100%)	9 (45%)	3 (15%)
Kalikot	14 (70%)	18 (90%)	6 (30%)	1 (5%)
Dadeldhura	20 (100%)	20 (100%)	19 (95%)	5 (25%)
Total	71 (71%)	88 (88%)	73 (73%)	43 (43%)

(3) Improved reflection of community needs in SIP

- all the districts except for Sankhuwasabha improved the reflection level of community needs in their annual action plans of SIP



(4) Improved SS/RPs' self-evaluation of capacity, practice and perception of SIP

- significantly improved the capacities, practices and perceptions regarding SIP
- significant improvements in the evaluation from head teachers about RP's support

342	The annual action plan (SIP) of your school includes non-budgetary activities.	
343	RPs support for formulating an annual action plan (SIP) for your school was effective.	
344	You share the program of annual action plan (SIP) through a notice board or calendar.	

(5) Better implementation rate of non-budget activities than budgetary activities in SIP

- in total 91% of non-budget activities and 71% of budgetary activities were implemented either partially or fully
- high implementation rate of non-budget activities were made possible by strong commitment and efforts of schools and SMC members to improve their schools.
- the implementation rate of budgetary activities related to physical infrastructure is particularly low; about a half of planned budgetary activities were not implemented at all.

(6) Improvement in the area of disaster preparedness

- SIP was actively used as a tool to strengthen disaster preparedness at school
- 103 disaster preparedness activities were planned by the sample 100 schools in an annual SIP of BS 2072 (AY 2015/16)
- high 94% of non-budget disaster preparedness activities were either fully or partially implemented

(7) Overall improvement on school-level stakeholders' opinions and perceptions

(a) Better involvement of all the school-level stakeholders in SIP formulation and implementation

• SS/RP Perception

Statement	Yes	No	Total	Percentage
1. SIP formulation/implementation improved	100	0	100	100%
2. I participated in decision of SIP	100	0	100	100%
3. I participated in SIP formulation	100	0	100	100%
4. I participated in SIP implementation	100	0	100	100%
5. I participated in SIP monitoring	100	0	100	100%
6. I participated in SIP evaluation	100	0	100	100%
7. I participated in SIP reporting	100	0	100	100%
8. I participated in SIP documentation	100	0	100	100%
9. I participated in SIP dissemination	100	0	100	100%
10. I participated in SIP archiving	100	0	100	100%

• HT Perception

Statement	Yes	No	Total	Percentage
1. I participated in decision of SIP	100	0	100	100%
2. I participated in SIP formulation	100	0	100	100%
3. I participated in SIP implementation	100	0	100	100%
4. I participated in SIP monitoring	100	0	100	100%
5. I participated in SIP evaluation	100	0	100	100%
6. I participated in SIP reporting	100	0	100	100%
7. I participated in SIP documentation	100	0	100	100%
8. I participated in SIP dissemination	100	0	100	100%
9. I participated in SIP archiving	100	0	100	100%

• Guardian Perception

Statement	Yes	No	Total	Percentage
1. I participated in decision of SIP	100	0	100	100%
2. I participated in SIP formulation	100	0	100	100%
3. I participated in SIP implementation	100	0	100	100%
4. I participated in SIP monitoring	100	0	100	100%
5. I participated in SIP evaluation	100	0	100	100%
6. I participated in SIP reporting	100	0	100	100%
7. I participated in SIP documentation	100	0	100	100%
8. I participated in SIP dissemination	100	0	100	100%
9. I participated in SIP archiving	100	0	100	100%

(b) Increased usage of SIP

as an instrument to improve learning achievement

(c) Acknowledged effectiveness of SIP to reduce drop out

Category of Activity	Budget allocated (Rs. in Lakhs)	Actual expenditure (Rs. in Lakhs)	Percentage of budget utilized	Percentage of budget utilized	Percentage of budget utilized	Percentage of budget utilized
1. Student enrollment	100	100	100%	100%	100%	100%
2. Internal efficiency	100	100	100%	100%	100%	100%
3. External efficiency	100	100	100%	100%	100%	100%
4. Learning achievement	100	100	100%	100%	100%	100%
5. Teacher management	100	100	100%	100%	100%	100%
6. Infrastructure of schools	100	100	100%	100%	100%	100%
7. Infrastructure of teachers	100	100	100%	100%	100%	100%

- (8) Insufficient education planning at district, municipality/VDC levels
- (9) Continuous efforts needed to further improve school management

Issues

- (1) School-level stakeholders' attention / participation issues,
- (2) DEO/RC's assistance, supervision, monitoring/ evaluation issues
- (3) Monitoring issues
- (4) Budgetary issues
- (5) Physical infrastructure issues, and
- (6) Teacher placement and management issues.

Annex-5

Presentation on SIP Study

Result Sharing of SIP Study

April 2017

1. Objectives of the Study

- To find out about the real state of SIP
- To analyze the linkage between SIP and its implementation
- To look at and learn about issues of selected areas concerning the situation of school

2. Approaches and Methods

2.1 Study Team and Advisory Members are

- Representatives of MoE, DoE, NCED, and CDC support as advisory members,
- DEOs, DEO Officers, and RPs of the sample districts and SISM2 team members

2.2. Selection of Sample Districts and RCs

- One district from Hill region and one from Terai region based on following criteria:
 - Diversity of the background
 - Geographical Access not difficult.
 - One of the 5 target districts of SISM2 End-Line Survey (ELS)
- One RC from each district
- RC of District-A (RC-A) has 36 schools and another RC of District-B (RC-B) has 40 schools.

2.3 Documents Studied

- Four sets of documents were studied:
 - 1) Five-Year-SIP (most recent or current one)
 - 2) Annual Implementation Plan of BS2073
 - 3) Income and Expenditure Report of 2015/16 (BS2072/73)
 - 4) School Management Questionnaire (hereafter called "Questionnaire")

3. Results and Findings of 5-Y-SIP and AIP

3.1 General Features

- Over 50% of 5-Y-SIP has either no Annual Implementation Plan (AIP), or no linkage with 5-Y-plan or incomplete.
- Year of formulation of 5-Y-SIP vary
- Copy-paste is commonly practiced
- Old format is still used

- In general, the higher the level of school is, the better the SIP quality is.
- The strong areas are "Overall Structure" and "No/Low Budgetary Activities".
- The weaknesses are "Budget Feasibility" and "Budget Linkage with Program", and "Quality of Analysis".

3.3 Self-Analysis of Problems

The major common problems listed under the nine reform areas are as follows.

- Less number of Students (75%/78%)
- High rates of dropouts and repetition, and low rate of promotion (68%/ 89%)
- Minimum achievement (100%/56%) (of academic performance)
- Insufficiency of quota and trained teachers (78%/100%)
- Irregularity of students' attendance (81%/84%)
- Insufficiency of physical facilities (92%/56%)
- Poor relation (lack of communication / transparency) between school, community and stakeholders (45%/87%)
- Insufficient/inadequate provision of teaching/sports material (58%/59%)
- Government grants mostly salary (32%/31%)

Income Expenditure

- Account head of the school account are not uniformed.
- School keep the account with different account head.
- Schools spend minimum amount for teaching and learning activities (1.8%/1.0%) and extra-curricular activities (0.07%/0.14%)
- The second major expenditure, after salary, is new construction (21.7%/17.5%)
- There are more expenditure for salary and infrastructure than income of the same heading.

3.2 General Features of Annual Implementation Plan (AIP)

- Many schools do not have proper AIP
- Many schools use the same format for AIP as the 5-Y-SIP.
- Many schools copy-paste their own 5-Y-SIP for AIP.
- Some schools which included School Self-Assessment" have done well in AIP.

3.4 Common causes of problems

- Lack of awareness/trust among parents toward schools (15%/37%)
- Attraction toward private schools (33%/17%)
- Family poverty, domestic labor, going for labor markets (28%/15%)
- Irregularity of students' attendance (22%/15%)
- Not much interest of both teachers and students (12%/17%)
- Insufficiency of teachers' quota and subject teachers (48%/29%)
- Lack of sense of responsibilities among stakeholders (40%/30%)

Plan Income Expenditure

- The planned activities in SIP are implemented by 28% (RC-A) to 41% only.
- There are more activities implemented without plan than the activities which are planned in SIP.
- The expenditure is larger than the budgeted amount.
- The linkage among the plan, income and expenditure cannot be found.

Lessons Learned

- (1) There is a confusion about SIP and AIP
- (2) Schools' awareness of their own problems and causes of problems is high.
- (3) School lacks information and guidance about Budget/Grants
- (4)) Planned activities of SIP are not given priority for funding
- (5)

Recommendations

- (1) Make one document with the name of Annual Implementation Plan (AIP) which has a clear link with SIP (as existence of School plan, SDP)
- (2) Improve the communication/guidance regarding school finance and account keeping urgently
- (3) Revise SIP-FGB incorporating learning from SISIM2 National dissemination like disaster, SIP Appraisal and clear guidance on AIP

Annex-6

Presentation on SIP Appraisal



SIP Appraisal -Achievement-

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



SIP Appraisal Orientation in 11 Districts

Based on the end-line survey, SIP study, and monitoring, it is realized that SIP appraisal/review is most needed for making SIP more realistic and implementable, and also improve the quality of SIP.

DoE and SISM2 conducted SIP appraisal orientation in 11 Districts (Gorkha, Dhading, Kathmandu, Nuwakot, Rasuwa, Ramechhap, Dolkha, Sindhupalchowk, Kavrepalanchowk, Lalitpur, Okhaldhunga) from Sep. 2016 to March 2017 in collaboration with respective DEOs.



SIP Appraisal Orientation in 11 Districts

Overall goal;

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

Objectives;

- To refresh/orient the knowledge and skills for updating SIP which includes disaster preparedness
- To prepare for the SIP Appraisal Meeting at RC Level
- To help SSs and RPs become skillful facilitators for SIP appraisal at RC level



SIP Appraisal Orientation in 11 Districts

Participants;

- DEO officers (DEO, Deputy DEO, SS, RP)
 - I/NGOs representatives working in the education sector in the respective Districts
- ⇒ in total, 364 people participated in the orientation in 11 districts

Facilitators;

- DEO, Deputy DEO, SIP-Contact Person of DEO
- SISM2 T5 members from DoE/NCED/CDC



SIP Appraisal Orientation in 11 Districts

Main contents;

- Quick review of SIP-FGB, SLW-Manual, SSA-Checklist and STM and Re-orientation of the Annual SIP updating
- Examination of selected SIPs
- Development of appraisal methods and process
- Making plans and preparing for RC-level Meeting
- Logistic orientation for RC-level Meeting.



Examination of SIP -How to Appraise-

List of the key criteria in rating a SIP

1	Overall Structure
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)

Examination of SIP -How to Appraise-



List of the key criteria in rating a SIP

2	Linkage with data, analysis, and plan
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

Examination of SIP -How to Appraise-



List of the key criteria in rating a SIP

3	Feasibility of Implementation and Concreteness
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?)



Examination of SIP



All together 2,135 5-year SIP and 564 annual SIP were brought by RPs from 11 districts for SIP appraisal.

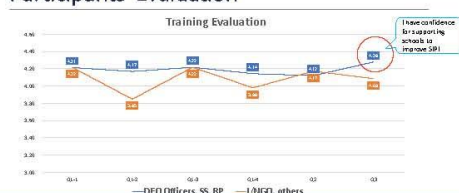
The participants examined these SIPs following above criteria and using the appraisal format.

They reviewed SIP as much as possible during the orientation.

Through the orientation, the participants realized ;

- 1) Most of SIPs follow SIP-FGB format. However, the quality of 5-year SIP is not as expected
- 2) More support and follow up by SS/RP is needed to the schools
- 3) SIP appraisal should be regularly carried out every year
- 4) DRR activities are incorporated into SIP relatively well

Participants' Evaluation



Participants' comments



The sessions were informative and helpful to understand SIP more deeply. Training was clear and practical. Our capacity was enhanced for appraising SIP and guide schools.

I have realized the weakness and strengths points of each school's SIP. It should be discussed with schools.

I did not know about reality of SIP so far, but now it became clear.

Now I can help the schools based on the result of appraisal, also I need to monitor SIP formulation.



Feedback for Schools – RC level Orientation

- ◆ After SIP appraisal orientation, 11 districts conducted RC-level orientation to give the schools feedback and comments on SIP based on the result of appraisal.
- ◆ RC-level orientation was carried out through regular RC-level meeting with Head Teachers.
- ◆ Gorkha DEO mentioned;
SIP Appraisal has encouraged school-level stakeholders to prepare good quality SIP, from the aspects of overall structure, linkage with data and analysis, feasibility, and concreteness. In the past, SS and RP used to give many theoretical examples, but never showed the practical examples. SIP Appraisal is a must to guide the school in the right direction and to formulate implementable SIP.



Next Step

- ◆ SIP Appraisal supposed to be disseminated nationwide next year 2074 through government program.
- ◆ SIP Appraisal would be “must” in the RC-level activity every year.
- ◆ SIP related activities should be continued even after introducing new government structure.



Thank you for your attention!!



Annex-7

Good Practices of Bal Kalyan Basic School, Makalu Rural Municipality-4, Rane gaun

SIP Good Practice of Bal Kalyan Basic School

1. District	Sankhuwasabha																																																			
2. School name	Bal Kalyan Basic School																																																			
3. School address	Makalu Rural Municipality-4, Rane gaun																																																			
4. Year of establishment	2043 BS (1986 AD)																																																			
5. Head Teacher's name	Mr. Gobinda Tamang																																																			
6. SMC Chair's name	Ms. Sun Maya Tamang																																																			
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td></td><td>6</td><td>7</td><td>12</td><td>6</td><td>5</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td colspan="13">Total : 36</td></tr></table>													ECD	1	2	3	4	5	6	7	8	9	10	11	12		6	7	12	6	5	0	0	0	0	0	0	0	Total : 36												
ECD	1	2	3	4	5	6	7	8	9	10	11	12																																								
	6	7	12	6	5	0	0	0	0	0	0	0																																								
Total : 36																																																				
8. Activity with budget - How was this activity plan come out? (background) - Who were involved? - How long did it take? - What was output? - What was outcome and impact? - Whether the activity is included in 5-Y-SIP and/or AIP? - Whether the activity is conducted only one year or it is a continuous one? If it is continuous one, how long it has been conducted?	<p>Case-1: Involvement of stakeholders in formulation Process of SIP/AIP</p> <p>School Initiatives:</p> <ul style="list-style-type: none">○ HT and SMC Chairperson were participated in RC level orientation of SIP formulation and updating.○ Finalized the date of 2 days school level workshop after the discussion with SMC and invited the SMC/PTA, child club, parents, teachers, community leader, and education devotee; and conducted the two day school level workshop by involving all the stakeholders.○ Based on the needs of school, listed the budgetary and non-budgetary activities separately and prioritized.○ Analyzed and identified the potential resources and prepared the 5 year SIP as per SIP-FGB and one year AIP in details.○ School has focused on the non-budgetary activities; while more activities were related to infrastructure previously.○ Conduct the interaction program with stakeholders inviting some education devotee people/well know people and discuss about how to implement the activities of SIP.○ Divide the roles and responsibilities within the stakeholders especially for non-budgetary activities during the regular meeting and mothers gathering <p>Output</p> <ul style="list-style-type: none">○ All stakeholders including parents are well known about the real situation of the schools as well as the process of plan formulation and the program and activities of the school after the participating in school level workshop for formulation of SIP.○ Increased the awareness as well as ownership among all stakeholders towards the schools.○ Increased the support of parents as a free labor and monetary support as well.○ More than 75% activities of SIP were completed last year with																																																			

the involvement of all stakeholders.

Case-2: School's initiation on Disaster Risk Reduction

(1) One Big Boulder (stone) blocked the downstream water passing near through the school boundary resulting flooding inside the classroom and chances of damages of classroom wall during the rainy season. If not properly managed, there would be disturbance in the teaching learning as well as chances of students/teachers' injuries.

School initiatives:

- School planned this activity in SIP
- HT had meeting with SMC and others stakeholders and formed 5 membered committee headed by the HT for its execution.
- That committee had the series of meeting with stakeholders and also with VDC for financial support to broken the big boulder as it was not possible to break by unskilled labor available in local level.
- School hired the skilled labor and broken that big boulder from the stream.
- The total expenses were NRs 14,000 for this activity, NRs 8,000 was supported by VDC and rest of money was by school.

Output

- Good relationship built with all stakeholders
- Schools, teachers and students are now safe by future disaster.

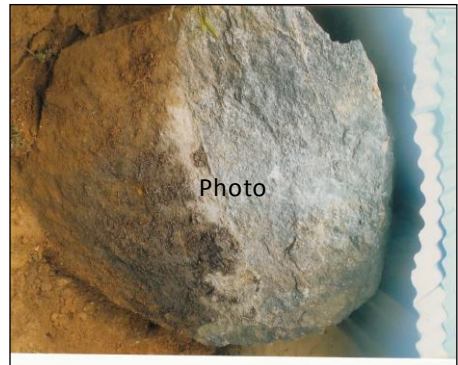
(2) This school is located in between two streams. All students must have to cross these two streams to reach the school. It was very risky for the students and teachers to cross the stream during the rainy season.

School initiatives:

- School planned this activity in SIP
- School coordinated with local parents, CBOs and VDC for the construction of temporary bridge made by wood.
- Local people supported free labor and VDC supported NRs. 20,000 for the construction materials
- School had taken the lead and constructed four temporary wooden bridges.

Output

- Schools, teachers and students are now safe and easily cross the stream during the rainy season.



(3) 300 meter water pipe was washed away by the flood which was only drinking water sources for the school.

School initiatives:

	<ul style="list-style-type: none"> • School planned this activity in SIP • School coordinated with local people and parents for maintenance of the water sources. • School had replaced the damaged pipe with new water pipe above the flooded debris temporarily together with all the stakeholders. <p>Output</p> <ul style="list-style-type: none"> • Now regular supply of drinking water for school.
<p>9. Activity without budget</p> <ul style="list-style-type: none"> - How was this activity plan come out? (background) - Who were involved? - How long did it take? - What was output? - What was outcome and impact? - Whether the activity is included in 5-Y-SIP and/or AIP? - Whether the activity is conducted only one year or it is a continuous one? <p>If it is continuous one, how long it has been conducted?</p>	<p>Case-3: Formation of Disaster Group to create the awareness for disaster preparedness</p> <p>School initiatives:</p> <ul style="list-style-type: none"> • School had interaction program with SMC/PTA and local people after the 2015 Earthquake and decided to do same awareness program related to the disaster especially earthquake. • School has formed “Disaster Group” under the Child Club comprising the members of child club. • Head teacher first discussed with the members of child club School about the how to be safe during the disaster based on STM and information collected from other sources. • The child club member with head teacher and teacher shared and discussed with others students during assembly time regularly about how to prepare for the disaster. <p>Output</p> <ul style="list-style-type: none"> • Students and parents are aware on disaster preparedness • School is regularly conducting awareness activities in the school with the leadership of child club. <p>Case-4: School has managed two separate garbage pits; one for disposable garbage and another for non-disposable garbage within the school area.</p> <p>Case-5: School has prohibited the use of plastic and junk food in the school.</p>

Annex-8

Good Practices of Panchayat Basic School, Chainpur Urban Municipality-4

SIP Good Practice Shree Panchyat Primary School

1. District	Sankhuwasabha																																						
2. School name	Shree Panchyat Primary School, Pyangkot.																																						
3. School address	Chainpur Municipality-4 , Sankhuwasava																																						
4. Year of establishment	17th Magh 2008 (1952 Jan. 31st Thursday)																																						
5. Head Teacher’s name	Mr. Madhav Prasad Adhikari																																						
6. SMC Chair’s name	Mr. Dil Bahadur Paudel																																						
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>10</td><td>12</td><td>10</td><td>4</td><td>7</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>													ECD	1	2	3	4	5	6	7	8	9	10	11	12	10	12	10	4	7	7	0	0	0	0	0	0	0
	ECD	1	2	3	4	5	6	7	8	9	10	11	12																										
	10	12	10	4	7	7	0	0	0	0	0	0	0																										
Total : 50																																							
8. Activity with budget - How was this activity plan come out? (background) - Who were involved? - How long did it take? - What was output? - What was outcome and impact? - Whether the activity is included in 5-Y-SIP and/or AIP? - Whether the activity is conducted only one year or it is a continuous one? If it is continuous one, how long it has been conducted?	Case-1: Initiation for Disaster Preparedness: School and all the stakeholders are very aware on the disaster preparedness after the learning from Great Gorkha Earthquake and school has built Temporary Learning Centre with the support of all stakeholders.																																						
	School Initiatives: <ul style="list-style-type: none">All stakeholders are now very aware regarding the impact of disaster and importance of its preparedness.School has called a series of meeting with all stakeholders (SMC/PTA, teachers, staff, students, parents and others) and discussed on the potential disaster such as fire, land slide, flood and earthquake and so on.School with all stakeholders decided to construct Temporary Learning Centre in school premises for disaster preparedness.School has coordinated with local body for the support to build the Temporary Learning Centre. VDC provided NRs. 1 lakh for the construction work while parents provided the free labor for the construction of the temporary learning Centre.SMC and parents also supported the locally available materials required for construction of the Temporary Learning Centre.With the effort and support of all stakeholders, school has built the Temporary Learning Centre. Output <ul style="list-style-type: none">Most of the stakeholders are now very aware about the disaster risk management and the importance of disaster preparedness.Good relationship was established among all stakeholders.The school can continue running the classes even in any disaster may occur.It will help in improving the quality of the school thus school will continue these activities in future as well.																																						

<p>9. Activity without budget</p> <ul style="list-style-type: none"> - How was this activity plan come out? (background) - Who were involved? - How long did it take? - What was output? - What was outcome and impact? - Whether the activity is included in 5-Y-SIP and/or AIP? - Whether the activity is conducted only one year or it is a continuous one? <p>If it is continuous one, how long it has been conducted?</p>	<p>Case 2: Incorporation of Low/No budgetary activities in SIP:</p> <ul style="list-style-type: none"> - The activities that carried out with low or no budget are: <ul style="list-style-type: none"> o Student enrollment campaign o Guardian Interaction program o SCM/PTA interaction program o Interaction program with parents about how to improve the educational quality of the school <p>Output:</p> <p>These activities help improving the quality education of the school. The school is committed to continue these activities regularly.</p>
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Annex-9

Good Practices of Amaruwa Secondary School, Dharam Devi Urban Municipality- 8

SIP Good Practice of Shree Amruwa Secondary School

1. District	Sankhuwasabha																																						
2. School name	Shree Amruwa Secondary School, Aankhibhui.																																						
3. School address	Dharma Devi Municipality – 8, Sankhuwasava (then Aankhibhui -7																																						
4. Year of establishment	17th Magh 2008 (1952 Jan. 31st Thursday)																																						
5. Head Teacher’s name	Mr. Raju Kumar Khanal																																						
6. SMC Chair’s name	Mr. Rana Hang Jimi																																						
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>32</td><td>31</td><td>30</td><td>31</td><td>31</td><td>35</td><td>79</td><td>79</td><td>112</td><td>65</td><td>57</td><td>54</td><td>32</td></tr></table> <p>Total : 663</p>													ECD	1	2	3	4	5	6	7	8	9	10	11	12	32	31	30	31	31	35	79	79	112	65	57	54	32
ECD	1	2	3	4	5	6	7	8	9	10	11	12																											
32	31	30	31	31	35	79	79	112	65	57	54	32																											
8. Activity with budget - How was this activity plan come out? (background) - Who were involved? - How long did it take? - What was output? - What was outcome and impact? - Whether the activity is included in 5-Y-SIP and/or AIP? - Whether the activity is conducted only one year or it is a continuous one? If it is continuous one, how long it has been conducted?	<p>Case-1: “Real and practical SIP can be Implemented Very Well”</p> <p>School has been formulating the SIP since last 2002/03 regularly knowingly or unknowingly. The total purposed budget for first prepared SIP (2002/03) was around 360 million focusing on only infrastructure related activities which was very ambitious so that no chances of implementation. This is due to that school has no experience how to formulate the real and practical SIP.</p> <p>Now head teacher has good experience of formulation of real and practical SIP. He has participated in RC Level ToT on SIP Formulation and conducted the two days School Level Workshop with the participation all the stakeholders of school.</p> <p>School Initiatives:</p> <p>A. Implementation of Budgetary Activities:</p> <ol style="list-style-type: none">1. Meeting hall construction: Since last year, school has been receiving financial support from DDC in installment basis. School has received NRP 579,000.00 out of 19,000,000.002. The class room is not repaired and maintained.3. Toilet is also not repaired4. 12 sets of furniture were constructed with NRs. 60,000.00 support from VDC.5. NRP 75,000.00 managed for prize distribution form internal source to conduct weekly extracurricular activities.6. NRP 25,000.00 from parents and internal source to manage sports goods and materials.7. School going to manage NRP 5,000.00 to have book corner.8. Mr. Suren Kumar Khadka a teacher contributed NRP 75,000.00 for teacher's self in the school.9. NRs. 50,000.00 arranged for teaching materials.10. NRs. 50,000.00 spent to organize general meeting, workshop and parents meeting in the school.11. NRs. 3,000.00 arranged for social audit.12. Focus is given in "Class room teaching" approach to increase learning																																						

	<p>achievements. Though there is budget for this activity, the money is not spent.</p> <p>B. Implementation of Disaster Risk Reduction Activities:</p> <ol style="list-style-type: none"> 1. The class wise health awareness programs against contagious diseases, cholera was conducted. 2. Training on "Prevention and controlling mechanism of earthquake and restoring water for Fire extinguished. 3. Training and pruning of trunks & branches of tree in school premises and informed students not to go in such area. 4. The school managing to organize observation visit to site that was hit by various disasters, collection of reference materials, curriculums, library establishment for which DDC has provided NRP 650,000.00. 5. Though the school is planning to increase internal resources, they are unable to do so. In previous year, they have spent NRP 15,62,000.00 out of 18,60,000.00 <p>C. Implementation of Non/Low budgeted activities:</p> <ol style="list-style-type: none"> 1. Trimester wise "Health check-up "of the students. 2. Arranging Tidiness & Cleaning of the classrooms. 3. Cleaning of play ground 4. Teaching materials development. 5. Guardian's awareness raising program. <p>Output</p> <ul style="list-style-type: none"> • Formulated real and practical SIP with the participation and accountability of all stakeholders, • Success to participate all stakeholders in the SIP activities • More than 90% of SIP activities successfully implemented • Interaction program on learning achievement following the monitoring procedures and Code of Conducts developed. • The learning achievement of the school is increased 54.54 from 52.84 of previous year. • The school set target to reduce student dropout rate from 7.69 to 5.25 and increase average teacher's attendance from 184.14 to 190 days in the year. <p>Conclusion</p> <p>The main objective of the planning is to increase learning achievement of the school. It is realized that the planned activities help in achieving the target easily. The SIP in the past was very ambitious and achievement was low and poor. The latest SIP was prepared as simple, practical and very realistic; many activities were successfully accomplished and continued accordingly.</p> <p>Case-2: SIP for Improvement of Learning Achievement</p> <p>School has been formulating the SIP since last 2002/03 regularly knowingly or unknowingly. The total purposed budget for first prepared SIP (2002/03) was around 360 million focusing on only infrastructure related activities which was very ambitious so that no chances of implementation. This is due to that school has no experience how to formulate the real and practical SIP.</p> <p>Now head teacher has good experience of formulation of real and practical SIP. He has participated in RC Level ToT on SIP Formulation and conducted the two days School Level Workshop with the participation all the stakeholders of school.</p> <p>School Initiatives:</p>
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	<ul style="list-style-type: none"> • School has prepared the real and practical SIP by conducting school level workshop with the participation of all stakeholders of school • School has focused to prepare the simple and implementable SIP focusing on the non-budgetary activities • Focused on activities related to improve the learning achievement • Series of discussion and interaction with the parents, teachers, students and others stakeholder on how to improve the learning achievement • Conduct the “Primary Level Education Quality Enhancement Program” focusing on class teaching. Provide the responsibility to teacher for teaching of major subject like English, science and math to improve the leaning achievement. • Manage the educational materials, sport materials discussing with teachers and students • Initiate the awarding for better achiever • Focus on the extra-curriculum activities <p>Output</p> <ul style="list-style-type: none"> • Good relationship built with all stakeholders • Learning achievement is now 53.4 which were 52 last year, 38 before last 5 years and 29 before that. • Now school is trying to achieve the learning achievement of 60 within the 5 years <p>Case-3: School’s Initiation of Disaster Preparedness</p> <p>School Initiatives:</p> <ul style="list-style-type: none"> • Update the SIP as per “Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School (STM)” • Incorporate the disaster related activities in SIP • Provide the orientation/interaction program to SMC, PTA, Staff, Teachers, Parents regarding the disaster preparedness • Conduct the disaster related classes in every grade by the teachers • Training on "Prevention and controlling mechanism of earthquake and restoring water for Fire extinguished. • Conduct the drill activities of earthquake by the students with the leading role of child club • Discussed and informed all guardians to manage 500 liters of water in every house as the preparedness for fire. Many guardians have managed the water in their households. School has also managed 1,000 liter of water in schools. • The class wise health awareness programs against contagious diseases, cholera was conducted. • Pruning of trunks & branches of weak tree in school premises by the guardians and informed students not to go in such area during the period of risk. • The school managing to organize observation visit to site that was hit by various disasters. • DDC has provided supported total of NRs. 650,000.00. for the collection of reference materials, curriculums for the library.
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B) District Level Wrap Up Workshop of Kalikot District

1. Introduction

SISM2 has supported DEO, Kalikot to conduct one-day District-level Wrap Up Workshop by inviting all the RPs, DEO Staff, I/NGOs and selected schools to disseminate the learning of SISM2 national dissemination on SIP formulation and Updating and drawn the learning and problems regarding the SIP formulation and updating.

2. Objective of Orientation

- To review and share the experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process
- To award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

Date	: 23 April 2017
Venue	: DEO Meeting Hall, DEO Kalikot
Participants	: Altogether 31 participants including DEO(1), SIP-FP(1), SS(1), RPs(5), TA(5), Junior Engineer(3), HT/teachers(3), SMC-C(3), Journalist(7) and I/NGOs- Save the Children(1) and KIRDARC(1) in the meeting. The details of participants are attached in <i>Annex-I</i> .
Facilitator/Support	: <ul style="list-style-type: none">- Mr. Lal Prasad Pokhrel, Section Officer, Regional Education Directorate, Mid-western Development Region- Mr. Chandra Man Jonchhe, Mr. Bishnu Prasad Acharya, SISM2.

3. Daily Proceedings

Preparation Day (22 April 2017)

- Mr. Bishnu Prasad Tiwari, DEO and Mr. Jasi Prasad Chaulagain, SIP Contact Person were participated in the preparation meeting
- DEO team was well prepared for the wrap up workshop. The team selected the following three schools for awarding as “Best SIP School Award”:
 - i) Jaganath Basic School (Running Grade ECD-3)
 - ii) Balbikash Basic School (Running Grade 1-5)
 - iii) Janajyoti Secondary School (Running Grade 1-10)
- Confirmed the participants.
- Discuss and finalize the facilitators for each session.
- Managed all logistic preparation for the workshop.

Workshop Day (23 April 2017) 11:00 to 17:00

The workshop was conducted following the "Outline of District-level Wrap up Workshop". Outline is attached in ***Annex-2***. The key information is presented as follows.

1. Opening

Opening session was chaired by Mr. Bishnu Prasad Tiwari, DEO and Mr. Lal Prasad Pokhrel, Section Officer; RED Mid-western was invited as Chief Guest. Mr. Jasi Prasad Chaulagain, SIP Contact Person, had provided the welcome speech and shared objectives of the workshop as well.

2. Presentations on

a) Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

Mr. Bishnu Prasad Acharya, SISM2 facilitated the session. The outline of the presentation is as follows:

- SIP Updating: Policy context
- Glance of SISM Support for Capacity Development on SIP Updating
- Cascade Approach for National dissemination
- SISM2 Inputs: Developing, printing and Distributing Various Training Packages
- SISM2 Inputs: Training and Workshops on sip updating
- DoE Inputs: Budget allocation for SIP formulation and implementation
- Experience and Key Lessons
- Provisions of School based management in SSDP

Presentation is attached in ***Annex-3***.

b) Results of SISM2 End Line Survey, SIP Study and SIP Appraisal

Mr. Bishnu Prasad Acharya, SISM2 facilitated the session. The outline of the presentation was as follows:

End Line Survey

- Context and objectives of the End-line Survey
- Survey Methodology
- Survey Instrument
- Findings of the End-line Survey
- Issues

Presentation is attached in ***Annex-4***.

SIP Study

- Context and objectives of the SIP Study

- Approaches and Methods
- Results and Findings of 5-Y-SIP and AIP
- Lessons Learned
- Recommendations

Presentation is attached in ***Annex-5***.

SIP Appraisal

- Context: Overall goal and objectives
- Main Contents
- Examination of SIP- How to Appraise
- Feedback for Schools- RC level Orientation
- Next Step

Presentation is attached in ***Annex-6***.

3. Presentations on overall progress of SIP updating in Kalikot district

Mr. Jasi Prasad Chaulagain, SIP Contact Person facilitated this session verbally. The major points of the presentation are as follows:

- Total number of community schools of the district – 296
- All schools prepared 5-Y-SIP
- 246 schools updated and submitted the Annual Implementation Plan (AIP) of 2073.
- DEO along with RPs have reviewed the AIP very roughly prepared by school, concluded the following points:
 - Most of the schools follow the format of 5-Y-SIP
 - Budgetary activities are mostly focused in most of the AIP
 - DRR related activities are included in the AIP

4. Sharing from Schools: Good practice of SIP implementation

a) Jaganath Basic School, Tilagupha Municipality-1

Ms. Saradha KC, Teacher of the school presented the good practices of the school by using PPT. Good practices of this school are attached in Annex-7.

b) Balbikash Basic School, Khadachakra Municipality-11

Mr. Tek Bahadur Bharati, Head Teacher of the school has verbally shared the good practices of the school. Good practices of this school are attached in Annex-8.

c) Janajyoti Secondary School, Sanni Tribeni Urban Municipality- 4

Mr. Shiva Raj Sanjyal, Head Teacher of the school has verbally shared the problems of the schools and ways forward. Good practices of this school are attached in Annex-9.

5. Experiences on SIP formulation/updating and implementation and future supports

Due to time limitations, the experiences through SISM2 interventions were collected through plenary discussion. The experiences and suggestions shared by the participants are

- SIP-FGB helps schools to prepare simple and implementable 5-Y-SIP. However, the updating AIP is found still not clear in SIP-FGB. Due to this many schools used same format for both 5-Y-SIP and AIP.
- School Self-Assessment, student attendance analysis is useful for SMC/PTA to realize their school situation and priority needs.
- Integration of DRR in SIP is must and initiated by the schools. However, Schools needs more support on DRR and how to incorporate DRR in SIP should be included in SIP-FGB.
- Schools are gradually realized the importance of SIP.

The participants came up with following Action Plan for providing support to the school on updating AIP for the academic year 2074.

S.N.	Description	When	Who
1	Discussion about AIP preparation on regular HT	By May 2017	RP
2	Support, monitoring and feedback to school for AIP updating	By June15, 2017	RP
3	Formulation and Submission of AIP	By June 15, 2017	School/RP

6. Award-Giving Ceremony to Schools with Best SIP

DEO Kalikot, in consultation with RPs selected three schools with Best SIP based on the following criteria:

- The school who has done well in involving community in preparation of SIP
- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.
- The school which incorporates disaster preparedness/management related activities/plan in SIP and implemented properly.

Based on the above criteria, DEO selected following three schools for Best SIP Awarding.

- Jaganath Basic School (Running Grade ECD-3)

- ii) Balbikash Basic School (Running Grade 1-5)
- iii) Janajyoti Secondary School (Running Grade 1-10)

Media peoples namely Mr. Tularam Pandey, Chairperson of Federation of Nepalese Journalist, Kalikot, Mr. Dalsing Giri, News editor of Radio Nepali Aawaj (FM), Mr. Kumar Karki, Reporter of Radio Malika, Mr. Lank Dhamala, Reporter of Radio Nepal Aawaj, Mr. Ramesh Rawal, Editor of Daliy Karnali Newspaper were invited in the award ceremony. Head Teacher and SMC Chairperson of each school were invited in the workshop and awarded with the following educational materials:

- Trophy-1
- Football-1
- Volley ball-1
- Skipping-10
- Ring-5 sets
- One bag to carry all the above materials.

7. Wrap-up and Closing

Mr. Tularam Pandey, Chairperson of Federation of Nepalese Journalist, Kalikot shared that SIP Best Practice Awarding is very good to encourage schools for preparing simple and implementable SIPs. Mr. Bishnu Prasad Tiwari, DEO of Kalikot extend thanks for SISM2 for organizing Wrap up workshop.

Annex-1

Details of participants of District-level Wrap up, Kalikot

SN	Name	Position	Organization	Remarks
1	Bishnu Prasad Tiwari	DEO	DEO	
2	Jasi Prasad Chaulagain	SO (SIP-CP)	DEO	
3	Dan Bahadur Gurung	SS	DEO	
4	Ram Prasad Bhusal	RP	DEO	
5	Dharma Bahadur Shahi	RP	DEO	
6	Thakur Prasad Gyawali	RP	DEO	
7	Indra Prasad Neupane	RP	DEO	
8	Parek Bahadur Shahi	RP	DEO	
9	Tejendra Prasad Gautam	Accountant	DEO	TA
10	Hari Chandra Baral	TA	DEO	
11	Rajesh Kumar Yadav	TA	DEO	
12	Dhurba Raj Panthi	TA	DEO	
13	Jyoti Gaire	TA	DEO	
14	Anil Kumar Bista	Junior engineer	DEO	
15	Lokendra Bdr Shahi	Junior engineer	DEO	
16	Mahesh Khadka	Junior engineer	DEO	
17	Sharada KC	Teacher	Jaganath Basic School	
18	Dal Bahadur Katuwal	SMC-C	Jaganath Basic School	
19	Tek Bahadur Bharati	HT	Balbikash Basic School	
20	Jaya Bdr Bharati	SMC-C	Balbikash Basic School	
21	Shiv Raj Sanjyal	HT	Janajyoti Secondary	
22	Bira Bdr Bohara	SMC-C	Janajyoti Secondary	
23	Tularam Pandey	Chairperson	Federation of Nepalese Journalist	
24	Dalsing Giri	News editor	Radio Nepali Aawaj (FM)	
25	Kumar Karki	Reporter	Radio Malika	
26	Lank Dhamala,	Reporter	Radio Nepal Aawaj	
27	Ramesh Rawal	Editor	Daily Karnali	
28	Anita Acharya	Reporter	Hamro Khabar	
29	Prem Raj Simkhada	Chief	Radio, Naya Karnali	
30	Pramod Neupane	PO-Education	Save the Children	
31	Hiramani Simkhada	PC	KIRDARC	
	Facilitator/Supporters			
1	Lal Prasad Pokhrel	SO	RED, Mid-western	
2	Chandra Man Jonchhe	PO	SISM2	
3	Bishnu Prasad Acharya	National Manager	SISM2	

Annex-2

Outline of District Level Wrap Up Workshop

(Same as Annex-2 of Sankhuwasabha District Report)

Annex-3

(Same as Annex-3 of Sankhuwasabha District Report)

Annex-4

Presentation on Results of SISM2 End Line Survey

(Same as Annex-4 of Sankhuwasabha District Report)

Annex-5

Presentation on SIP Study

(Same as Annex-5 of Sankhuwasabha District Report)

Annex-6

Presentation on SIP Appraisal

(Same as Annex-6 of Sankhuwasabha District Report)

Annex-7

Good Practices of Jaganath Basic School, Tilagupha Municipality-1

1. District	Kalikot												
2. School name	Jaganath Basic School												
3. School address	Tilagupha Municipality, 1, Ghadera, Kalikot												
4. Year of establishment	18 April 1994												
5. Head Teacher's name	Bimala Dhungana												
6. SMC Chair's name	Dala Bahadur Katuwal												
7. Number of Students	ECD	1	2	3	4	5	6	7	8	9	10	11	12
	45	36	26	27									
	Total : 134												

Jaganath Primary school, representing Jaganath temple situated nearby school was established in 18 April 1994, with recommendation from village assembly. It is located in northern belt, 58 km away from "Manma", District Headquarter of Kalikot.

The school has prepared 5-year SIP as a strategic plan and Annual Implementation Plan in every year. As trained by DEO, Kalikot, School conducted 2-day School-level Workshop to formulate SIP with active participation of SMC, PTA, Patents, Teachers, and Students. The SIP focused on improvement of learning achievement, qualified teachers' recruitment, extend and manage the physical facilities, adopted school safety, exploring & materialize of educational materials, improve the students and teacher's attendance. The school has committed to accomplish above mentioned activities accordingly.

A. Budgetary Activity

The school has able to improve the school by implementing the activities listed in SIP. The School has supported various non-expendable item & goods such as round table, book corner, flooring and furnishing, apron for teacher and educational materials by Save the Children & KIRDARC Nepal for ECD and other classrooms of the school. Similarly, the various refresher trainings were organized to the teachers that enhances learning achievement of student. As a part of SIP implementation, various extra-curricular activities and sports program were regularly organized that motivated students in their learnings.

In addition, teachers started to wear aprons having pockets to keep the teaching materials. This activity is highly appreciated by the educational stakeholder. Save the Children and KIRDARC has plan to replicate this activity in 100 schools of Kalikot.

Improvement in Classroom Learning



Child Friendly Learning Environment



Teacher in Classroom with wearing Apron

B. No Cost or Low Cost Activity

In SIP, teachers planned to prepare locally made teaching material by themselves. Teacher fully dedicated to prepare educational material with locally available materials. such as political map of Nepal, National anthem & emblems, information of domestic animals, flip chart of health and sanitation, flip chart of birds and vegetable, Picto-graphical chart of English and Nepali alphabet, Job-charts of the students of each classe. In addition to this school has organized the regular exhibition of teaching & educational material that sensitize teachers to deliver the quality education.

Teacher Made Teaching Materials



Teaching materials Exhibition: DEO, Ghana Shyam Poudel



Teacher is preparing teaching materials

There has been improvement in tidiness and learnings of the students. Students' and teachers' attendance became regular. Disaster Risk Reduction issues were integrated in SIP. It is good sign

that the stakeholders are taking ownership and taking responsibility for regular monitoring. Parents are actively participated in school's activity.

Annex-8

Good Practices of Balbikash Basic School, Khadachakra Municipality-11

1. District	Kalikot																																						
2. School name	Bal Bikash Basic School																																						
3. School address	Khandachakra Municipality-11																																						
4. Year of establishment	19 April 1985																																						
5. Head Teacher’s name	Tek Bahadur Bharati (bharatitbr@gmail.com)																																						
6. SMC Chair’s name	Jaya Bahadur Bharati																																						
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>-</td><td>21</td><td>13</td><td>11</td><td>13</td><td>15</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table>													ECD	1	2	3	4	5	6	7	8	9	10	11	12	-	21	13	11	13	15	-	-	-	-	-	-	-
	ECD	1	2	3	4	5	6	7	8	9	10	11	12																										
	-	21	13	11	13	15	-	-	-	-	-	-	-																										
Total : 73																																							

Bal Bikash Basic School was established in 19 April 1985 with the approval by local authority (then district Panchyat) Kalikot. In the past, there were very few support from organizations for physical infrastructure development and increase learning achievement of schools. As the active participation and support from the stakeholder within catchment area, many development agencies have been supporting this school for the implementation of SIP activities. With technical support DEO, the school prepared 5-Y-SIP for the period of 2013-17. Following the detailed procedure of SIP-FGG followed by updating of Annual Implementation Plan (AIP) as mentioned in STM. The SIP processes indeed, helps for holistic development of the school.

C. Budgetary Activity

Schools succeed to carry out various budgetary activities in collaboration with various agencies.

- 1) In 2013, school requested *Sahas Nepal* (local NGO) to construct child friendly drinking water supply facilities. The NGO asked whether or not school formulated SIP. Then, they provided NPR 85,000 cash support for the construction.
- 2) In 2014 as mentioned in AIP, DEO supported NPR 1,40,000 grant for the construction of urinal toilet in the school.
- 3) In 2014 based on SIP plan, Baruba Community Forest Users Group and Goreykanda Community Forest Users Group supported NPR 1, 00,000 grant each to install solar power to the school.
- 4) Upon the availability of SIP, VDC supported NPR 16,000 grant for the installment of Y-Max internet service in the school.

- 5) In 2015 DEO provided NPR13,50,000 grant to the school for construction of two room in school as mentioned in SIP.
- 6) After cross checking and reviewing SIP, Nepal Red Cross Society supported NPR 50,000 grant to the school upon the Tipy-Tap construction request.
- 7) In 2016 KIRDARC Nepal, Kalikot supported educational materials worth NPR 10,000 based on the activity mentioned in the SIP.

Improvement in School Physical facilities (Photo Point Monitoring)



Before new building construction



After new school building construction

We realized that to receive support from other agencies, preparation of 5-Y-SIP and annual updating is must for every school.

D. No Cost or Low Cost Activity

Schools succeed to carry out various low cost and no cost activities mentioned the SIPs i.e. cleaning, personal hygiene and sanitation, parents' awareness etc. School has been providing day meals to the students since couples of years. During AIP updating in the year 2014, school realized that student's personal hygiene and sanitation is most urgent need of the school which can be implemented with minimum budget. As a result, school has placed *"tooth brush set for every student in each class"* and trained to brush their teeth after the day meal. This activity will be continued every year.

No Cost and Low Cost Activities



Parents Day: DEO, Bishnu Pds Tiwari



Extra-Curricular Activity

Annex-9

Good Practices of Janajyoti Secondary School, Sanni Tribeni Urban Municipality- 4

1. District	Kalikot																																						
2. School name	Janajyoti Secondary School																																						
3. School address	Sanni Triveni Rural Municipality -4																																						
4. Year of establishment	1990																																						
5. Head Teacher's name	Shiva Raj Sanjyal																																						
6. SMC Chair's name	Bir Bahadur Bohora																																						
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>-</td><td>44</td><td>12</td><td>17</td><td>18</td><td>17</td><td>12</td><td>14</td><td>22</td><td>21</td><td>16</td><td>-</td><td>-</td></tr></table>													ECD	1	2	3	4	5	6	7	8	9	10	11	12	-	44	12	17	18	17	12	14	22	21	16	-	-
	ECD	1	2	3	4	5	6	7	8	9	10	11	12																										
	-	44	12	17	18	17	12	14	22	21	16	-	-																										
	Total : 193																																						

Janajyoti Secondary School established in 1990, after restoration of democracy in Nepal. The school is located at Sanni Triveni village which is a remote area of the Kalikot district. The community has been managing with active participation of local inhabitant. At present, the school is functioning with total of 9 teachers. Out of which, only three teachers (two permanent primary level and one Rahat teacher) are supported by DEO.

The School have been facing various problems i.e. inadequate classrooms, lab equipment, computers, sports materials and goods, poor learning achievements, no fencing and boundary wall of school premises, no separate toilet for girls' students, political intervention etc. The school prepared 5-Y-SIP for 2013-17 with technical support DEO. When, Who, How, Where to take support for school focusing physical and educational development were mentioned in the five year's plan. Then onwards, school has updated the Annual Implementation Plan annually as per the SIP-FGB and STM.

Currently there is not too much support from any organizations for the school's physical infrastructure and educational development however due to the active participation and support from the all stakeholders in formulation of SIP, school is able to manage the school in well manner. They manage the salary of locally hired six teachers from the amount of day meal & scholarship. School carries out various low cost and no cost activities i.e. cleaning of school, personal hygiene and sanitation, parents' awareness and extracurricular activities as well. As a result, the learning achievement of the student has been increased to some extent. With these efforts of the school, local agencies (I/NGOs) and instructions are willing to support technically and financially.

C) District Level Wrap Up Workshop of Dadeldhura District
Report on
District Level Wrap Up Workshop



District Education Office
Dadeldhura
May 2017

Introduction and Background

SISM2 has supported District Education Office, Dadeldhura (DEO DDL) to conduct one-day District Level Wrap Up Workshop by inviting all the RPs, DEO staff, I/NGOs and selected schools to disseminate the learning of SISM2 national dissemination on SIP formulation and Updating and drawn the learning and problems regarding the SIP formulation and updating.

Objective of Orientation:

- To review and share the experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process
- To award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

Date: 24 May 2017

Venue: DEO Meeting Hall, DEO DDL

Participants: 35 Summary of participants are as follows:

- DEO-1
- SO/SS- 5
- RP – 7
- Head Teacher – 3
- SMC Chairperson – 1
- PTA Chairperson - 1
- Other DEO staff - 11
- I/NGOs – 3
- Reporter -1

The details of participants are attached in ***Annex-1***.

Facilitator/Support:

- Mr. Lal Jung Chauhan, Director, Regional Education Directorate, Far Western Region
- Mr. Basanta Kumar Khatri, DEO Dadeldhura
- Mr. Keshav Gyanwali, SS, DEO Dadeldhura
- Mr. Sanjeev Kumar Gupta and Chandra Man Jonchhe, SISM2.

Invitee:

- Ms. Aika Tamimatsu, Education Representatives, JICA Nepal
- Mr. Krishna Lamsal, Program Manager, JICA Nepal

Preparation Day (23 May 2017):

Preparation of Orientation:

- Mr. Basanta Kumar Khatri, DEO, Mr. Keshav Gyanwali, SS (focal person for SIP) from DEO DDL, Mr. Arjun Dhakal, SO, DoE and Mr. Sanjeev Kumar Gupta and Mr. Chandra Man Jonchhe from SISM2 were participated in the preparation meeting
- DEO team was well prepared for the wrap up workshop. The team selected the following three schools for awarding as “Best SIP School Award”:
 - Shree Ganesh Secondary School
 - Shree Siddha Baijnath Basic School
 - Shree Shiva Shankar Basic School
- Confirmed the participants (RED-1, DEO-1, RP-7, SS/SO-6, HT-3, SMC Chairperson-3, NGO-3, Reporter-1 and others-6)
- Discuss and finalize the facilitators for each session.
- Managed all logistic preparation for the workshop.

Workshop Day (24 May 2017) 10:00 to 17:00

The workshop was conducted following the "Outline of District Level Wrap up Workshop". Outline is attached in **Annex-2**. The key information is presented as follows.

1. Opening Introduction and Orientation

Opening session was chaired by Mr. Basanta Kumar Khatri, DEO whereas Mr. Lal Jung Chauhan, Director of FWRED was invited as Chief Guest, Mr. Arjun Dhakal, SO of DoE, Ms. Aika Tamimatsu, Education Representatives and Mr. Krishna Lamsal, Program Manager from JICA Nepal were also invited as Special Guest. Mr. Narayan Datt Bhatt, SS of DEO had provided the welcome speech and shared objectives of the workshop as well.

Mr. Lal Jung Chauhan, Director of FWRED, during his opening speech, highlighted the support of government of Japan in Nepal. He also highlighted historical background of SIP and shared his experience when he was working as DEO that one school prepared the SIP and others schools just copied and paste the same SIP and submitted



Opening Remarks by Mr. Lal Jung Chauhan, Director, FWRED

it DEO only for shake of the getting budget. He further highlighted the issues of SIP as school has

only preparing the SIP, no school has go through the prepared SIP as well as not properly implemented and there is no SIP based funding by government an others organization.

Mr. Chauhan further added that school and other stakeholders now internalized/realized the need and importance of SIP by practicing of SIP and support of SISM. Now it is appropriate time for the SIP implementation in the present changing context of local body by which SIP based budgeting and real implementation SIP will take place effectively. “Hence, I strongly request to JICA to continue the technical support as per this changing context by designing and implementing SISM3” he quoted.

Mr. Basanta Kumar Khatri, DEO of Dadeldhura highlighted the following during the closing of opening session:

- Appreciate the support of JICA in the sector of planning and education
- Today’s SIP is different and improved one than the previous. Some schools have copy and paste in this district too but HT and SMC are aware and active.
- All HTs should understand that SIP is not only for school, it is also “Self Improvement Plan”, all must have to adopt and practice it.
- Only 13 schools out of 249 were not prepared and submitted Annual SIP in 2073. DEO has blocked the grant of SIP to those schools.
- DEO DDL has distributed the physical facilities and others grant to the school by analyzing/reviewing the SIP whether the activities are included or not in SIP.
- Many schools are taking interest on “Best School SIP Award” that encourages the others schools to formulate/update the more practical SIP and its implementation accordingly.
- At present changing context of restructuring of local body, most of the DEO budget will be disburse through the local body. Regarding this context, local body need more support and humbly request to JICA to continue the technical support through SISM3.



Opening Remarks by Mr. Basant Kumar Khatri, DEO

2. Presentations on

a) Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

Mr. Arjun Dhakal, SO of DoE has facilitated the session. The outline of the presentation is as follows:

- SIP Updating: Policy context
- Glance of SISM Support for Capacity Development on SIP Updating
- Cascade Approach for National dissemination
- SISM2 Inputs: Developing, printing and Distributing Various Training Packages
- SISM2 Inputs: Training and Workshops on sip updating
- DoE Inputs: Budget allocation for SIP formulation and implementation
- Experience and Key Lessons
- Provisions of School based management in SSDP

Presentation is attached in ***Annex-3***.

b) Sharing from SISM2

Mr. Sanjeev Kumar Gupta of SISM2 has facilitated the session. He has made the presentation on the following:

- i. Result of End-line Survey
- ii. SIP Study Findings and
- iii. Learning from SIP Appraisal

The ***Outline of the Result of End-line Survey*** is as follows:

- Context and objectives of the End-line Survey
- Survey Methodology
- Survey Instrument
- Findings of the End-line Survey
- Issues

The ***Outline of the SIP Study Findings*** is as follows:

- Context and objectives of the SIP Study
- Approaches and Methods
- Results and Findings of 5-Y-SIP and AIP
- Lessons Learned
- Recommendations

The ***Outline of the Learning of SIP Appraisal*** is as follows:

- Context, overall goal and objectives
- Main Contents
- Examination of SIP -How to Appraise
- Feedback for Schools – RC level Orientation
- Next Step

Presentation is attached in ***Annex-4***.

3. Presentations on overall progress of SIP updating in Dadeldhura district

Mr. Keshav Gyanwali, SS of DEO Dadeldhura has facilitated this session. The major points of the presentation are as follows:

- SIP Formulation
 - Two persons (Mr. Narendra Bahadur Khati, SO and Mr. Keshav Gyanwali, SS) from DEO DDL were participated in Regional ToT on SIP organized by FWRED in ETC Kanchanpur dated on 23rd to 26th November 2014.
 - DEO DDL conducted three days District ToT on SIP Formulation from 25th -27th December 2014 where total of 13 participants were participated.
 - Resource Centre Levels Workshop was conducted in all RCs where total of 494 participants were participated.
 - Two days School Level Workshops were conducted in all schools where 6175 participants (SMC/PTA, teachers, parents, students and others) were participated.
 - All 248 schools were prepared 5 Year SIP in 2072.
 - Three schools namely Ugratara SS, Pokhara; Saraswati BS, Phinnekot and Silaling PS, Budam were selected and awarded Best SIP Award 2072.
- Annual SIP Updating
 - Two persons (Mr. Narendra Bahadur Khati, SO and Mr. Kul Raj Soti, SS) from DEO DDL were participated in Regional ToT on Annual SIP updating organized by FWRED.
 - DEO DDL has conducted orientation program on Annual SIP updating during the regular RP/SS meeting of the district on dated 17th May 2015.
 - Resource Centre Level Orientation on STM and Social Audit Guidelines were conducted in all RCs during regular HT meeting.
 - All schools have conducted on day School Level Workshops by involving all stakeholders and updated/prepared Annual SIP.
 - Total of 235 out of 249 schools were prepared and submitted Annual SIP in 2073.
- DEO DDL experiences/findings/learning on SIP Formulation and updating process as

follows:

- Annual SIP updating orientation is not so effective and well managed due to no provision of the budget for the same program
- SIP is not given priority/emphasized by local body and I/NGOs as they have been supporting the schools based on the schools' demand not on what mentioned in SIP.
- The trend of Annual SIP updating has increased as DEO DDL has distributed the physical facilities and others grant to the school based on the SIP.

4. Sharing from Schools: Good practice of SIP implementation.

a) Shree Ganesh Secondary School, Badal, Dadeldhura

Mr. Kamal Bahadur Karki, Head Teacher of the school has shared the good practices of the school. Good practices of this school are attached in *Annex-5*.

b) Shree Siddha Baijnath Basic School, Jajola, Dadeldhura

Mr. Lal Bahadur Bohara, Head Teacher of the school has shared the good practices of the school. Good practices of this school are attached in *Annex-6*.

c) Shree Shiv Shankar Basic School, Ajaymeru Rural Municipality- 1, Bajkot, Dadeldhura

Mr. Bishnu Raj Bhatta, Head Teacher of the school has shared the good practices of the school. Good practices of this school are attached in *Annex-7*.



Sharing of best practices by School

5. Experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process

All the participants were divided in three groups as following:

- i. Resources person Group where all RP were participated,
- ii. School Group where Head Teachers and SMC Chairpersons of all three awarding schools and NGO personnel were participated and
- iii. DEO Group where all DEO staff were participated.

Each group has provided the following task:

- a) What is the changes we observed at school level through implementation of SISM2 intervention, SIP Formulation/updating and implementation process
- b) What is the problems/issues faced and
- c) Way of improvement to tackle the problems

Each group discussed in the groups, finalized the points, wrote on Meta card and made the presentation. The followings are the presentation made by each group:

d) What are the changes observed at school?

1. School Group

- i. Activities related to the improvement of Educational quality is included in SIP
- ii. Accountability of the parents towards the school is at increasing trend
- iii. Implementation of the activities
- iv. Increase in the participation of stakeholders



Group work presentation by RP Group

2. Resource Person Group

- i. Initiation of identification of needs and solutions of problems together with the participation of stakeholders
- ii. Formulation of vision of school
- iii. Improvement in the relationship of school with community
- iv. Increase in learning achievement

3. DEO Group

- i. Practice of planning
- ii. Increase in ownership for implementation of the activities
- iii. Increase in participation of stakeholders
- iv. Identification of real needs of school
- v. Development of skill of planning

e) What is the problems and issues faced

1. School Group

- i. Difficulties in the identification of resources
- ii. Lack of linkage between plan and implementation
- iii. Difficulties to make the consciousness of parents on the real problem of school
- iv. Lack of financial support
- v. Lack of trained manpower
- vi. Backwardness of the community
- vii. Lack of meaningful participation

2. Resource Person Group

- i. Lack of trained manpower
- ii. Lack of rapturous participation
- iii. View of school/stakeholders on SIP
- iv. Workload of school

3. DEO Group

- i. Lack of financial resources to implement the activities as per planning
- ii. No practice of appraisal
- iii. Formulation of ambitious SIP
- iv. Lack of professional manpower
- v. Lack of implementation of the activities as per SIP

f) Way of improvement to tackle the problems/issues

1. School Group

- i. Focus on the implementation of the plan
- ii. Implement the activities to increase the economic resources
- iii. Provide the additional training to build the capacity.
- iv. Implement the parental education and awareness program

2. Resource Person Group

- i. Organize the training time to time related to the SIP
- ii. Make aware the stakeholders on the importance of SIP and formulate the SIP with the active participation of all stakeholders
- iii. SIP should be prepared as the main documents of school development and implemented accordingly
- iv. Do the regular SIP review and appraisal

3. DEO Group

- a. Compulsivity of budget disbursement based on SIP
- b. Present the SIP appraisal as one of the main agenda in HT meeting

- c. Formulate the implementable SIP
- d. Conduct the training on SIP for the capacity development
- e. Formulate and implement the AIP as per SIP

6. How to provide supports for schools for updating Annual Implementation Plan for 2074

Action Plan on how to support the school to update the AIP of 2074

S.N.	What	When	Who	Monitoring Indicators
1	Orientation to HT and SMC Chairperson at RC	By May 26, 2017*	RP	Attendance, Photos
2	Organize orientation at school level, identification of needs and problems, formulation of writing committee	By May 27, 2017	HT	Attendance, meeting minutes
3	Prepare draft SIP and submitted to RC	By June 02, 2017	School	Draft SIP
4	Appraisal of submitted SIP and provide feedback and comments	By June 09, 2017	RP	Attendance, Photos
5	Formulation and Submission of SIP	By June 14, 2017	School/RP	SIP
6	Review of SIP	Quarterly basis	School/RP/District	Attendance, Photos

* Orientation of only one RC is left

7. Discussion on Dissemination of Best Practices of School

Floor discussion was conducted on how to disseminate the best practices of school so that the others schools of the district as well as nation will be benefitted. After the floor discussion, the following points were identified for the dissemination of best practices of school:

- Inter school Visit
- Teachers mobile meeting
- Head Teacher Mobile meeting
- Assign the teacher/HT as “Key Teacher” who are working very good and disseminate the best practices by inviting him in the schools
- Awarding who did very well
- Disseminate the best practices by using the social media
- Best practices of schools will be published in DEO Bulletin
- RC wise awarding to teacher/HT and others who did very well
- Dissemination through Feeder/Leader school

8. Award-Giving Ceremony to Schools with Best SIP

DEO DDL has first selected one best school from each RC during the regular SS/RP meeting of the

district. The best school from each RC is selected based on the quality of SIP and overall performance of the school for the improvement of quality of education. The selected school from each RC is as following:

S.N.	Name of RC	Name of selected Best School
1	Badal Resource Centre	Ganesh Secondary School
2	Alital Resource Centre	Gauri Shankar Secondary School, Melganja
3	Khalanga Resource Centre	Baijnath Secondary School
4	Rupal Resource Centre	Saraswati Secondary School, Bogata
5	Dewal Resource Centre	Dewal Secondary School
6	Ajaymeru Resource Centre	Shiv Shankar Primary School, Bajkot
7	Chilphi Resource Centre	Bhuvneshwori Secondary School, Bad Basantpur
8	Jogubuda Resource Centre	Siddha Baijnath Secondary School, Jajola

DEO DDL has formed one committee for the selection of the three Best SIP Practice School based on the following criteria:

- Overall performance of the school
- Financial aspect of SIP (budgeting of the activities and its viability, identification of sources of income, support and coordination with I/NGOs and guardians)
- Formulation and submission of SIP within the given timeline
- Overall structure of SIP (followed or not as per SIP-FGB)

Based on the above criteria, the selection committee has reviewed/analyzed the SIP of all 8 selected schools and did the marking of each school as following:

S. N.	Name of RC	Name of School	RP/SS meeting marking	Financial aspect of SIP	Submission within timeline	SIP Structure	Total Mark
			50	10-30	5-10	5-10	100
1	Badal RC	Ganesh SS	50	20	9	8	87
2	Alital RC	Gauri Shankar SS	50	15	5	6	76
3	Khalanga RC	Baijnath SS	50	15	5	8	78
4	Rupal RC	Saraswati SS	50	15	6	6	77
5	Dewal RC	Dewal SS	50	15	7	8	80
6	Ajaymeru RC	Shiv Shankar BS	50	17	8	8	83
7	Chilphi RC	Bhuvneshwori SS	50	17	9	7	78
8	Jogubuda RC	Siddha Baijnath SS	50	15	6	7	83

Based on the above marking, following three schools were selected for Best SIP Awarding.

- Shree Shiv Shankar Basic School, Ajaymeru Rural Municipality- 1, Bajkot, Dadeldhura
- Shree Ganesh Secondary School, Badal, Dadeldhura

C. Shree Siddha Baijnath
Basic School, Jajola,
Dadeldhra

Head Teacher and SMC
Chairperson of each school were
invited in the workshop and
awarded with the following
educational materials:

- Trophy-1
- Football-1
- Volley ball-1
- Skipping-10
- Ring-5 sets
- One bag to carry all the above materials



School receiving the Best SIP Award 2073

Mr. Bishnu Raj Bhatta, Head Teacher and Mr. Jagadish Prasad Bhatta, PTA Chairperson of Shiv



School receiving the Best SIP Award 2073 from Director, FWRED

Shankar Basic School were
invited on the stage and
passed on the trophy and
other educational materials
jointly by Ms. Aika
Tomimatsu of JICA Nepal
and Mr. Arjun Dhakal of
DoE. Similarly, Mr. Lal
Bahadur Bohara, Head
Teacher of Siddha Baijnath
Secondary School was
invited on the stage and
awarded the trophy and
other educational materials
by jointly Mr. Basanta
Kumar Khatri, DEO and Mr.
Krishna Prasad Lamsal of

JICA Nepal. And lastly, Mr. Lal Jung Chauhan, Director of Far Western RED handed over the trophy and other educational materials to Mr. Kamal Bahadur Karki, Head Teacher and Mr. Jes

Bahadur Bhandari, SMC Chairperson of Shree Ganesh Secondary School.

9. Wrap-up and Closing

Closing session was conducted under the chairmanship of Mr. Basanta Kumar Khatri, DEO of DEO Dadeldhura and Mr. Lal Jung Chauhan, Director of Far Western Regional Education Directorate was invited as chief guest.



Group Photo of participants with Awarded School

Mr. Kamal Bahadur Karki, Head Teacher of Ganesh Secondary School; Mr. Nand Raj Pant, Resource Person of DEO DDL; Mr. Krishna Prasad Lamsal of JICA Nepal; Mr. Arjun Dhakal of DoE; Mr. Lal Jung Chauhan, Director of FWRED and Mr. Basanta Kumar Khatri, DEO, DEO of Dadeldhura put their views during the closing ceremony.

Annex-1

Details of participants of District Level Wrap up Workshop, DEO Dadeldhura

SN	Name	Position	Organization	Contact #
1	Lal Jung Chauhan	Director	FWRED	98584440310
2	Basanta Kumar Khatri	DEO	DEO DDL	9858753135
3	Yagya Raj Bhatta	RP	Asayameru RC	9868776002
4	Bishnu Raj Bhatta	HT	Shiv Shankar BS, Baskot	9848743270
5	Jagadish Prasad Bhatta	PTA-C	Shiv Shankar BS, Baskot	9848769581
6	Kul Raj Soti	SS	DEO DDL	9848427100
7	Nand Raj Pant	RP	Dewal RC	9749515730
8	Khim Nand Pant	RP	Rupal RC	9868725512
9	Keshav Shahu	Sub-Engineer	DEO DDL	9858751633
10	Rajendra Kumar Rawal	Sub-Engineer	DEO DDL	9868726988
11	Narad Prasad Joshi	SS	DEO DDL	9848983818
12	Mahesh Kumar Joshi	Accountant	DEO DDL	9848725815
13	Keshav Raj Joshi	TA	DEO DDL	9848768785
14	Prakash Ayer	Sub-Engineer	DEO DDL	9858751885
15	Surendra Bahadur Karki	RP	Chilphi RC	9848801935
16	Rajendra Bahadur Pandey	RP	Khalanga LRC	9848731070
17	Sher Bahadur Saud	RP	Alital RC	9848805212
18	Hemant Raj Pant	SS	DEO DDL	9848728032
19	Narayan Datt Bhatt	SS	DEO DDL	9848702037
20	Prem Singh Ayer	RP	Badal RC	9848728034
21	Dambar Bahadur Saud	Sub-Engineer	DEO DDL	9858751113
22	Dhan Bahadur Bhandari	Reporter	RSS	9848802789
23	Lok Raj Pant	Program Coordinator	MPDS Dadeldhura	9848831690
24	Prem Bahadur Mahar	Vice President	NGO Federation	9858751129
25	Yagya Raj Bokati	Senior officer	Loo Niva Dadeldhura	9868890529
26	Kamal Bahadur Karki	HT	Shree Ganesh SS	9848728228
27	Jes Bahadur Bhandari	SMC-C	Shree Ganesh SS	9848733805
28	Lal Bahadur Bohara	HT	Sidhha Baijnath BS	9749571037
29	Keshav Gyawali	SS	DEO DDL	9848777188
30	Sushila Aryal	TA	DEO DDL	9868447928
31	Basanta Kumar Ojha	TA	DEO DDL	9848728983
32	Madan Raj Pant	TA	DEO DDL	9749515074
33	Laxmi Bhakta Deupal	Driver	FWRED	9848628660
34	Mahesh Pant	OA	DEO DDL	-
35	Dinesh Prasad Bhatta	OA	DEO DDL	9848855502
36	Arjun Dhakal	SO	DoE	9846278754
37	Aika Tomimatsu	Education Representatives	JICA Nepal	9851196890
38	Krishna Lamsal	Program Manager	JICA Nepal	9851050147
39	Sanjeev Kumar Gupta	SPO	SISM2	9851203389
40	Chandra Man Jonchhe	PO	SISM2	9841407056

Annex-2

Outline of District Level Wrap Up Workshop

(Same as Annex-2 of Sankhuwasabha District Report)

Annex-3

(Same as Annex-3 of Sankhuwasabha District Report)

Annex-4

Presentation on Results of SISM2 End Line Survey

(Same as Annex-4, 5, 6 of Sankhuwasabha District Report)

Annex-5

Good Practices of Shree Ganesh Secondary School, Badal, Dadeldhura

1. District	Dadeldhura																																						
2. School name	Ganesh Secondary School																																						
3. School address	Ganyapdhura Rural Municipality-2, Badal																																						
4. Year of establishment	2011 BS																																						
5. Head Teacher's name	Kamal Bahadur Karki																																						
6. SMC Chair's name	Tej Raj Bhandari																																						
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>11</td><td>10</td><td>18</td><td>28</td><td>23</td><td>22</td><td>63</td><td>44</td><td>60</td><td>85</td><td>35</td><td>0</td><td>9</td></tr></table>													ECD	1	2	3	4	5	6	7	8	9	10	11	12	11	10	18	28	23	22	63	44	60	85	35	0	9
	ECD	1	2	3	4	5	6	7	8	9	10	11	12																										
	11	10	18	28	23	22	63	44	60	85	35	0	9																										
Total : 408																																							

“Today’s Question”- Tools for Improvement of Learning Achievement

Introduction and Background

Ganesh Secondary School was established in 1954 AD on the name of Hindu God Ganesh, which is situated in most beautiful place of Eastern Dadeldhura, Ganeshpur Gaon Panchayat Ward no 3. The catchment area of this school is around 13.27 sq. km covered by the 439 households having the medium living standard. Learning achievement of the student is found still poor through continues assessment and periodic evaluation although they are good in classroom learning activities. In this regards teachers, students and child club had discussion to address the following questions:



School Building of Ganesh SS

- How to improve the learning achievement?
- Why the students are forgetting their learning after five days?
- How can we improve this situation?

Why not we also conduct "Today's question" activity in our school for improving such situation which was successfully implemented by many others school as a tool for

improvement of learning achievement, students had proposed. Joint meeting of all stakeholders decided to conduct the "Today's Question" as an activity of SIP.

Process

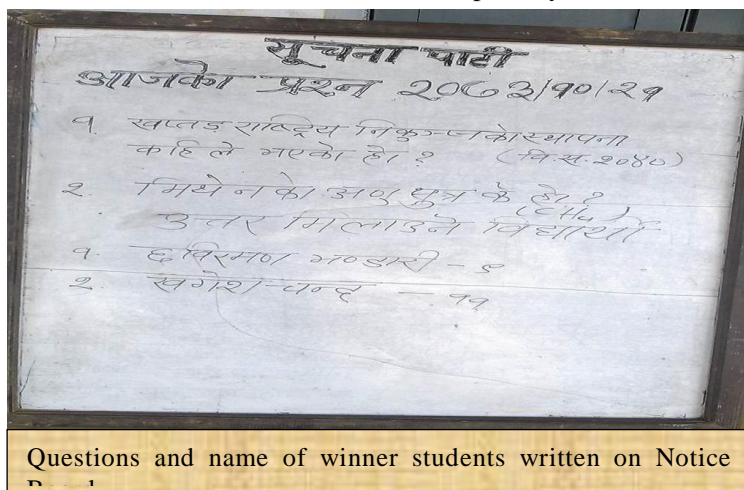
Students of grade 6-12 are actively participated in "Today's Questions" program in cooperation of Teachers team. This activity was implemented in two phases. In first phase, questions related to compulsory subject are prepared and continued for first three month. Then, first term examination was held and learning achievement was compared, analyzed and discussed among the teacher, student and parents. After that in second phase, general knowledge related questions are included along with compulsory subject under this activity. Parents are requested to discuss about today's question with their kids in the evening at home.



Students are conducting "Today's Question Program" after assembly

Step wise process

- This activity is conducted every day just after the completion of assembly
- 2 students from grade 6 to 12 everyday asked the questions to the floor for answer in front of all teachers. 2 students from another grade asked the questions next day and so on. (teacher team had assigned two students before some day of assembly to prepare the questions from the textbook of same or lower class)
- Students are tried to give answer. If the answer does not come from plenary, facilitator him/herself will give the right answer. If someone student give right answer, his/her name will be written on notice board for the encouragement.
- Conducting 'inter-house quiz contest at last Friday of each month and reward the stationeries for winner team.
- Students are encouraged to participate and win the Inter-school and RC Level quiz contest.



Questions and name of winner students written on Notice

- Parents are informed to observe and evaluate the impact of this program in their kids.
- Continuous discussion among the student, teacher and parents to find the effectiveness of this program by comparing learning achievement of terminal exam.

Output

- Communication skill have been developed among the students
- Students are able to conduct the program individually and face the mass
- It is very good opportunity to learn two new things every day in front of all stakeholders
- Competition is upsurge among the students to give right answer
- Students are capacitated to situate their problems with their parents and teachers
- Helped to make learning regular and continuous.
- 53% of parents/guardian had observed the positive effect of this activity on their kids.
- Subject wise learning achievement have been increased by 2.0
- Success to secure first position in RC Level quiz contest and district level aptitude test and intelligence recognition program.
- Learning achievement is improved by involving students in minimum cost.
- Parents' involvement in school's activities and communication between parents and school have been increased
- It is supportive to make good learning environment in school.
- It helped to achieve the goal of SIP "Improve the learning achievement
- As the success of this program, now school is going to conduct this in Class 1 to 5 by this academic year.

Annex-6

Good Practices of Shree Siddha Baijnath Basic School, Jajola, Dadeldhura

1. District	Dadeldhura																																						
2. School name	Siddha Baijanath Basic (Lower Secondary) School																																						
3. School address	Parshuram, Municipality Ward no. 10 – Jajola																																						
4. Year of establishment	2048-11-18 BS (1 March 1992 AD)																																						
5. Head Teacher’s name	Lalu Bdr Bohora (9749571037)																																						
6. SMC Chair’s name	Dhauilo Lunwar																																						
7. Number of Students	<table><tr><td>ECD</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>35</td><td>42</td><td>40</td><td>26</td><td>45</td><td>44</td><td>66</td><td>55</td><td>62</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table>													ECD	1	2	3	4	5	6	7	8	9	10	11	12	35	42	40	26	45	44	66	55	62	-	-	-	-
	ECD	1	2	3	4	5	6	7	8	9	10	11	12																										
	35	42	40	26	45	44	66	55	62	-	-	-	-																										
<div>Total : 415</div>																																							

Parental Program for School Development

Introduction and Background

Siddha Baijanath Basic School is situated in Dadeldhura, Jogbuda – 7 and current Parshuram Municipality wards no. 10 Jajola, Mahakali Zone, Far Western Development Region and was legally established in 2048-11-18. It has Selakhola (river) in the east, Bijayagada in the west, Puntura River in the north and Baijanath Community Forest and agriculture road in the south. This school is situated in 90km distance from district head quarter and 5km distance from RC. Many migrant people from different areas have been settled in this place. Green forest, holy river, historical places are the beauty of this place. Beautiful deer roaming in the jungle and wild animals have increased the reputation of the inner terai.

Process

School has been conducting the parental program by inviting parents, SMC and others stakeholders regularly and have a discussion on different issues and problems of school. School has organized general meeting on "How to make child friendly school?" in participation of parents, teacher, SMC, PTA, and students. DEO, Dadeldhura was also invited for the essential support and feedbacks. Sometime school has organized parents meeting with the view point of school's transformation as per the current context as well as roles of parents and each stakeholder for school development. School has also invited the parents during the SIP formulation/updating workshop and gives the first priority of needs of parents.

The Parents had monitored the school activities every day turn by turn. Parents gave the feedback and motivation on what they observed during the visit. At the end of the month every parent (who monitored the school on that month) had been invited for the consultation meeting.

Output

The major changes school has observed/realized compared to past as follows:

- Active participation of parents
- Develop ownership in every aspect
- Students escape rate has been minimized, so that regularity improved
- Learning achievement has been increased
- Decision making and approval with the stakeholder's consent
- Repetition and dropout rate has been minimized
- Increased pass rate.
- Code of conduct for each major stakeholders of school was formulated and everyone committed to follow.
- Everyone has positive response towards school and the social relationship in the community was strengthened.
- Parents are up to date with the school daily activity.
- Stakeholders are participating in different social events to collect the fund for the school expenditure as per the need.

Annex-7

Good Practices of Shree Shiv Shankar Basic School, Ajaymeru Rural Municipality- 1, Bajkot, Dadeldhura

1. District	Dadeldhura					
2. School name	Shiva Shankar Basic (Primary) School					
3. School address	Ajayameru Rural Municipality-1, Bajakot					
4. Year of establishment	2045 Baishakh 1 BS (13 April, 1988 AD)					
5. Head Teacher’s name	Bishnu Raj Bhatta (Cell #: 9848743270)					
6. SMC Chair’s name	Krishna Bahadur Bista (Cell: 9848749990)					
7. Number of Students						
	ECD	1	2	3	4	5
	15	9	10	12	13	7
	Total : 66					

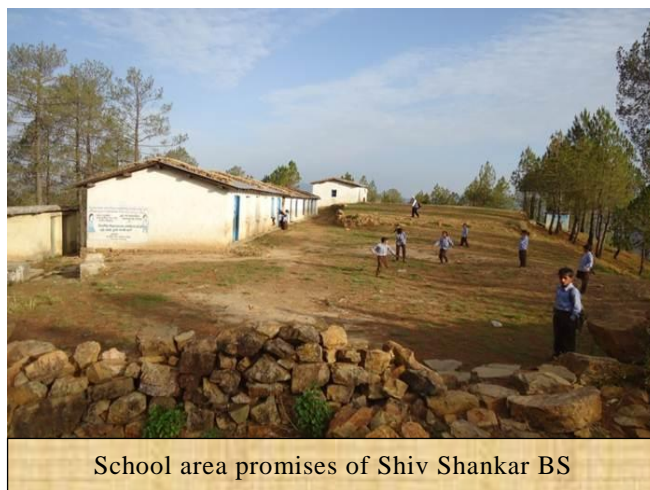
Case- 1: Today's Attendance Board

Introduction and Background:

This school is located very far from the district headquarter at the adjoining to Baitadi district though the road linkage is good. Regularity of the students was serious problems for this school and teachers as well due to many reasons. Luniva Bal Sarokar Samuha (Luniva Child Concern Group) had invited this school



Child friendly class room



School area promises of Shiv Shankar BS

and managed the observation tour in 2071. Head Teacher from this school was participated in the observation tour. He observed and found ***“Today's Attendance Board Activity”*** is effective in some model schools of Kathmandu and Bhaktapur and thought that we can also improve the educational indicators of school by adopting this activity.

Head teacher shared the experiences of educational observation focusing on today's attendance board activity among the teacher staff. The same meeting decided to implement the same activity in the school too by using available local resource and materials with the support of teachers, staff, students and others. Then, the school incorporates 'Today's Attendance Board' as an activity in updated SIP for increasing the regularity of students and teachers.

Process

First school has constructed the Attendance Board and different colored wooden coins required for

the board with the support of students, teachers, staff and parents. It took around two months for the preparation of the attendance board and wooden colored coins. The wooden colored coins were made of locally available wood of pines tree. After that, school succeeds to implement this activity by AY 2072.

The Today's Attendance Board activity is useful to show the daily attendance of teachers, and students of ECD to grade 5. Attendance board gives information about absentees. Unique different wooden coins having different colors are made to represent the individual students of ECD to Grade 5 and every teachers & staff.

The attendance board is divided in two parts. Upper part is for teacher and staff where one column is designed for individual teacher and staff with the name. Lower part is for students where each grade in individual rows and roll number of each student in separate column is designed.

Similarly, different color of wooden coins is designed for presence of the teacher, staff and students while only red color wooden coin is designed for absence of all teacher, staff and students. For example, If the teacher is present in school white colored wooden coin will be display on the board, likewise girl student's attendance are represented by yellow colored wooden coin and boy student's attendance are represented by blue colored wooden coin. And red colored wooden coin



Sample of Today's Attendance Board

represents the absentee of teacher, staff or student.

Output:

Following are the output of Today's Attendance Board.

- Students' attendance rate is increased and being regular
- Teachers' attendance rate is increased and being regular
- Timely presence of teacher and students in school
- Rate of students and teacher attending in assembly are increased
- Knowledge of number among the students have been increased
- Easy to know that who (teacher or student) is absent or present in school.
- Easy to monitor the presence and absence of teachers and students by SMC/PTA and parents
- Uses of local resources have been increased though it is time taking process.
- Being one of the highly priorities activity of SIP

Case-II: Child friendly water tape

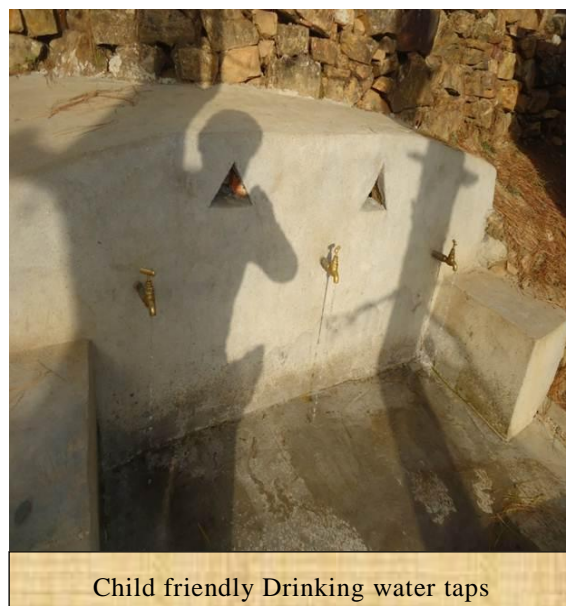
Introduction and Background:

For the long time, school faced the scarcity of drinking water in school premises. Water source was half an hour walking distance, very hard to carry every day. It was the budgetary activities which required bulk of money which was not possible to complete by school itself.

Process

A series of meeting with stakeholder was organized. This activity was also given priorities in 5-year SIP and annual implementation plan by coordinating with Government and non-government organizations. Then school proposed to District Drinking Water and Sanitation Divisional Office (DDWSDO) and they are agreed to give some financial support which was not enough to accomplish the construction. Then the school had requested to Luniva Bal Sarokar Samuha for further support.

To ensure the pure and safe drinking water facility within the school compound, DDWSDO and Lunibha Bal Sarokar had financially supported. In



Child friendly Drinking water taps

addition to this, SMC, parents and other stakeholders had donated their labor to conduct this. All the stakeholders are engaged. It took one month to accomplish the construction activity.

Output

- Easy access of drinking water facility in school
- Students are getting child friendly water tap, which is easy to open and close them self.
- Developed the personal hygiene and sanitation skill among the students

D) District Level Wrap Up Workshop of Kapilvastu District

1) Introduction

SISM2 has supported DEO, Kapilbastu to conduct one-day District-level Wrap Up Workshop by inviting all the RPs, DEO Staff, I/NGOs and selected schools to disseminate the learning of SISM2 national dissemination on SIP formulation and Updating and drawn the learning and problems regarding the SIP formulation and updating.

2) Objective

- To review and share the experiences about what we have learned through SIP formulation/updating and implementation process
- To learn from and award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

3) Participants and Facilitators

Date	:	25 May 2017
Venue	:	LRC, Kapilbastu
Participants	:	Altogether 39 participants including DEO/ADEO(4), SIP-FP(1), SS(4), RPs(8), Other DEO Staff(5), HT/teachers(4), SMC-C(3), Journalist(6) and I/NGOs-4 [Local NGOs namely LIDO, KSSC, SSRP and SetoGurans) in the meeting.
Facilitator/Support	:	<ul style="list-style-type: none">- Mr. Vishnu Prasad Adhikari, Director, Regional Education Directorate, Western Development Region- Mr. Yam Narayan Ghimire, Deputy Director, NCED.- Mr. ThaneshworGnyawali, Acting DEO- Mr. Surya Prasad Bhusal, ADEO- Ms. Atsuko Tsuruta, Mr. Rabi Chitrakar and Mr. Bishnu Prasad Acharya, SISM2.

4. Daily Proceedings

Preparation Day (24 May 2017)

- Mr. Yam Narayan Ghimire, Deputy Director, NCED, Mr. ThaneshworGnyawali, Acting DEO, Mr. Surya Prasad Bhusal, ADEO and SISM2 members were participated in the preparation meeting
- DEO team was well prepared for the wrap up workshop. They selected the following three schools for awarding as “Best SIP School Award”:
 - i) Shree PrathmikVidhyala(Running ECD to Grade 5)
 - ii) Shree Saraswoti Secondary School (Running ECD to Grade 9)
 - iii) Shree Janakalyan Secondary School (Running Grade 1-12)

- We interviewed the teacher/HT of two schools namely Shree PrathmikVidhyala and Shree JanakalyanSecondary School. The school's representative of another school was not attend in the preparation day.
- Confirmed the participants.
- Discuss and finalize the facilitators for each session. DEO facilitators' team came forward with the idea that they would like to focus on AIP outline as the discussion topic in the last session. SISM2 team agreed that was a good idea.
- Managed all logistic preparation for the workshop.

Workshop Day (25 May 2017) 11:30 to 16:20

The workshop was conducted following the "Outline of District-level Wrap up Workshop". Outline is attached in *Annex-1*. The key information is presented as follows.

1. Opening

Opening session was chaired by Mr. Thaneshwor Gyawali, Acting DEO and Mr. Vishnu Prasad Adhikari, Director RED Western Development Region was invited as Chief Guest. Mr. Surya Prasad Bhusal, ADEO, had provided the welcome speech and shared objectives of the workshop as well.

Mr. Vishnu Prasad Adhikari, Director of WRED, during his opening speech, highlighted the historical background of SIP and shared his experience when he was working as DEO in Rupandehi during SISM2 testing period. He said he came Kapilbastu to learn the outcomes and the best practices of the schools on SIP updating and implementation.

2. Presentations on

a) Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

Mr. Yam Narayan Ghimire, NCED facilitated this session. The outline of the presentation was as follows:

- SIP Updating: Policy context
- Glance of SISM Support for Capacity Development on SIP Updating
- Cascade Approach for National dissemination
- SISM2 Inputs: Developing, printing and Distributing Various Training Packages
- SISM2 Inputs: Training and Workshops on sip updating
- DoE Inputs: Budget allocation for SIP formulation and implementation
- Experience and Key Lessons
- Provisions of School based management in SSDP

b) Results of SISM2 End Line Survey, SIP Study and SIP Appraisal

b) Saraswoti Secondary School, Shivapur Ward no. 9, Baniyabhar

Mr. Bikram KC, head teacher of the school presented the good practices of the school; **School Safety activities** by PPT. Presentation of the *Good practices of the school is attached in the Annex-2.*

c) JanaKalyanSecondary School, Buddha Bhumi Municipality ward no. 8, Warkularpur

Mr. Nanda Kumar Giri, Head Teacher of the school presented the good practices of the school; **Multi Linguistic Education program (MLEP) and Keep School Clean Campaign** by using newsprint. Presentation of the *Good practices of the school is attached in the Annex-2.*

5. Discussions on

• Action Plan for supporting schools to prepare AIP 2074.

As stated in the SIP Study Report, participants realized that many schools do not seem to understand the relation between 5-Y-SIP and Annual Implementation Plan (AIP). Many schools make their AIP same way as their 5-Y-SIP. To avoid the confusion of 5-Y-SIP and Annual SIP, DEO, Kapilbastu decided to conduct one day RC-level orientation on AIP this year. The Draft Outline/format of AIP was discussed and agreed as follows.

Part I & II	Contents	Required pages
Part I (School Data Part)	1. Introduction 2. Data Tables 1) Grade-wise Students Profile 2) Internal Efficiency Status 3) Student Learning Achievement Detail 4) Teacher's Profile 5) Management of School Operation 6) Provisions of Physical Facilities 7) Provision of school management 8) Provision of Educational Materials 9) Resource Management 3. Review of Last Year Progress	4-6 pages
Part II (AIP)	4. Planning 1) Budget Estimation 2) "Table of Detail Annual Program and Budget" 3) "Work Plan Table". Annexes Attendance of SLW SMC Meeting Minutes	4-5 pages
Total pages		8-11 pages

The participants came up with following Action Plan for providing support to the school on

updating AIP for the academic year 2074.

S.N.	Description	When	Who
1	Conduct one day orientation to HT and SMC (RC-level)	By June 15 2017	RP
2	Support, monitoring and feedback to school for AIP updating	By June 30, 2017	RP
3	Formulation and Submission of AIP	By July 15, 2017	School/RP

6. Award-Giving Ceremony to Schools with Best SIP

DEO Kapilbastu, in consultation with RPs selected three schools with Best SIP based on the following criteria:

- The school who has done well in involving community in preparation of SIP
- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.
- The school which incorporates disaster preparedness/management related activities/plan in SIP and implemented properly.

Based on the above criteria, DEO selected following three schools for Best SIP Awarding.

- Shree Prathmik Vidhyala (Running ECD to Grade 5)
- Shree Saraswoti Secondary School (Running ECD to Grade 9)
- Shree Janakalyan Secondary School (Running Grade 1-12)

Six journalists namely Mr. Hari Adhikari, Radio Nepal, Mr. Saroj Aryal, Image TV, Mr. Dila Ram Bhusal, Nayapartika, Mr. Shambhu Shaimi, Mountain TV, Mr. Manoj Poudel, Kantipur daily and Mr. Khaga Prasad Chapagai, Butwal Today were attended in the award ceremony. Head Teacher and SMC Chairperson of each school were invited in the workshop and awarded with the following educational materials:

- Trophy-1
- Football-1
- Volley ball-1
- Skipping-10
- Ring-5 sets
- One bag to carry all the above materials.



Head teacher holding Trophy

7. Wrap-up and Closing

Mr. Vishnu Prasad Adhikari, Director, WRED closed the Wrap up meeting with his closing remarks. He highlighted following points in his closing remarks

- Kapilbastu district in one of the low performing districts in term of dropout rate, out of school children. The result of SEC this year is also not so satisfactory.
- Low performance of schools does not mean the weakness of the HT, SMC. RED, DEO, RC should take accountabilities on it.
- We should maximize our efforts to improve the situation. SIP can be good tools for improvement.
- The educational system re-structuring process is on-going. Local Bodies has major role to improve the school education. So, we should focus on capacity development of local bodies on school education management.
- School and other stakeholders are realized the need and importance of SIP with support of SISM2. Now it is appropriate time for the SIP implementation in the present changing context of local body by which SIP based budgeting and real implementation SIP will take place effectively.
- Extend thanks to SISM2 for continued support in SIP.

Annex-1

Outline of District Level Wrap Up Workshop

(Same as Annex-2 of Sankhuwasabha District Report)

Annex-2

Good practices of the school

1. Good Practices Shree PrathamikVidhyala

General Introduction

Shree Prathamik Vidhyala was established as 'Basic' level school in 2046 (1961) and is running classes from ECD up to class-5 level. It is located in 'Badahara', ward no. 2, Bhuddha Bhumi /Municipality which is 14 km west from the Taulihawa, district head quarter of Kapilvastu. *Badahara* Village is located in 1 km south of 'Mahendra lokamarga' (link road). Mr. Khusi Ram Tharu is the head teacher of the school where Mr. Ramesh Tharu is the chairperson of School Management Committee. The numbers of students in the school are as follows:

ECD	G-1	G-2	G-3	G-4	G-5	Total
16	15	12	18	19	20	100

A. 'Flower gardening' in the school premises. (Budgetary)

The school has 1.5 'Kattha' of land which is equivalent to 5,466sq. ft. (1 'Kattha' = 3.644 sq. ft.). The school has initiated 'Flower Gardening' in the main entrance of the school to look beautiful, clean and fresh. It enhances environmental friendly school that makes students more diligent, smart and well mannered. As a result, it is expected that learning achievement of the students and school will be improved.



Flower seed spreading!

Activities and procedures:

The school conducted this activity to explore hidden talent and skill of students, which enhances competitiveness and various innovations among the students. The school developed 4 'Flower bed' as a 'A', 'B', 'C' and 'D'. Similarly, the students were divided into 4 groups as well. Each group of the students was provided one 'Flower bed' along with a set of tools such as spade, grass cutting scissors, bucket and watering pot for gardening. The school has assigned one teacher as a coordinator of the program who will provide technical input, follow-up and monitor as and when necessary. It took 10 days for showing and other intercultural operations.

Main Achievements:

- As the school has a beautiful garden with varieties of flowers, the students are relaxed and tend to learn the lesson joyfully.
- The parents of nearby school were motivated to send their children in this school.
The school premises became so beautiful that every student, teacher and other supporting staff take good care of the garden and keep school clean& tidy.

B. "Bushes clearing activities": (Non-Budgetary).

This school located in the northern belt of Kapilvastu, which is considered as a model school in the village. The back yard of the school is covered by dense bushes and shrubs. The students and other passers-by often get injured while crossing the bushes. It is also a shelter for the insects, wild animals and snakes that become a burden of student's safety. Thus, all concerned stakeholders of the school held a meeting and agreed to form a bush clearing (Mowing the bush) committee consisting of School Management Committee/Parents Teacher Association members, the Guardians, the teachers and the students to mow bushes.

Activities and procedures:

As school does not have concrete compound wall, bush mowing will be carried out twice a year for about 10 days and will continue as regular activities of the school. Thus, the school has included this activity in 5-year SIP and the annual work plan as one of the important event. 'Mowing the bush' is done as a special campaigning of for the period of 5 days either in the morning and evening time where teachers, guardians, SMC/PTA members and the students from upper classes actively participated except students from lower class to avoided accident.

Difficulties:

The school faced some difficulties for smooth execution of the activity such as 1) Brining active & equal participation of all stakeholders, 2) High chances of insect and snake bites, 3) Cutting fingers of hands/legs and other body part and 4) Extreme heat expose to individuals. So, appropriate safety measure should be adopted accordingly.



Crushing the wild

Main Achievements:

- The students can play and have a fun in open space.
- The insects, wild animals and venomous snakes won't make shelters for hiding place.
- All students and passers-by are safe from injury by leaves and stem of the bushes.
- The school premise is clean and environment looks beautiful in 5 years.

2. Good Practices Saraswoti Secondary School

General Introduction

Saraswoti Secondary School is located in ward no. 9, Shivaraj of Kapilvastu which was established in 2057 Chaitra 28 (1st April 2001) and is running classes from ECD to Class 11. "Baniyabhar" is in a small village of Shivaraj, which is 64 km North West from the Taulihawa, districts headquarter of Kapilvastu. Mr. Bikram K C is the head teacher of the school where as Mr. Devendra Bahadur G C is the chairperson of School Management Committee. The numbers of students in the school are as follows:

ECD	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	Total
64	37	35	53	57	72	110	80	43	56	607

A. SIP formulation with active participation of Stakeholder: (Budgetary)



Actively participated in SIP

The school has encountered many difficulties to function school effortlessly and provides quality education to their best of ability. The common understanding, mutual harmony and meticulous effort of all stakeholders such as founder members, teachers, guardians, and school management committee yield easy access of quality education to all. The reason behind the success of the school is preparing real and

implementable SIP with active and meaningful participation of stakeholders. Within short period of time, the school able to recognized as 2nd best model school in the village by district education office. Similarly, the activities listed in SIP are implanted, followed up and monitored rigorously.

The school has been preparing periodic SIP and Annual Update strictly following the latest amended SIP-FGB as per the changing context of the education sector. The school has prepared 5-year SIP for the period of 2072-76 and annual update of 2073 (2016/17) focusing on "**Safety School Program**" with the active participation of the teacher, the guardians, the students, the SMC and PTA in through group work which will be last long for the period of 5 years.

Activities and procedures:

Considering the obstacles in running class smoothly due to structural damage of the school caused by devastating



Disaster mitigation training to stakeholders!

earthquake of 2015 in Nepal, imaging the student's casualties & havoc if it would have been on school days and possible forth coming disaster, the school initiated "Safety School Program". The school organized a workshop for updating annual SIP 2073 (2017) including some activities as follows:

- Conduct the training for the teachers and students on Disaster Risk Reduction, awareness raising, possible safety measure for individual or group and or community basis.
- Provide additional technical know-how and practical exercise on how to protect students from any risk caused by any disaster.
- Mitigate the 'First-Aid' kit to protect students from possible risk of disaster.

Main Achievements:

The school developed a training package targeting all stakeholders on disaster preparedness and explores the resources as well. The training on disasters such as earthquake, fire, landslide, and epidemics was conducted in each class at the end of every month. The school requested and coordinated with the health center of VDC, development agencies and nongovernmental organizations for the support & management of



Additional class on DRR in school.

the 'GO Bag'. As a result, the school has 'Go Bag' and they know how to use it. The school is more secured and ready to face any hazards in any time. The stakeholders are fully assured that this awareness rising activity will spread through the teachers and students to all concerned people in the school catchment area, the village and beyond that. This is one result of equal, active and meaningful participation of formulation and implementation of "School Improvement Plan".

3. Good Practices Shree Jana Kalyan Secondary School

General Introduction

Shree Jana Kalyan Secondary School was established as 'Basic' level school in 2018 (1961) and recognized as secondary school in 2044 (1987). This school has been running classes up to 12 levels since 2063 (2006). It is in Warkularpur, ward no. 8, Bhuddha Bhumi Municipality which is 25 km North West from Taulihawa, district head quarter of Kapilvastu. Mr. Nanda Kumar Giri is the head teacher of the school where Mr. Ram Shankar Tharu is the chairperson of School Management Committee. The numbers of students in the school are as follows:

ECD	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11	G-12	Total
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	-------

-	30	27	35	46	55	127	120	100	96	82	78	37	834
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A. Multi Linguistic Education program (MLEP): (Budgetary activities)

In the past, the school had been facing many problems such as students' drop out, poor learning achievement, low numbers of students' enrolment, students were not good at Nepali language so that they cannot concentrate on the study. Most of students are from one ethnic group whose mother language is *Tharu* and *Awadhi*. As teaching medium is in "*Nepali*" language, students were always in fear & uncomfortable. As a result, learning achievement was very poor and student drop rate was high. To address this problem, the school has been running classes in '*Tharu*', '*Awadhi*' and '*Nepali*' language in ECD to class III following "Multi Linguistic Education Program" as budgeted activities since February 2012 aiming to provide quality education to all.

The main objective of this program is to deliver quality education through local spoken language '*Tharu*' and '*Awadhi*'.

- Create child friendly environment.
- Increase student enrollment.
- Increase learning achievement.
- Decrease dropout rate of the student.
- Create simple & ease learning environment.



Activities and procedures:

The school has been organizing awareness rising on importance and necessity of multi linguistic education in the community. The school conducted community level workshop on Multi Linguistic Education Approaches to develop education materials required for running lessons in multi-language. The School coordinated with DEO and RC to form Multi Linguistic Committee in the school. The curriculums are written in local (*Tharu* and *Awaddhi*) language. The teaching guideline for Multi Linguistic Education Program is developed. Refresher training of the curriculum and text books writing is regularized. The manuscript of the multi linguistic text books is computerized, edited, published and lunched accordingly.

Teachers are writing multi linguistic text

The names of the school who has adopted Multi Linguistic Education Program apart from this school are 1) Shree Kishan Primary School, Champapur, 2) Shree Janajyoti Primary School, Dhamauli, 3) Kotihawa Danda Primaru School, Charigaun and Pipal Danda Primary school, Asanahara.

Main Achievements:

- Effective teaching process is in practice as the teachers are conducting the classes in mother language (*Tharu & Awaddhi*). As a result, the students easily understand the lessons taught by the teachers in the class.



The text books published in multi language!

- The student's enrolment in the school is continuously increasing. It helps in developing "Child friendly learning environment in the school. The students can easily learn basic education and become more creative as a result their learning achievement is increased significantly.
- The academic performance of Grade 1-3 is improved tremendously compared to previous academic year.
- The dropout rate of the students came down to 0 % from 15 %. The students take good care of the text books because they have the books in their own language.
- The Multi Linguistic Education Program made teachings very simple and interesting to the teachers

B. "Keep School Clean": (Non-Budgetary activities)

In the past, the school premises and classrooms were so dirty & ugly. Similarly, the toilets and water supply of the school were filthy & muddy. The teaching environment of the school was so disturbed so that the learning achievement became very poor. Thus, the teachers, supporting staffs and members of the child club held the meeting to address these problems of school and initiated "Keep School Clean" program as regular activities since 2013.

Activities and procedures:

The school formed a "School Cleaning Committee" consisting of teachers, supporting staffs and members of the child club to develop the strategic action plan and implementation procedure. All students from class 4 to 10 of the school, teachers, supporting staffs are involved in keeping school clean and tidy.

The students of each class are divided in to 6 groups. Each group clean their class room in one day in a week. For instant, the students of group 'A' clean the class room on *Sunday*, group 'B' is on *Monday*, and group 'C' is on *Tuesday* and so on. Regarding the cleaning of school premises and toilet, all students of each class clean one day. For instant, the students of Class IV clean 1st day of the month, class V do it on 2nd



Students cleaning school premises!

day of the month, class VI does on 3rd day of the month...and class 10 does on 7th days of the month and so on. The activities keep on running throughout the year in rotation basis. Generally, the cleaning of the school premises, toilet and classroom takes 15 minutes prior to "praying" time of every day in the school. The "School Cleaning Committee" facilitates the students during the cleaning, follow up and monitor of these activities regularly for good result.

Main Achievements:

- Cleaning of the school premises, class rooms and toilet become regular as day to day routine work of the school. It becomes an exemplary.
- The school premises, class rooms and toilets are always neat and clean.
- The students became more aware of cleaning the environment, health hygiene and habituated to keep the dirt in proper place to keep clean.
- The students became well mannered, discipline, responsible and developed the ownership as well.
- This "Keep School Clean" is regularly conducting and is continued in days to come as well.



Keeping litter in dust bean!

E) District Level Wrap Up Workshop of Tanahu District

1. Introduction

To disseminate the learning of SISM2 national dissemination on SIP formulation and Updating and drawn the learning and problems regarding the SIP formulation and updating, SISM2 has supported DEO, Tanahun to conduct one-day District-level Wrap Up Workshop by inviting all the RPs, DEO Staff, I/NGOs and selected schools

2. Objective

- To review and share the experiences about what we have learned through SIP formulation/updating and implementation process
- To learn from and award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

3. Participants and Facilitators

Date	:	01 June 2017
Venue	:	DEO hall, Tanahun
Participants	:	Altogether 32 participants including DEO/ADEO(4), SIP-FP(1), SS(5), RPs(13), Other DEO Staff(3), HT/teachers(3) and SMC-C(3) in the meeting.
Facilitator/Support	:	<ul style="list-style-type: none">- Mr. Ghana Shyam Aryal, Deputy Director, DoE.- Mr. Baburam Devkota, DEO- Mr. Bharat Raj Baral, SIP-CP- Ms. Atsuko Tsuruta, Ms. Bhumi Kala Poudel and Mr. Bishnu Prasad Acharya, SISM2.

4. Daily Proceedings

Preparation Day (31 May 2017)

- Mr. Ghana Shyam Aryal, Deputy Director, DoE, Mr. Baburam Devkota, DEO, Mr. Bharat Raj Baral, SIP-CP and SISM2 members were attend in the preparation meeting
- DEO, Tanahun shared that they have already discussed about the content of the Annual Implementation Plan (AIP) with RPs. All RPs are going to conduct 3-4 hours orientation to HT utilizing their regular HT meeting. DEO facilitators' team came forward with the idea that they would like to focus on AIP outline as the discussion topic in the last session. SISM2 team agreed on that.
- Confirmed the participants.
- Discuss and finalize the facilitators for each session.
- Managed all logistic preparation for the workshop.
- Interviewed with HT of three schools which are selected by DEO for awarding as "Best SIP

School Award”. We instructed them to prepare presentation for Wrap up meeting.

- ✧ Parbati Basic School, Mygade Rural Municipality-4
- ✧ Parashar Basic School, Bayas Municipality-4
- ✧ Bhanu Secondary School, Bandipur Rural Municipality-2.

Workshop Day (01 June 2017) 11:00 to 15:00

The workshop was conducted following the "Outline of District-level Wrap up Workshop". The outline is the workshop is same as Dadeldhura. The key information is presented as follows.

5. Opening

Opening session was chaired by Mr. Baburam Devkota, DEO and Mr. Ghana Shyam Aryal, Deputy Director DoE was invited as Chief Guest. Mr. Bharat Raj Baral, SIP-CP, had provided the welcome speech and shared objectives of the meeting as well. During the opening speech, Mr. Ghana Shyam Aryal highlighted the following:

- Government is supporting on SIP since many years, and also providing the grants for formulation and updating.
- JICA/SISM2 is providing technical support to prepare SIP in more simple, practical and implementable way.
- Highlighted on the rational of SIP appraisal and now we are moving the strengthened the capacity of RP/SS and others regarding SIP appraisal nationwide in coming year.
- Our focus for coming year is on capacity building of local bodies for the effective delivery of school education.

6. Presentations on

a) Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

Mr. Ghana Shyam Aryal, DoE facilitated this session. The outline of the presentation was as follows:

- SIP Updating: Policy context
- Glance of SISM Support for Capacity Development on SIP Updating
- Cascade Approach for National dissemination
- SISM2 Inputs: Developing, printing and Distributing Various Training Packages
- SISM2 Inputs: Training and Workshops on sip updating
- DoE Inputs: Budget allocation for SIP formulation and implementation



Presentation by Mr. Ghana Shyam Aryal, DoE

- Experience and Key Lessons
- Provisions of School based management in SSDP

(The presentation was same as Dadeldhura and not attached in this report).

b) Results of SISM2 End Line Survey, SIP Study and SIP Appraisal

Mr. Bishnu Prasad Acharya, SISM2 facilitated this session. The outline of the presentation was as follows:

- Context and objectives of the End-line Survey
- Survey Methodology, Survey Instrument
- Findings of the End-line Survey
- Results of SIP Study
- Brief Sharing of SIP Appraisal

(The presentation was same as Dadeldhura and not attached in this report).

7. Presentations on overall progress of SIP updating in Tanahun district

Mr. Bharat Raj Baral, SIP-CP shared the status of SIP updating in the district by using PPP. The major information shared were as follows:

- Total number of community schools of the district – 485
- All schools prepared and submitted 5-Y-SIP
- 450 schools submitted the Annual Implementation Plan (AIP) of 2073.
- The general observation of the SIP/AIP are as follows:
 - Some school have good practice in SIP and AIP implementation
 - Discussed about SIP and AIP as an agenda in regular HT meeting
 - The participation of stakeholders in SIP formulation and implementation is gradually improving.
 - Most of the schools follow the format of 5-Y-SIP
 - Budgetary activities are mostly focused in most of the AIP
 - DRR related activities are included in the AIP
 - SIP based monitoring and funding are still remained as an issue to be solved.

8. Sharing from Schools: Good practice of SIP implementation

Three school's Head Teacher presented the good practices of the school. The main topic of presentation was as follows.

S.N.	Name of School	Topic of presentation
1.	Parbati Basic School, Mygade Rural Municipality-4	Initiation of Computer and ICT class for 5th grade managed through collecting donations and fund raising

2.	Parashar Basic School, Bayas Municipality-4	Disadvantaged Minority ("Bote") focused education.
3.	Bhanu Secondary School, Bandipur Rural Municipality-2	Development and use of "Student's Help Book" for each student.

Presentation of the *Good practices of the school is attached in the Annex-1.*

9. Discussions on

- **Learning on SIP formulation/updating process and**
- **Action Plan for supporting schools to prepare AIP 2074.**

Issues and ways forward

To come up with the concrete plan for future, short group work was carried out on present issue on SIP Formulation and implementation and ways forward. All the participants were divided in three groups; i) Resources person Group where all RP were participated, ii) School Group where Head Teachers and SMC Chairpersons of all three awarding schools and NGO personnel were participated and iii.) DEO Group where all DEO staff were participated. Each group discussed on what are the issue? And how to address it. Each group prepared the discussion points on the newsprint and made the presentation. The summary of the presentation from Tanahun district is presented as sample as follows.

S.N.	Issues	How to Address?	Remarks
	DEO Group		
1.	Linkage gap between 5-Y-SIP and AIP	- Provide AIP template to schools - Re-orient HT during regular meeting	
2.	Ambitious plan formulation rather than school's real need.	- Provide list of non-budgetary and low budgetary activities	
3.	Poor Linkage between budget and plan	- Re-orient HT during regular meeting	
4.	More focus on physical aspects than educational improvement	- Re-orient HT to focus on learning achievements.	
5.	Poor implementation of formulated plan/late submission	- Block the SIP fund who do not submit SIP in time.	
6.	Unexpectedly poor participation of stakeholders	- Stakeholders participation, capacity building and ownership during plan formulation	
7.	Lack of effective monitoring	- Regular SIP implementation situation monitoring and feedback during school monitoring	
	RP Group		
1.	Identification of real situation/need	- Re-orient HT during regular meeting - Provide support to weak schools	
2.	Implement the SIP	- Cross check, monitoring and	

		feedback regarding the activities listed in SIP.	
	SIP should be formulated following standard SIP format, annex analysis and need identification	<ul style="list-style-type: none"> - Re-orient HT during regular meeting - SIP Appraisal 	
	Linkage gap between 5 years SIP and annual implementation plan	<ul style="list-style-type: none"> - Provide AIP template to schools - Re-orient HT during regular meeting 	
	Schools		
	Burden to HT	<ul style="list-style-type: none"> - Mobilize education devotes and teachers in SIP writing 	
	Less focus on teaching learning activities	<ul style="list-style-type: none"> - Teacher's self-important role in teaching learning activity. - Include learning improvement plan in the SIP 	

As stated in the SIP Study Report, participants realized that many schools do not seem to understand the relation between 5-Y-SIP and Annual Implementation Plan (AIP). Many schools make their AIP same way as their 5-Y-SIP. To avoid the confusion of 5-Y-SIP and Annual SIP, DEO, Tanahun decided to conduct one day RC-level orientation on AIP this year. The Draft Outline/format of AIP was discussed and agreed as follows.

Part I & II	Contents	Required pages
Part I (School Data Part)	5. Introduction 6. Data Tables <ol style="list-style-type: none"> 1) Grade-wise Students Profile 2) Internal Efficiency Status 3) Student Learning Achievement Detail 4) Teacher's Profile 5) Management of School Operation 6) Provisions of Physical Facilities 7) Provision of school management 8) Provision of Educational Materials 9) Resource Management 7. Review of Last Year Progress	4-6 pages
Part II (AIP)	8. Planning <ol style="list-style-type: none"> 4) Budget Estimation 5) "Table of Detail Annual Program and Budget" 6) "Work Plan Table". Annexes Attendance of SLW SMC Meeting Minutes	4-5 pages
Total pages		8-11 pages

The participants came up with following Action Plan for providing support to the school on

updating AIP for the academic year 2074.

S.N.	Description	When	Who
1	Conduct one day orientation to HT and SMC (RC-level)	By June 15 2017	RP
2	Support, monitoring and feedback to school for AIP updating	By June 30, 2017	RP
3	Formulation and Submission of AIP	By July 15, 2017	School/RP

10. Award-Giving Ceremony to Schools with Best SIP

DEO Tanahun in consultation with RPs selected three schools with Best SIP based on the following criteria:

- The school who has done well in involving community in preparation of SIP
- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.
- The school which incorporates disaster preparedness/management related activities/plan in SIP and implemented properly.

Based on the above criteria, DEO selected following three schools for Best SIP Awarding.

- ✧ Parbati Basic School, Mygade Rural Municipality-4
- ✧ Parashar Basic School, Bayas Municipality-4
- ✧ Bhanu Secondary School, Bandipur Rural Municipality-2

Head Teacher and SMC Chairperson of each school were invited in the workshop and awarded with the following educational materials:

- Trophy-1
- Football-1
- Volley ball-1
- Skipping-10
- Ring-5 sets
- One bag to carry all the above materials.



Holding Trophy: Head teacher and SMC in happy mode

11. Closing

The wrap up meeting was closed by Mr. Babu Ram Devkota, DEO. He extends gratitude to DoE/SISM2 for this opportunity to improve the SIP situation in the district.

Annex-1
Good practices of the school

1. Good Practices of Parbati Basic School

1. District	Tanahun												
2. School name	Parbati Primary School												
3. School address	Magde-4, (Chang-5) Manahari, Tanahun												
4. Year of establishment	B.S. 2059												
5. Head Teacher's name	Mr. Sagar Acharya												
6. SMC Chair's name	Mr. Chandra Kumar Malla												
7. Number of Students													
	ECD	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11	G-12
	32	10	12	11	12	14	-	-	-	-	-	-	-
	Total: 91												
7.1 Number of Teachers	Government/DEO: 5 (Permanent 2, Rahat 2, Contract 1) Private Source: 2 (Paying Rs. 6,000 to each teacher by interest of school's community fund Rs.5,00,000 which is established/collected on BS 2059, Interest rate is 24%). ECD Facilitator: 1												

This school is situated at the Gandaki Zone, Manahara Bazar, Tanahu district headquarter at around threeminutes walking distance at north direction 14 km from Chang VDC ward no. 5. This catchment area is fully surrounded by hills. It has 160 settlements inside its catchment area.

Initiation of Computer and ICT class for 5th Grade (Through collecting donations and fund raising)

Background: Computer classes were initiated only from the academic year 2073 in this school. Since this school had management only up to primary level, students were compelled to transfer school for further studies. Neighboring schools were running computer classes from grade four which means "Parbati PS" transferred students had to compulsorily study computer subject in grade six. During SIP formulation workshop, school also consulted with ex-students and the ex-student shared that they did not had the basic knowledge of computer subject, it became very



tough for them to understand the contents suddenly in grade six. To address this issue, school planned to run the computer classes from grade four in SIP.

School's initiation and effort

Since school don't have fund for this activity, HT and SMC discussed on how to generate fund and finally school decided to collect the fund playing "Deusi Bhailo"(Traditional songs) program during 2072 Tihar festival. As per the plan school was able to collect Rs 99,000 and purchased 3 set of computers playing "Deusi Bhailo" within the community.



Only three sets of computer were not sufficient to run the class so HT personally requested his friend to donate computer who had two sets of unutilized computers in his home in Damauli Bazar. Respecting HT's request he kindly donated two sets of computer to the school with some maintenance.

Human Resource Management

School did not have the qualified man power to run the computer class. So, HT decided to learn one month basic computer course from private institute during the leisure time on his own. Furthermore, he bought some computer related books for self-study at home and based on that learning he also did some exercise/practical. After some time and regular effort, he was able to teach basic computer classes. Likewise, while teaching computer subject he also proposed DEO Tanahun and ETC to provide ICT related teachers training. Time and again he requested DEO Tanahun and ETC. Since computer subject is not included in the community school primary level curriculum, there is not any provision of ICT training for primary level teachers. But considering his regular effort, passion and sincerity ETC participated him in 10 days ICT training.

Internet Facility and Usage

HT realized the importance and significance of PPT presentation and internet after receiving ICT training from ETC. He shared the possibilities of conducting effective classes through the internet in the SMC meeting and mentioned that it's essential to have internet facility in the school. After listening to the HT one of the SMC member decided to donate telephone line and set for the internet connectivity and with combine help of teachers, staff and PCF, school collected some amount and managed to setup NTC's ADSL line for the internet connectivity in the school.

Additional benefits from computer

- Every exam results (Mark sheet) are now published and distributed to the parents because now school has computer facility. Due to this parent trust towards school has also increased.
- It has helped to maintain the confidentiality since exam papers are now typed and printed inside the school.
- It has helped to prepare the required reference educational materials during the teaching learning process and provide the printed copy to the students.
- School started to maintain the school account in the computer data base system.

Effort to maintain student regularity

During the 2072 SIP update meeting, parents and students shared that due to the lack of uniforms, school bag, and rain coat/umbrella (During rainy season) children are not being able attend the class regularly. After listening to the parents and students, school was clear on the reason behind the student's irregularity. But to solve this problem school did not had sufficient financial resource and the grant provided by DEO was also not enough for this. School decided to take initiative to maintain the student's regularity and solve the issue raise by parents.

- School requested Nepal Red Cross Society to address the issue of the student's as a result Nepal Red Cross Society provided 15 bags to the school.
- Likewise, school requested to the fancy clothe businessman at Damauli Bazar to support for the school uniform, he provided to support the school uniform to those students having poor economic condition.
- In the rainy season students were not able to attend school due to the lack of raincoat/umbrella which was directly affecting on students learning achievement to address this issue school requested on 2073 umbrella wholesale shop at Damauli Bazar for their kind support as a result wholesale shop provided 108 umbrellas not only for students but for all teachers as well.
- School HT provided one set TV, DVD players and CDs (Animated movies and cartoons for small kids) personally to attract and maintain the regularity of ECD students.
- Class teacher directly investigate with parents via mobile phone, if students are absent even after creating these entire favorable environment to maintain the student's regularity. If the students are absent regularly up to 2 - 3 days



then school make follow-up visiting their homes.

- Furthermore SS & RP from DEO frequently have school visit and provide essential feedbacks.

2. Good Practices of Parashar Basic School

1. District	Tanahun												
2. School name	Parashar Basic School												
3. School address	Byas Municipality-5, Patan, Tanahun												
4. Year of establishment	B.S. 2049												
5. Head Teacher's name	Mr. Hem Paudel												
6. SMC Chair's name	Mr. Nar Bahadur Ranabhat												
7. Number of Students													
	ECD	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11	G-12
	19	17	9	16	17	24	18	22	18	-	-	-	-
	Total : 160												
7.1 Number of Teachers	Government/DEO: 9 (Parmanant 5, Rahat 2, Temporary 2) Private Source: 2 (Paying Rs. 8,000 to each teacher by community/parent's support. Parents providing/donate Rs. 1,000 per child to the school.) ECD Facilitator: 1 and Vacant: 1												

Background:

Parashar Basic School is situated at 2 km west from district headquarter. It was established in a very critical situation in 2049 BS. As a support community people, they made hut to establish the school. The school started for motivating and enrolling marginalized group children (Bote, Darai) who had been working as a shepherd, roaming around the village and never seen school, text books and pen/pencil before.



Parashar Basic School has been preparing 5 years SIP and updating annually following the slogan "SIP: A tool for school's development". School prepared 5-Y-SIP aiming to create Child Friendly School and to provide special attention for Bote children.

Creating Child Friendly School

The main feature of this school is "Child friendly teaching learning environment". The School declared punishment free (Physically and mentally) full child friendly school. Students are treated or addressed respectfully in this school. School do not have trend of giving any kind of punishment to the students. The school has managed a very comfortable desk; bench, mattress, furniture, two

separate playing rooms and excellent sitting arrangement for the ECD students. To make the ECD attractive, the school has utilized local resources to prepare learning materials. Teachers have made some paintings and blackboards are designed around the lower part of the class room where students can read and write with the help of colorful chalk. Apart from this school has been providing



exercisebook to ECD students where they can do their class work and home works are given in the exercise book brought from their home. Considering students cleanliness and hygiene school has managed separate handkerchief for each student.

Disadvantaged minority ("Bote") focused Education



This school was established with the special focus to educate the Bote community students and still there are lots of encouraging programs developed for them. It was initiated with support from Rotary Club and Room to Read in the beginning. Now school continues this program with support from DEO and school's effort. Bote students are enrolled with the full scholarship and along with that school also

provide school uniform, shoe, bag, text books and exercise books. School has been providing total amount quarterly at the rate of Rs 15 daily for the day meal to the grade 1 to 5 Bote students as per their attendance. Due to this Bote community parents have been regularly sending their children to the school which has improved the student's regularity and there are not any out of school children inside the school catchment area from the Bote community.

DEO also has been providing Rs 490 annually as a scholarship to the Bote students. Beside that school has been providing school uniform, bag, text books and exercise books from the scholarship fund to the other ethnic group students as well, who has very poor financial condition. This scholarship fund (Trust fund) has now more than Rs 50,000 which was established by the teacher's initiation with only Rs 1,111 at the beginning.

In addition, School holds teachers-staff meeting and SMC-PTA meeting in regular basis and

parents gathering four times a year. School social audit and its regular and periodic evaluation are done in the regular basis as per the rules and regulation along with the analysis. School organizes parent day and school day in Magh 14th every year. School has been implementing programs as mentioned in school's annual day. School's activities are implemented through group decision.

3. Good Practices of Bhanu Secondary School

1. District	Tanahun
2. School name	Bhanu Secondary School
3. School address	Bandipur Municipality-3, Tanahun
4. Year of establishment	B.S. 2008 (B.S. 2008-2015: LSS Grade 6-8), (B.S. 2015: SS Grade 9-10), (B.S. 2015-2066 : SS Grade 6-10), (B.S. 2066 : HSS Grade 11-11), (B.S. 2068 : PS, ECD to Grade 5)
5. Head Teacher's name	Mr. Dip Bahadur Khatri
6. SMC Chair's name	Mr. Moti Lal Gurung
7. Number of Students	Total: 534
7.1 Number of Teachers	Approved position (Quota) : 17 Local Source: 4

Background:

Bhanu SS is the Tanahu district's first secondary school. In 2008 BS this school directly got lower secondary level permission conducted the classes accordingly. Then school started secondary level classes after receiving permission in 2015 BS.

Development and use of "Students Help Book" for each Students

Based on annual implementation plan School has been conducting different programs to improve educational condition of the school. During the AIP formation process, parents complained that they are not fully aware about school's activity and student's progress. To address this issue school decided to prepare Annual Activity Hand Book including school's activity of the academic year 2073 BS. School's former teacher provided financial support to conduct the program. Following programs are included in the school's annual activity hand book:

- ❖ Student's Individual Profile
- ❖ Student's Family Profile
- ❖ List of SMC Members
- ❖ Code of conduct for the Student, Teacher and SMC
- ❖ List of Extracurricular Activities in each Friday
- ❖ Schedule of SMC-PTA meeting
- ❖ Examination Schedule
- ❖ Instructions for Students about Rules and Regulations



❖ School annual activity

In addition to that there are nine blank pages in the hand book where teacher put their comments and feedback on student's performance. Respective parents can read that comments and get notified about the learning achievement of their kids. This hand book is distributed to every student during the enrollment and charges Rs 25 per hand book and collected amount are deposited to the Junior Red Cross Circle fund which will be used for emergency purpose. This program has improved the bonding between school and community. As students and parents are updated about each and every activity of the school, their participation in every program has increased. Therefore, now students are more serious and responsible in the study.



Reconstruction of 16 New classrooms with support from DEO, VDC and Private Donors

The great earthquake of April 2015 totally damaged all the classrooms after that class were operated preparing temporary learning center. Reconstruction of 17 damaged classrooms was the biggest challenge of the school. However, it was easy for school to collect the fund for the school reconstruction since the school's internal efficiency and learning achievement was good.



- Last year (2072/73 BS) DEO supported school for the reconstruction of four classrooms.
- This year (2073/74 BS) also DEO supported school for the reconstruction of another four classrooms.
- School has started the construction of additional four classrooms and one hall with the support of 2.5 million from private donor and 2.5 million from the Bandipur VDC.
- Two classrooms are already constructed from the school's internal resource.
- Support from other sources (Foreign students) supported two classrooms are also under construction.

Like this school has succeeded to collect necessary resources and materials for the construction of 16 classrooms. School has set the target of completing all 16 classrooms constructions in the upcoming 3 months. HT said that “If the school performance is effective then it is not impossible to collect financial resource, this has been the important learning of the school”.

F) District Level Wrap Up Workshop of Bhaktapur District

Report on District Level Wrap Up Workshop



**District Education Office
Bhaktapur
June 2017**

Introduction and Background

SISM2 has supported District Education Office, Bhaktapur to conduct one-day District Level Wrap Up Workshop by inviting all the RPs, DEO staff, I/NGOs and selected schools to disseminate the learning of SISM2 national dissemination on SIP formulation and Updating and drawn the learning and problems regarding the SIP formulation and updating.

Objective of Orientation:

- To review and share the experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process
- To award SIP good practice schools
- To analyze the situation regarding SIP process and come up with the action plan for the continuation of the SIP updating activities in the district.

Date: 14 June 2017

Venue: DEO Meeting Hall, DEO Bhaktapur

Participants: 30 Summary of participants are as follows:

- DEO-1
- SO/SS- 5
- RP – 8
- Head Teacher – 3
- SMC - 3
- Other DEO staff - 5
- I/NGOs – 2
- Reporter -3

The details of participants are attached in ***Annex-1***.

Facilitator/Support:

- Mr. Ghana Shyam Aryal, Deputy Director, Program and Budget Section, DoE
- Mr. Arjun Bahadur Raymajhi, DEO Bhaktapur
- Ms. Yamuna Pokhrel, SS, DEO Bhaktapur
- Mr. Koji Sato, Teac Leader, SISM2
- Mr. Sanjeev Kumar Gupta, SISM2
- Mr. Rojan Maharjan, SISM2.

Preparation Day (13 June 2017):

Preparation of Orientation:

- Mr. Arjun Bahadur Raymajhi, DEO, Ms. Yamuna Pokhrel, SS, (focal person for SIP) from DEO Bhaktapur, Mr. Sanjeev Kumar Gupta and Mr. Rojan Maharjan from SISM2 were participated in the preparation meeting
- DEO team was well prepared for the wrap up workshop. The team selected the following three schools for awarding as “Best SIP School Award”:
 - Upyogi Basic School, Surya Binayak Urban Municipality, Bhaktapur
 - Yappi Bhairabh Basic School, Changu Narayan Urban Municipality, Bhaktapur
 - Chuna Devi Secondary School, Nagarkot Urban Municipality
- Confirmed the participants (DEO-1, RP-8, SS/SO-6, HT-3, SMC Chairperson-3, NGO-3, Reporter-3 and others-4)
- Discuss and finalize the facilitators for each session.
- Managed all logistic preparation for the workshop.

Workshop Day (14 June 2017) 07:00 to 11:00

The workshop was conducted following the "Outline of District Level Wrap up Workshop". Outline is attached in *Annex-2*. The key information is presented as follows.

1. Opening Introduction and Orientation

Opening session was chaired by Mr. Arjun Bahadur Raymajhi, DEO Bhaktapur whereas Mr. Ghana Shyam Aryal, Deputy Director, Program and Budget Section, DoE was invited as Chief Guest, Mr. Koji Sato, Teac Leader from SISM2 was also invited as Special Guest. Ms. Yamuna Pokhrel, SS, DEO Bhaktapur has conducted the program and Ms. Sabita Dangal, SS of DEO had provided the welcome speech and shared objectives of the workshop as well.

2. Presentations on

a) Overall progress of the national dissemination on SIP Updating and provisions of School based management in SSDP

Mr. Ghana Shyam Aryal, Deputy Director, Program and Budget Section, DoE has facilitated the session. The outline of the presentation is as follows:

- SIP Updating: Policy context
- Glance of SISM Support for Capacity Development on SIP Updating
- Cascade Approach for National dissemination
- SISM2 Inputs: Developing, printing and Distributing Various Training Packages

- SISM2 Inputs: Training and Workshops on sip updating
- DoE Inputs: Budget allocation for SIP formulation and implementation
- Experience and Key Lessons
- Provisions of School based management in SSDP

Presentation is attached in ***Annex-3***.

b) Sharing from SISM2

Mr. Sanjeev Kumar Gupta of SISM2 has facilitated the Learning from SIP Appraisal session.

The ***Outline of the Learning of SIP Appraisal*** is as follows:

- Context, overall goal and objectives
- Main Contents
- Examination of SIP -How to Appraise
- Feedback for Schools – RC level Orientation
- Next Step



Presentation on SIP Appraisal by SISM2

Presentation is attached in ***Annex-4***.

3. Presentations on overall progress of SIP updating in Bhaktapur district

Ms. Yamuna Pokhrel, SS, DEO Bhaktapur has facilitated this session. The major points of the presentation are as follows:

- Focused on importance of planning as “Success is in Hand if have Plan”
- School should formulate the SIP by identifying the real needs of the school with the participation of all stakeholders and its effective implementation.
- Total of 107 schools out of 131 have updated and prepared Annual Implementation Plan for 2073.
- Good practices observed as following:
 - Increased the participation of stakeholders towards the school
 - Starting of SIP formulation/updating with the participation of stakeholders
 - Increased the formulation of Real and practical SIP and decreasing the trend of copy paste of SIP
 - Focused on low/no budgetary activities and improvement of quality education

- Area for improvement are as follows:
 - Encourage the schools to formulate/update SIP on time
 - Appraisal/review of SIP should be done
 - SIP should be effectively implemented

4. Sharing from Schools: Good practice of SIP implementation.

a) Upyogi Basic School, Surya Binayak Urban Municipality, Bhaktapur

Mr. Shyam Krishna Poudel, Head Teacher of the school has shared the good practices of the school. Good practices of this school are attached in *Annex-5*.

b) Yappi Bhairabh Basic School, Changu Narayan Urban Municipality, Bhaktapur

Mr. Shyam Kumar Shakha, Head Teacher of the school has shared the good practices of the school. Good practices of this school are attached in *Annex-6*.

c) Chuna Devi Secondary School, Nagarkot Urban Municipality

Ms. Nanu Maya Giri, Head Teacher of the school has shared the good practices of the school. Good practices of this school are attached in *Annex-7*.



Ms. Nanu Maya Giri, HT presenting best the practices of school

5. Experiences about what we have learned through SISM2 intervention, SIP formulation/updating and implementation process

Due to the time limitation, this session was conducted by opening the floor for all participants for the discussions. The following three questions have put on the floor for open discussion.

- a) What is the changes we observed at school level through implementation of SISM2 intervention, SIP Formulation/updating and implementation process,
- b) What is the problems/issues faced, and
- c) Way of improvement to tackle the problems

Individual view of all participants on each question was listed as following:

g) What are the changes observed at school?

- Stakeholders are well known about SIP Formulation
- Focus on quality aspect of education
- Emphasis on Low/non budgetary activities
- Increased the participation of children
- Opportunities for self-assessment

h) What is the problems/issues faced

- Implementation is not effective due to not formulation of real AIP
- Not active participation of SMC
- Resource management

i) Way of improvement to tackle the problems/issues

- Monitoring and Technical Backstopping
- SIP Based Funding
- SIP Appraisal
- Focus on SIP Implementation

6. Award-Giving Ceremony to Schools with Best SIP

DEO Bhaktapur has formed selected three schools with Best SIP based on the following criteria:

- The school who has done well in involving community in preparation of SIP
- The school which prepared a good quality (practical, simple and implementable) SIP
- The school which put the maximum efforts in improving the SIP in comparison with the previous SIP.
- The school which incorporates disaster preparedness/management related activities/plan in SIP and implemented properly.

Based on the above criteria, the committee reviewed the SIPs with the support of RPs and has selected following three schools for Best SIP Awarding.

- A) Upyogi Basic School, Surya Binayak Urban Municipality, Bhaktapur
- B) Yappi Bhairabh Basic School, Changu Narayan Urban Municipality, Bhaktapur
- C) Chuna Devi Secondary School, Nagarkot Urban Municipality

Head Teacher and SMC Chairperson of each school were invited in the workshop and awarded with the following educational materials:

- Trophy-1
- Football-1
- Volley ball-1
- Skipping-10
- Ring-5 sets
- One bag to carry all the above materials

Mr. Shyam Krishna Poudel, Head Teacher and Mr. Pradip Kumar Shrestha, SMC member of Upyogi



School receiving the Best SIP Award 2073 from Mr. Koji Sato, Team Leader



School receiving the Best SIP Award 2073 from Mr. Ghana Shyam Aryal, DoE

Basic School were invited on the stage and passed on the trophy and other educational materials jointly by Mr. Koji Sato of SISM2. Similarly, Mr. Shyam Kumar Shakha, Head Teacher and Mr. Ram Bahadur Shrestha, SMC Chairperson Yapee Bhairab Basic School was invited on the stage and awarded the trophy and other educational materials by

Mr. Ghana Shyam Aryal, Deputy Director, Program and Budget Section of DoE. And lastly, Mr. Arjun Bahadur Rayamajhi, DEO of DEO Bhaktapur handed over the trophy and other educational materials to Ms. Nanu Maya Giri, Head Teacher and Mr. Shishir Timilsina, SMC Member of Chuna Devi Secondary School.

7. Wrap-up and Closing

Closing session was conducted under the chairmanship of Mr. Arjun Bahadur Rayamajhi, DEO of DEO Bhaktapur and Mr. Ghana Shyam Aryal, Deputy Director, Program and Budget Section of DoE was invited as chief guest and Mr. Koji Sato, Team Leader of SISM2 was invited as special guest.

Mr. Koji Sato, Team Leader of SISM2, Mr. Ghana Shyam Aryal, Deputy Director, Program and Budget Section of DoE and Mr. Arjun Bahadur Rayamajhi, DEO of DEO Bhaktapur put their

views during the closing ceremony.

Annex-1

Details of participants of District Level Wrap up Workshop, DEO Dadeldhura

SN	Name	Position	Organization	Contact #
1	Arjun Bd. Rayamajhi	DEO	DEO Bhaktapur	9851200311
2	Ghana Shyam Aryal	Dy. Director	DoE	9856035455
3	Yamuna Pokhrel	SO	DEO Bhaktapur	9841532787
4	Manisha Thapa	MEDL, TFN	TFN	9849654171
5	Dhruba Lal Hamal	RP	Padama RC	9841394767
6	Bishnu Prasad Kayastha	RP	Aranik SS, RC	9841272389
7	Youvan Kumar Rana	RP	Changunarayan RC	9849929282
8	Jeeban Nath Nepal	TA	DEO Bhaktapur	9851184481
9	Ram Bahadur Shrestha	Chairman	Yapee Bhairab LSS	9851131293
10	Shyam Kumar Shakha	HT	Yapee Bhairab LSS	9841432403
11	Som Sharma (Bajagain)	Editor	Samaya Samaj Weekly	9841621088
12	Savitri Baral	RP	Kharapati RC	9841641045
13	Laxmi Pandey	RP	Jorpati RC	9841798354
14	Manju Jha	RP	Ganesh SS	9841715479
15	Shyam Krishna Poudel	HT	Upayogi BS	9843496522
16	Pradip Kumar Shrestha	SMC	Upayogi BS	9841667458
17	Sabitri Mishra	DCRMO	CWISH	9841715210
18	Nanu Maya Giri	HT	Chunadevi SS	9841300114
19	Rajya Laxmi Shrestha	RP	Adarsha SS	9851168296
20	Sabita Dangal	SS	DEO Bhaktapur	9841669776
21	Phanendra Raj Devkota	TA	DEO Bhaktapur	9843239546
22	Hari Sundar Chhukan	Correspondent	www.edukhabar.com	9841566556
23	Krishna Prasad Karmacharya	RP		9841398238
24	Dhruba Pd. Adhikari	Account	DEO Bhaktapur	9843100518
25	Yugal Neupane	SA	DEO Bhaktapur	9851027377
26	Bimal Prasad Niraula	SS	DEO Bhaktapur	9844044109
27	Motilal Mahatara	SO	DEO Bhaktapur	9851070418
28	Rudra Sharma	SS	DEO Bhaktapur	9841479903
29	Koji Sato	Team Leader	SISM2	-
30	Sanjeev K. Gupta	SPO	SISM2	-
31	Rojan Maharjan	APO	SISM2	-
32	Purusotam Tuladhar	Driver	DoE	9841514344
33	Shishir Timilsina	Teacher (SMC)	Chunadevi SS	9865126780
34	Suresh Pd. Sayanju	SM	Radio Jansagar	9851128477
35	Jeena Basnet	TA	DEO Bhaktapur	9841790540

Annex-2

Outline of District Level Wrap Up Workshop

(Same as Annex-2 of Sankhuwasabha District Report)

Annex-3

(Same as Annex-3 of Sankhuwasabha District Report)

Annex-4

Presentation on SIP Appraisal

(Same as Annex-6 of Sankhuwasabha District Report)

Appendix-4: T3/T5 Meeting Memo

T3/T5 Meeting Memo

May 30, 2017

Date : May 30, 2017
Time : 13.00 -15.10 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. Yam Narayan Ghimire, Dy. Director, NCED
3. Mr. Arjun Dhakal, Section Officers, Program and Budget Section, DoE
4. Mr. Bishnu Prasad Adhikari, Section Officer, Community School Management Section, DoE
5. Ms. Mukta KC, Section Officer, Community School Management Section, DoE

Invitees

1. Mr. Keshab Prasad Dahal, Director, Educational Management Division, DoE
2. Mr. Deepak Sharma, Director, Planning and Monitoring Division, DoE
3. Mr. Bhagwan Upreti, Chief Finance Controller, Financial Administration Section, DoE
4. Mr. Chiranjibi Ghimire, Deputy Director, Educational Counseling and Disaster Management Section, DoE

(b) JICA

1. Ms. Aika Tomimatsu, Education Representatives, JICA Nepal
2. Mr. Krishna Lamsal, Program Manager, JICA Nepal

(c) SISM2 Project:

1. Ms. Atsuko Tsuruta, 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

Discussions and Decisions

1. Opening:

Mr. Ghana Shyam Aryal, Dy. Director of Program and Budget Section of DoE welcomed all the participants and shared the objectives of this meeting as sharing of SIP Study findings and brainstorming and planning for SIP-FGB revision (as per attachment 1). Then, he requested Mr. Deepak Sharma, Director, DoE, Planning and Monitoring Division for the opening remarks.

Mr. Sharma highlighted that SIP-FGB was prepared based on the piloting of SISM1 in Rasuwa and Dhading district, then again revised after testing during the SISM2. It again needs to revise based on the previous experience and the changing context of restructuring of local body. He further shared that SIP study was done by DoE/SISM2 and hopefully the findings will contribute to revise the SIP-FGB.

Mr. Aryal requested Ms. Tsuruta, SISM2 member for sharing of findings of SIP Study.

2. Discussions and suggestions after the presentation

A) Discussion on Findings of SIP Study

- After the presentation of Ms. Tsuruta as per attachment II, question answer session was conducted.
- **Mr. Arjun Dhakal, Section Officer**, Program and Budget Section, DoE made the following comments:
 - **As for the Recommendation 1 “DEO may distribute AIP format in Word or Excel where all necessary headings are already inserted”**, I am concerned that if DoE provides the excel format, there may again possibilities of copy paste by school.
- **Mr. Keshab Prasad Dahal, Director**, Educational Management Division, DoE raised the following comments:
 - Most of the findings are negative
 - Teachers trainings are insufficient- not agreed
 - Physical facilities are low- not agreed
 - Relation with SMC are poor- may be some how
 - Educational materials are insufficient – not agreed

- Yes, copy paste is there but if we again provide the excel-sheet or word, we will encourage school to do copy paste again
- It is better to provide capacity building training to make aware HT, SMC/PTA and other to prepare the better SIP
- The question arises whether this study will be shared with whom?
- **Mr. Deepak Sharma, Director**, Planning and Monitoring Division, DoE made the following comments:
 - Are we deviating from the main essence of SIP i.e., “better learning better students’ better school”? We have to focus on the quality part in SIP rather than including income and expenditure.
 - It is important to discuss the number and capacity of teacher in SIP rather than the salary of teacher.
 - Suggested to include/move on learning achievement, internal efficiency, teachers time and task.
 - Under the causes of problems, many schools have mentioned that students are attracting by private schools, we have to find out the reasons why parents are willing to send their children in private schools.
 - We have to focus on to change the knowledge of HT/SMC and motivate them about the importance of SIP as schools are not following as envisioned in guidelines.
 - MoE/DoE is preparing School Procurement Guideline, School Accounting Manual and School Grant Management Guidelines and we have to make the linkage.
 - Regarding the STR, this is not under the control of HT/SMC and it should be analyzed whether it is more than national or district standard.
 - Now this is time to support the local body focusing on preparation of Rural/Urban Municipality Education Plan (R/UMEP) and its linkage with SIP.
 - Regarding the year of formulation of SIP by schools, it’s not so hampered, let give the school freedom to prepare the SIP as per their needs.
- **Ms. Tsuruta** responded on the comments as following:
 - We appreciate your comments. Some of the queries you raised are referred in the Study Report although they are not included in the PPP.

What we tried to do is to find the areas to improve. Since we are also part of the DoE, we mostly focused and included the area of improvement in this Study as being self-critical as important.

- We are not able to cover all the issues and analyze all the various aspects.
- We have to include the clear instruction and guidance in SIP-FGB.
- **Mr. Krishna Prasad Lamsal**, Program Manager of JICA Nepal also responded on comments as following:
 - We have to understand the methodology of this Study. Analyses of collected documents were only done and very limited primary data were used for this study.
 - This study is internal and carried to provide the suggestions internally to management authority for improvement. These suggestions will be incorporated at the time of revising the SIP-FGB.
 - We can also include the findings of the study in the training package of capacity development for the SIP formulation and updating.
 - It's time to link with local body.
 - MoE invited the MoE level personnel and DPs on 5 June 2017 for sharing of findings of SIP study.
- **Mr. Keshab Prasad Dahal, Director**, DoE, Educational Management Division has emphasized to work on the VEP and linkage with SIP.
- Tsuruta agreed to reflect the comments and revise the report. She will include positive aspects and progress made. She will finalize presentation with Aryal-san.

B) Discussion/brainstorming on Planning for SIP Formulation Guidebook Revision

Mr. Bishnu Prasad Acharya of SISM2 facilitated this session about discussion on the planning for SIP Formulation Guidebook Revision. He pasted the three questions and started the discussion as following:

Questions 1: Points Need to be considered while SIP-FGB Revisions

The followings points are listed during the discussion/brainstorming:

- Changing context of re-structuring
- How SIP appraisal take place at RC, District

- Use master plan of school for 5 Year SIP; AIP for annual SIP
- Include more explanation on AIP
- Listing of Income and Expenditure Budget Heading
- Revision of Annex 1 (9 tables) e.g. table 4 is more explanatory types, all information may not need
- Main planning part should be short, others in annex part
- School's reporting and self-monitoring (monitoring and reporting format should be included)
- SIP Implementation reviews by school themselves (how to make aware?)
- Review of progress of last year (in case of AIP) and review of progress of last 5 years (in case of 5 Y SIP) should be included in first section/part
- How to make school more realization on "Need of SIP"
- How SIP should be linked with Rural/Urban Municipality Education Plan.

Questions 2: Which agencies/sections of DoE is responsible for SIP-FGB Revision

- Agreed that **Community School Management Section** will be responsible for revision of SIP-FGB

Questions 3: Process and schedule

The followings process will be adopted for the revision of SIP-FGB.

A) Formation of Working Group

Working Group (WG) will be formed under the leadership of Community School Management Section for the revision of SIP-FGB. The composition of the WG will be as follows:

1. Deputy Director, Community School Management Section- Coordinator
2. Representatives of Program and Budget Section, DoE – Member
3. Representatives of Financial Administration Section, DoE - Member
4. Representatives of Monitoring and Management Section, DoE – Member
5. Representatives of NCED – Member
6. Representatives of DEO representatives (SO-1, SS-1, RP-1) – Member*
7. Representatives of Head Teacher – Member*

* Member will be selected from the districts of Kathmandu Valley (Kathmandu, Lalitpur and Bhaktapur districts)

B) TOR of WG

- WG will start the discussion for revision of SIP based on what the information DoE/SISM2 has.
- WG will prepare the preliminary draft of SIP-FGB and will conduct the consultation meeting with different level of stakeholders as following:
 - Central Level Consultation Meeting inviting central level government line agencies (MoE/DoE/NCED/CDC/RED and others)
 - I/NGOs and DPs Level Consultation Meeting
 - District Level Consultation Meeting (DEO/ETC/SS/RP/HT)
 - Consultation Meeting with local body and educational chief
- Based on the comments and feedback of different level of consultation, WG will prepare the next draft of SIP-FGB for sharing in the Regional Level ToT on SIP Appraisal.
- WG will incorporate all the comments and suggestions of all 5 Regional Level Workshop and make the final draft of SIP-FGB and submit it for approval.

C) Others

- Regional Level ToT on SIP Appraisal activity is planned in first quarter of FY 2017/018 and will be completed by the end of October 2017.
- Suggestions came that printing and distribution of SIP-FGB before the District Level ToT and RC Level ToT on SIP Appraisal so that schools can formulate/update SIP based on revise SIP-FGB in Jestha.

Actions Plan for Revision of SIP-FGB

	Activity	2017							2018				
		Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Formation of working group and meeting of working group	■											
2	Drafting		■	■	■	■	■	■	■				
3	Consultation meeting/workshop at the central, district and local bodies, I/NGOs and DPs		■	■	■	■	■	■					
4	Feedbacks on SIP-FGB during the regional ToT on SIP Appraisal				■	■	■	■					
5	Finalizing SIP-FGB (approval)								■				
6	Printing and Distribution									■	■	■	
7	Re-orientation to RPs and schools										■	■	■

SISM2 UPDATE



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

April 2017/ Issue 9

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SIP Appraisal: A milestone to improve learning achievement

Ghana Shyam Aryal
Deputy Director, DoE

DoE in collaboration with SISM2 has been intensively working to help community schools to formulate and update SIP, which is a tool for improving school management to improve learning environment and increase learning achievement of students. The four materials- "SIP Formulation Guidebook", "School Level Workshop Manual", "SSA Checklist", and "Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School" were developed and distributed to all community schools (around 30,000 schools) in the country so far. SIP training were conducted in Regional, District, RC and School-level using cascade approach.

Through the SIP training, schools have realized the importance and benefits of SIP that leads to improvement of school management, and it could enhance students' learning achievement. However, there are some issues that SIPs are unrealistic, financially non-feasible, and prepared only for the sake of submission to DEO. Addressing these issues, DoE/SISM2 has initiated technical support to appraise SIP to improve the quality of SIP. DoE/SISM2 reviewed SIP appraisal procedure based on the practice in Gorkha, and designed SIP Appraisal Workshop for the remaining earthquake most affected district. District-level workshop was conducted in following districts to enhance the capacity of SSS/RPs in SIP Appraisal.

Summary of SIP Appraisal

SN	DEO	Date of District Orientation	Participants of District Orientation	No. of RC	No. of total Schools	No. of SIP reviewed*	
						5 year	Annual
1	Kathmandu	07/08 Dec 2016	51	23	182	91	-
2	Dhading	17 Nov 2016	29	20	577	192	-
3	Nuwakot	19 Dec 2016	27	13	460	330	2
4	Rasuwa	20 Dec 2016	22	8	88	87	84
5	Ramechhap	18/19 Jan 2017	30	16	419	419	157
6	Dolkha	19/20 Jan 2017	31	16	360	344	-
7	Sindhupalchowk	01/02 Feb 2017	39	17	541	317	68
8	Kavre	14/15 Feb 2017	35	26	527	163	-
9	Lalitpur	02/03 Mar 2017	41	15	186	168	154
10	Okhaldhunga	27/28 Mar 2017	32	14	331	24	99
Total			337	168	3,671	2,135	564

*RPs were instructed to bring updated SIPs in the orientation and due to time constraints, only few SIPs were reviewed during orientation.

After district level workshop, trained RPs were instructed to conduct RC level SIP Appraisal in their RCs. The results of SIP Appraisal were shared to Head Teachers and SMC members.

General observation:

Overall, SIPs are developed following standard format of SIP-FGB. However, it is realized that careful monitoring by SS/RP and feedback to schools is required to improve the quality of SIPs. The following are some observations/reflections;

- The problems and issues identified by the stakeholders should be reflected in the SIP.
- The linkage between the activities planned in 5-year SIP and the annual implementation plan are necessary.
- The target settings of the activities should have done through utilizing SSA checklist.



- The program and activities planned in SIP should be implemented.
- The technical support from SS/RPs is crucial particularly for calculation of learning achievement of class wise and subject wise to set the target.
- Through the workshop, SS, RP and Head Teachers realized the need of SIP appraisal for its better implementation.

SIP Implementation: an eye of end line survey

The End Line Survey was conducted from June 2016 to February 2017 that was carried out by RPs and the SISM2 Project Team. The data entry, data compilation, analysis and preparation of report were undertaken by the SISM2 Project Team. The below table indicates a situation of SIP implementation regarding planned activities such as student enrollment, internal efficiency, etc., and whether or not these activities implemented fully, partially or not implemented based on the head teachers response.

Glance of SIP Implementation

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	Guardian's 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%

Regarding the total number of activities planned, "Physical Facilities Management" has the largest number (289 activities), although the implementation rate of the budgetary activities is very low. "Educational Materials (225 activities)" comes the second, and "Learning Achievement (202 activities)" comes the third, which indicates SMC's high interests in improving the quality of education. Moreover, if limited to the category of non-budget activity, "Learning Achievement" has the most number of planned activities (125 activities) and fully or partially implemented activities (119 activities), and the implementation rate (fully and partially) is as high as 95%. It is also noteworthy that 103 disaster preparedness activities were planned, and as high as 94% of non-budget disaster preparedness activities were fully or partially implemented after the introduction of STM (Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School).



SIP Study

The formulation of five-year School Improvement Plan (SIP) and updating of Annual Implementation Plan (AIP) is mandated to every school in Nepal since 2058/59 (2001/02). The Project of Support for Improvement of School Management (SISM) have been implemented jointly by Ministry of Education (MoE), Department of Education (DoE), National Centre of Education Development (NCED), Curriculum Development Centre (CDC) with technical and financial support of JICA to strengthen the capacity of all stakeholders in formulation and updating SIP/AIP along with required training material. As a result, SIP is now better recognized as the “must” for the schools and internalized as well. Similarly, School Sector Development Program (SSDP) also emphasizes SIP and plan to “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.” Thus, the close examination of the SIP was needed urgently in sampling bases in order to extract the lessons for the improvement of SIP in the days to come.

Ultimate goal of the study is to help schools improve the quality of education through improving school management using SIP as a tool. The specific objectives are to find out the real state of SIP, its strengths, weaknesses, issues and potential areas of improvement to extract the lessons and recommendations for making the SIP more realistic and usable tool for the future, and to analyze the linkage of SIP and its implementation through analyzing the data concerning account of income and expenditure.

For the purpose of this Study, two districts, one from Terai and another from mid-hills were selected jointly with DoE/NCED/CDC by developing certain criteria while one RC from each district were selected for the study purpose with



Interviewing with stakeholders for SIP Study

concerned DEO staff. All schools of selected RC, i.e., 40 schools from Terai district and 36 schools from the mid-hills district were covered under the Study. Four documents namely 1) 5-year SIP, 2) Annual Implementation Plan of 2073, 3) Report of Income and Expenditure of the previous year 2015/16 (2072/73), and 4) School Management Questionnaire were collected for analyzing the data. DoE/NCED/CDC and concerned DEOs were involved in the study process, and series of meeting/discussion/visits were also conducted.

The major findings of the Study are following. (a) There is still confusion about SIP and Annual SIP formulation process as many schools do not seem to understand the relation between 5-year SIP and Annual Implementation Plan (AIP). Many schools make their AIP same way as their 5-year SIP. (b) Schools are very aware of their problems and causes of problems. (c) Schools lack information and guidance about budget/grants. (d) Planned activities mentioned in SIP are not given priority for funding by DEO and/or other organizations.

“BOSAI Mapping” Orientation in Bhaktapur

The orientation of “BOSAI Mapping” was held in all 8 Resource Centers in Bhaktapur in February 2017. It aimed to train Head Teachers and teachers so that they can conduct “BOSAI Mapping” in their schools. RPs facilitated the orientation in collaboration with DoE/DEO Officers. The participants were instructed how to proceed the steps; 1) Recognizing pictograms, 2) Setting up (placing school and Himalaya's pictogram), 3) Landmark mapping 4) Identifying unsafe and gathering places 5) Going out and placing banners, 6) Wrap-up. RP emphasized the meaning of “BOSAI”- It is a Japanese terminology on Disaster Risk Reduction (DRR) through “Self-help”, “Mutual help”, and “Public help”.



BOSAI Mapping Orientation at RC in Bhaktapur

During the orientation, it was also discussed what school, SMC, and guardian should do to save their students and minimize the human casualties. The facilitators instructed Head Teachers and teachers to integrate DRR activities in SIP and have action plan accordingly.

Also, the facilitators and participants discussed the following points that need to be considered while conducting “BOSAI Mapping” at schools.



- A. To get technical and administrative authorization, concern individuals and institutions such as local government, Red Cross, Police, NSET (National Society for Earthquake Technology-Nepal), DEO engineers, DDC engineers etc. should be invited.
- B. Make sure that only drawing a map is not the objective of "BOSAI Mapping". The raising common understanding among stakeholders (students, guardians, teachers, SMC/PTA members, local community people) about 'Unsafe' and 'Gathering places' around a school is important so that their awareness of DRR are enhanced.
- C. The consensus of among all stakeholders and official authorization are necessary when the banner like 'Gathering places' will be located at public places.
- D. RP should utilize regular Head Teacher meeting as a forum for sharing and interaction of latest information about DRR.



"Map is ready...now, let us reviewed!"

After the orientation, all 131 community schools in Bhaktapur will conduct "BOSAI" Mapping by the end of this fiscal year. Also, schools are recommended to do "BOSAI" Mapping next year when they update SIP. In addition, they may conduct "BOSAI" Mapping as an extracurricular activity, too.

An Experience of SIP Appraisal in Dhading

*Krishna Kumar Shrestha,
Section Officer, DEO Dhading*

In the past, many community schools were unaware of SIP and did not know its importance. They considered SIP was just a document required for government offices, not for schools as that of "the motorcycle rider feel that a helmet is for the use of traffic control office not for the safety of the rider.

Upon the technical and financial support from SISM2, all stakeholders of community schools in Dhading were strengthened their capacity for SIP formulation and implementation. Also, their ownership was enhanced. All stakeholders realized the necessity of SIP for quality education in the schools. As a result, schools have started to formulate 5-year SIP and Annual SIP, and schools are focusing on SIP implementation.



Reviewing the SIP with SIP-FGB

In this fiscal year 2072/73 (2016/17), DEO Dhading conducted one-day SIP Appraisal Workshop in all 20 RCs. The objectives of the workshop are; 1) reviewing prepared SIP to check relevance in the present context, 2) Self-evaluation of SIP to improve SIP for next updating.



Head Teachers and SMC Chairs from all 577 schools attended one-day "SIP appraisal meeting" at their RCs conducted from November 2016 to February 2017. They received feedbacks from RPs.

In the workshop, it was noticed that some SIPs prepared by the schools are different from that of the standard format. It may be due to the unavailability of the latest revised SIP-FGB, 2071. All schools have tried to follow the format prescribed in the SIP-FGB. However, some of the schools were unable to prepare SIP with analysis of the data and information of the 1-9 tables of Annex2. Also, problem identification and possible action plan were not prepared well. The workshop made all participants realize mistakes

and weakness in calculation and analysis of the data.

After the workshop, participants committed to preparing realistic and implementable SIP based on this self-evaluation result and it would be submitted to DEO through RC.

SISM2 Project, Department of Education, Sanathimi, Bhaktapur
Email: info@sism.org.np / Tel.: +977-1-6638381
Postal Address: c/o JICA, P.O.Box 450, Kathmandu, Nepal

घनश्याम अर्याल
उपनिर्देशक, शिक्षा विभाग

पेज १. विद्यालय सुधार योजना :
सिकाइ उपलब्धि को एक
कोसेढुङ्गा !

पेज २. सिसम-२ परियोजनाको
अन्तिम सर्भेक्षण: विसुयो
कार्यान्वयनको अवस्था

पेज ३. विसुयोको अध्ययन र समीक्षा

भक्तपुरमा प्रकोप
नक्शाङ्कन सम्बन्धी
अभिमखीकरण !

पेज ४. विसुयो लेखाजोखावारे
मेरो अन्भति

शिक्षा विभागले विद्यालय व्यवस्थापनमा सुधार सहयोग परियोजना दोस्रो चरण (सिसम-२) को प्राविधिक सहयोगमा विद्यार्थीहरूको सिकाइ उपलब्धि बढाउन, विद्यालय व्यवस्थापन सुधारको एक विधिको रूपमा विद्यालय सुधार योजना (विसुयो) तर्जुमा र अद्यावधिक गर्नका लागि सहयोग प्याउदै आइरहेको छ । सो क्रममा **lj; bfi lgdrf ; xofL k.t.s; lj Bfnof/L; sfot.fnf ; xofL k.t.sf, lj Bmo ; lmfng f.; P.L ; mffg lj; bf cBj.mssf nflu** , **xofL tfnd k.t.s tyf, lj Bfnodf lj kl kjf of/L; DQL; G{; fdupx** तयार गरी नेपालका करिब ३०,००० सामुदायिक विद्यालयहरूमा उपलब्ध गराएको छ । यसैगरी क्षेत्रीय, जिल्ला, स्रोतकेन्द्र र विद्यालयस्तरमा विसुयो तर्जुमा र अद्यावधिक सम्बन्धी क्षमता अभिवृद्धिका लागि विभिन्न प्रकारका तालिम, अभिमुखीकरण कार्यक्रमहरु सञ्चालन भएका छन् ।

उक्त तालिम, अभिमुखीकरण कार्यक्रमहरू पश्चात विद्यालयहरूले विसुयो तर्जुमाको औचित्य र आवश्यकताहरू बोध गर्नुका साथै विसुयो निर्माण र कार्यान्वयनको माध्यमबाट विद्यार्थीहरूको सिकाइ उपलब्धिमा सुधार गर्न सकिन्छ भन्ने कुरा महसुस गर्न थालेका छन् । यद्यपि, केही विद्यालयहरूमा विसुयो निर्माण सम्बन्धी विभिन्न समस्याहरू जस्तै योजना यथावपरक नहुनु, आर्थिक रूपले कार्यान्वयन सम्भव नहुनु, योजना राखेका शिक्षाहरूमा पेस गर्ने प्रयोजनका लागि मात्रै तयार हुनु आदि जस्ता सवालहरू अझै पनि यथावत रहेका छन् । यिनै सवालहरूलाई सम्बोधन गर्ने उद्देश्यले शिक्षा विभागको सिसम-२ परियोजनाले गुणस्तरीय, वास्तविक तथा सजिलै कार्यान्वयन गर्न सकिने विसुयो निर्माणमा सहयोग गर्नका लागि विसुयोको लेखाजोखा गर्ने कार्यको सुरुआत गरेको छ । जिशिका, गोर्खाबाट सुरुआत गरिएको विसुयो लेखाजोखा (SIP Appraisal) प्रक्रियाको अध्ययन र अनुभवको आधारमा यसलाई थप परिष्कृत गर्दै भकम्पबाट अति प्रभावित तल तालिकाका उल्लिखित १० ओटा जिल्लाहरूमा “जिल्ला स्तरीय विसुयो लेखाजोखा सम्बन्धी अभिमुखीकरण” कार्य सञ्चालन गरिएको छ ।

lj ; bf]n]yfhfyf ; ~~20~~LSfo\$psf] ; f/fz

क्र.सं.	ल.नं.	ल.नं. : त/लो cledvls/Of eFsflldt	ल.नं. : त/लो cledvls/Ofst ; xefubx	सं.सं. ; aVof	सं.सं. ; aVof	सं.सं. ul/Psf lj; bf; aVof	सं.सं. %lf	सं.सं. %lf
१	काठमाडौं	२२/२३ मंसिर २०७३	४१	२३	१८२	९१	-	-
२	धादिङ	२ मंसिर २०७३	२९	२०	४७७	१९२	-	-
३	नुवाकोट	४ पुष २०७३	२७	१३	४६०	३३०	२	-
४	रसुवा	५ पुष २०७३	२२	८	८८	८७	८४	-
५	रामेछाप	५/६ माघ २०७३	३०	१६	४१९	४१९	१४७	-
६	दोलखा	६/७ माघ २०७३	३१	१६	३६०	३४४	-	-
७	सिन्धुपाल्चोक	१९/२० माघ २०७३	३९	१७	५४१	३१७	६८	-
८	काभ्रेपलाञ्चोक	३/४ फागुन २०७३	३५	२३	५२७	१६३	-	-
९	बलितपुर	१९/२० फागुन २०७३	४१	१५	१८६	१६८	१५४	-
१०	शेखरदुहा	१४/१५ चैत २०७३	३२	१४	३३१	२८	९९	-
		हद	##	!	##	@#%	%\$	-

* विसुयो लेखाजोखा सम्बन्धी अभिमुखीकरण कार्यक्रममा आउँदा आफ्नो स्रोत केन्द्रान्तर्गत अद्यावधिक भएका ५ वर्षे वार्षिक विसुयोहरू लिएर आउन स्रोतव्यक्तिहरूलाई सूचित गरिएको थियो। अभिमुखीकरण कार्यक्रममा समय अभावको कारणले केही विसुयोहरू मात्रै समीक्षा गरिएको थियो।

यस जिल्लास्तरीय विसुयो लेखाजोखाको अभिमूखीकरण पश्चात्, तालिम प्राप्त स्रोतव्यक्तिहरूले आफ्ना स्रोतकेन्द्रहरूमा स्रोतकेन्द्रस्तरीय विसुयो लेखाजोखा गर्न निर्देशन दिईएको थियो । विसुयो लेखाजोखा गर्दा देखिएका सुधारात्मक पक्षहरू सम्वन्धित प्रधानाध्यापक एवं विद्यालय व्यवस्थापन समितिका सदस्यहरूलाई उपलब्ध गराइएको थियो ।



विसुयो लेखाजोखा गर्दा प्राप्त सिकाइहरू,

- कार्यक्रमका सहभागीहरूले विसुयोका बारेमा उठाएका समस्या र सवालहरू विसुयोमा समावेश गरिनुपर्दछ ।
- ५ वर्षे आवधिक योजना र वार्षिक अद्यावधिक योजनाबीच तालमेल भएको हुनुपर्दछ ।
- विसुयोको कार्यक्रमहरूको लक्ष्य निर्धारण गर्दा विद्यालयको स्व:मूल्याङ्कन रुजुसूचीको विश्लेषणका आधारमा गरिनुपर्दछ ।
- विसुयोमा उल्लिखित कार्यक्रम तथा गतिविधिहरू कार्यान्वयन योग्य हुनुपर्दछ ।

यस कार्यक्रमको सिलसिलामा विसुयोको लेखाजोखा कार्यक्रमले विसुयोमा उल्लिखित कार्यक्रमहरूको कार्यान्वयनमा सहयोग पुग्ने यथार्थता विद्यालय निरीक्षक, स्रोतव्यक्ति तथा प्रधानाध्यापकहरूले महसुस गरेका छन् ।

सिसम-२ परियोजनाको अन्तिम सर्भेक्षण: विसुयो कार्यान्वयनको अवस्था

जिज्ञासा, स्रोतव्यक्ति र शिक्षा विभाग/सिसम-२ परियोजनाका कर्मचारी सम्मिलित एक टोलीको सहकार्यमा जेठ देखि माघ २०७३ मा यस परियोजनाको अन्तिम सर्भेक्षण (Endline Survey) सम्पन्न भएको थियो । सर्वेक्षणबाट सङ्कलित तथ्याङ्कहरूको कम्प्युटर प्रवेशीकरण, संयोजन र विश्लेषण तथा प्रतिवेदन लेखनकार्य सिसम-२ परियोजनाले सम्पन्न गरेको हो । तल प्रस्तुत गरीएको तथ्याङ्कले विसुयोमा विद्यार्थी भर्ना, आन्तरिक सक्षमताका सवाल साथै यी सवालहरूलाई विद्यालयले पूर्ण वा आंशिक रूपले कार्यान्वयन गर्न सके वा केही पनि कार्यान्वयन गर्न सकेका छैनन् भन्ने सवालहरूको यथास्थितिको उजागर गरेको छ ।

विसुयो कार्यान्वयन एक ऋकलक

सुधारका क्षेत्र	बजेट आवश्यक (छ/छैन)	नियोजित कार्यक्रम सङ्ख्या	कार्यान्वयनको अवस्था (सङ्ख्यामा)			कार्यान्वयनको अवस्था (प्रतिशतमा)		
			पूर्ण रूपमा	आंशिक रूपमा	नभएका	पूर्ण रूपमा	अर्ध आंशिक	नभएका
१ विद्यार्थी भर्ना	छ	४६	३६	९	१	७८%	२०%	२%
	छैन	८३	५१	२३	९	६१%	२८%	११%
२ आन्तरिक सक्षमता (विद्यालय छाड्ने, उत्तीर्ण हुने र कक्षा दोहोर्चाउने)	छ	५३	२८	१४	११	५३%	२६%	२१%
	छैन	११६	७८	२६	१२	६६%	२२%	१०%
३ सिकाइ उपलब्धि	छ	७७	३८	२३	१६	४९%	३०%	२१%
	छैन	१२५	८६	३३	६	६९%	२६%	५%
४ शिक्षक व्यवस्थापन	छ	१०८	५७	१७	३४	५३%	१६%	३१%
	छैन	५५	३६	९	१०	६५%	१६%	१८%
५ विद्यार्थीको हाजिरी	छ	३२	१८	११	३	५६%	३४%	९%
	छैन	८३	५६	१९	८	६७%	२३%	१०%
६ शिक्षकको हाजिरी	छ	१६	१३	३	०	८१%	१९%	०%
	छैन	६१	४०	१८	३	६६%	३०%	४%
७ भौतिक पूर्वाधार व्यवस्थापन	छ	२७५	९१	४९	१३५	३३%	१८%	४९%
	छैन	१४	८	५	१	५७%	३६%	७%
८ विद्यालय व्यवस्थापनमा अभिभावकहरूको संलग्नता	छ	४७	२८	१४	५	६०%	३०%	११%
	छैन	९१	६१	२२	८	६७%	२४%	९%
९ शैक्षिक सामग्रीहरू	छ	१९९	१०४	५५	४०	५२%	२८%	२०%
	छैन	२६	१५	१०	१	५८%	३८%	४%
१० स्रोत संकलन	छ	१०२	३९	१९	४४	३८%	१९%	४३%
	छैन	३८	२६	९	३	६८%	२४%	८%
११ विद्यालयमा विपद् पूर्वतयारी	छ	३४	१६	१४	४	४७%	४१%	१२%
	छैन	६९	५२	१३	४	७५%	१९%	६%
१२ अन्य	छ	४१	२१	९	५	६६%	२२%	१२%
	छैन	१६	४	८	४	२५%	५०%	२५%
जम्मा	छ	१,०३०	४९५	२३७	२९८	४८%	२३%	२९%
	छैन	७७७	५१३	१९५	६९	६६%	२५%	९%

विसुयोमा तर्जुमा गरिएका कार्यक्रमहरू मध्ये सबैभन्दा ठुलो सङ्ख्या २८९ “भौतिक पूर्वाधार व्यवस्थापन” का गतिविधिहरू राखिएको भए तापनि कार्यान्वयनको लागि बजेटको व्यवस्था ज्यादै न्यून रहेको छ । २२५ कार्यक्रमहरूको “शैक्षिक सामग्रीको व्यवस्थापन” दोस्रो र २०२ कार्यक्रमका साथमा “सिकाइ उपलब्धि” ले तेस्रो स्थान ओगटेको छ । यस तथ्याङ्कले विद्यालय व्यवस्थापन समितिहरूको विद्यार्थीले गुणस्तरीय शिक्षा पाउनु पर्ने प्रतिको चासोमा अभिवृद्धि भएको सङ्केत गर्छ । यसबाहेक विना बजेट वा कम बजेटमा गर्न सकिने कार्यक्रमहरू तर्फ हेर्दा “सिकाइ उपलब्धि” कार्यक्रम सबैभन्दा बढी अर्थात् १२५ तर्जुमा गरिएको कार्यक्रममा पर्दछ भने तर्जुमा गरिएका कार्यक्रमहरूको कार्यान्वयन स्थिति हेर्दा “सिकाइ उपलब्धि” का १२५ मध्ये ११९ कार्यक्रमहरू पूर्ण वा आंशिक रूपमा सम्पन्न भएका छन् जुन ९४% रहेको छ । वार्षिक विसुयो अद्यावधिकका लागि सहयोगी तालिम पुस्तिका तथा विद्यालयमा विपद् पूर्वतयारी विषयक अभिमुखीकरण र सन्दर्भ सामग्रीको प्रयोग पश्चात् विसुयोमा तर्जुमा गरिएका कार्यक्रमहरू विना बजेट वा कम बजेटमा गर्न सकिने कार्यक्रमहरूका १०३, विपद् व्यवस्थापनका योजना तर्जुमा गरिएकोमा ९२% कार्यक्रमहरू पूर्ण वा आंशिक रूपमा सम्पन्न भएका छन् जुन एक अर्को उदाहरणीय परिणाम हो ।



विसुयोको अध्ययन र समीक्षा

नेपालमा आर्थिक वर्ष २०५८/५९ देखि सबै सामुदायिक विद्यालयहरूमा अनिवार्य रूपमा ५ वर्ष विसुयो र विसुयोको वार्षिक रूपमा अद्यावधिक गर्नुपर्ने व्यवस्था गरिएको थियो। तसर्थ, जापान अन्तर्राष्ट्रिय सहयोग नियोगको प्राविधिक र आर्थिक सहयोगमा शिक्षा मन्त्रालय, शिक्षा विभाग, राष्ट्रिय शैक्षिक जनशक्ति विकास केन्द्र र पाठ्यक्रम विकास केन्द्रको सहकार्यमा सम्बन्धित सरोकारवालाहरूको विसुयो निर्माणका सवालमा क्षमता अभिवृद्धि गर्न आवश्यक विभिन्न तालिम सामग्री उत्पादन र वितरणसहित विभिन्न स्तरीय तहगत तालिम कार्यक्रम सञ्चालन गर्दै आइरहेको छ। यसको प्रतिफल स्वरूप, हाल आएर विद्यालयहरूले विद्यालय व्यवस्थापनमा सुधारका लागि विसुयो एक अति आवश्यक विधिको हो भन्ने कुरा महसुस गरी आत्मसात गर्दै आइरहेका छन्। साथै विद्यालय क्षेत्र विकास कार्यक्रमले पनि विसुयोको औचित्यलाई महसुस गर्दै आफ्नो कार्यक्रममा विद्यालयका सबै तहमा गुणस्तरीय शिक्षाको पहुँच पुऱ्याउने र जिल्लाहरूमा तर्जुमा गरिएका योजनाहरूको सफल कार्यान्वयन गर्नका लागि आवश्यक स्रोत व्यवस्थापन गर्न एक विधिको रूपमा विसुयोलाई प्रयोग गर्ने गरिएको छ। सामुदायिक विद्यालयहरूका परिमार्जित विसुयोहरूको सूक्ष्म अध्ययन तथा समीक्षा गरी यसका राम्रा कुराहरू पहिचान गर्ने र आगामी दिनहरूमा विसुयोलाई अभि सशक्त र परिष्कृत गर्दै लैजानु पर्ने आवश्यकता महसुस गरिएको छ।



सरोकारवालाहरूसँग विसुयोको अध्ययनका लागि अर्न्तवार्ता लिदै

विसुयोको अध्ययन तथा समीक्षाको मुख्य लक्ष्य भनेको विद्यालयहरूलाई विद्यालय व्यवस्थापनमा सुधार गरी विद्यार्थीहरूलाई गुणस्तरीय शिक्षा प्रदान गर्न सहयोग गर्नु हो। यसको उद्देश्य भनेको विसुयोको वास्तविक अवस्थाको पहिचान गरी यसका सबल पक्ष, कमी कमजोरी तथा सुधार गर्न सकिने सम्भावनाहरूको लेखाजोखा गर्नु हो साथै विसुयोका सफल कथा, सिकाइको आधारमा विसुयोलाई आगामी दिनहरूमा अभि सुधार गरी सजिलै प्रयोग गर्न सकिने बनाउनु तथा विसुयोको कार्यान्वयनमा सरोकारवालाहरूको संलग्नता पहिचान गरी आम्दानी र खर्चको पारदर्शिता कायम गर्नु रहेको छ।

शिक्षा विभाग, शैक्षिक जनशक्ति विकास केन्द्र र पाठ्यक्रम विकास केन्द्रले विसुयोको अध्ययन तथा समीक्षाको लागि आवश्यक आधार र निश्चित ढाँचा तयार गरी सम्बन्धित जिशिकाको सहमतिमा तराई र पहाड गरी दुई क्षेत्रमा अध्ययन र अनुसन्धानको लागि एक/एक स्रोतकेन्द्र छनोट गरिएको थियो। जसअनुसार तराईका ४० र पहाडका ३६ ओटा सामुदायिक विद्यालयहरूमा विसुयोको अध्ययन र समीक्षा गरिएको थियो। त्यसै गरी ५ वर्ष विसुयो, विसुयोको वार्षिक अद्यावधी, अधिल्लो आर्थिक वर्षका आम्दानी खर्चको प्रतिवेदन र विद्यालय व्यवस्थापन सम्बन्धी प्रश्नावली संकलन गरी सूचना तथा तथ्याङ्कहरूको विश्लेषण गरिएको थियो। यस अध्ययनकै बेला शिक्षा विभाग, शैक्षिक जनशक्ति विकास केन्द्र, पाठ्यक्रम विकास केन्द्र र सम्बन्धित जिशिकाका पदाधिकारीहरूबाट थुप्रै स्थलगत भ्रमण, सरोकारवालाहरूको भेला तथा छलफलहरू गरिएका थिए।

यस विसुयोको अध्ययन र समीक्षाका परिणाम र निचोडहरूमा : क) विसुयो ५ वर्ष र वार्षिक अद्यावधिक प्रक्रियामा अभि पनि अन्योल र ५ वर्ष र वार्षिक अद्यावधिकको अन्तरसम्बन्ध बुझ्न नसकी वार्षिक अद्यावधि पनि ५ वर्ष विसुयो जस्तै गरी तयार गरिएको ख) विद्यालयहरूले विद्यालयको समस्या र यसका कारणहरू राम्ररी बुझ्नका छन् ग) विद्यालयमा बजेट तथा अनुदान रकमका बारेमा सूचना/जानकारीको अभाव घ) जिशिका र अन्य दातृ निकायहरूले विद्यालयहरूका विसुयोमा तर्जुमा गरिएका कार्यक्रमहरूलाई कम प्राथमिकता दिनु र पर्याप्त स्रोत उपलब्ध गराउन नसक्नु आदि रहेका छन्।

भक्तपुरमा BOSAI Mapping सम्बन्धी अभिमुखीकरण

भक्तपुर जिल्लाका आठ ओटै स्रोत केन्द्रहरूमा प्रकोप (BOSAI) नक्शाङ्कन सम्बन्धी अभिमुखीकरण माघ/फागुन २०७३ मा सम्पन्न भएको छ। प्रधानाध्यापक तथा शिक्षकहरूले उनिहरूको विद्यालयमा प्रकोप नक्शाङ्कन गर्न सक्नु भनेर तालिम दिनु नै यसको उद्देश्य रहेको छ। स्रोतव्यक्तिहरूले शिक्षा विभाग/जिल्ला शिक्षा कार्यालयका अधिकारीहरूसँगको सहकार्यमा अभिमुखीकरण कार्यक्रम सहजिकरण गरेका थिए। सहभागीहरूलाई नक्शाङ्कनको चरणहरू : १) चित्रकाडहरूको पहिचान २) चित्रकाडहरू मिलाएर राख्ने (विद्यालय तथा हिमालको चित्रकाड राख्ने) ३) मुख्य-मुख्य भौतिक संरचनाहरूको नक्शाङ्कन ४) असुरक्षित तथा भेला हुने स्थानको पहिचान ५) बाहिर जाने तथा ब्यानर भुन्ड्याउने ६) समापन आदिको प्रक्रिया बारे अवगत गराइएको थियो। अभिमुखीकरणमा स्रोतव्यक्तिहरूले BOSAI को अर्थ बारे जोड दिँदै भने यो एउटा जापानिज शब्दावली हो जुन विपद् जोखिम न्यूनिकरण सम्बन्धी विषयमा प्रयोग गरिन्छ र यसले भन्छ कि “आफ्नो/आफूलाई सहयोग” “परस्पर सहयोग” तथा “सार्वजनिक सहयोग”।



भक्तपुरको स्रोत केन्द्रमा प्रकोप सम्बन्धी नक्शाङ्कन



अभिमुखीकरणमा यो पनि छलफल गरिएको थियो कि विद्यालय, विद्युस तथा अभिभावकहरूले उनिहरूको विद्यार्थीहरूलाई विद्यालयमा सुरक्षित राख्न तथा मानवीय क्षति कम होस भनेर के गर्न सक्छन् ? सहजकर्ताहरूले प्रधानाध्यापक तथा शिक्षकहरूलाई विपद् जोखिम न्यूनीकरण सम्बन्धी कार्यकलापहरूलाई विसुयोमा एकीकृत गर्न तथा सोहीअनुसारको कार्ययोजना बनाउन निर्देशित गरेका थिए । त्यसैगरी सहजकर्ता तथा सहभागीहरूले विद्यालयमा प्रकोप नक्शाङ्कन गर्दा निम्न उल्लिखित बुँदाहरू विचार गर्न आवश्यक छ भनेर छलफल गरेका थिए ।

क) प्राविधिक तथा प्रशासनिक स्वीकृतिका लागि सम्बन्धित सरोकारवाला व्यक्ति तथा संस्थाहरू जस्तै स्थानीय सरकारी निकाय, रेडक्रस, प्रहरी, भूकम्प प्रविधि राष्ट्रिय समाज नेपाल, शिक्षा विभागका इन्जिनियर, जिल्ला विकास समितिका इन्जिनियरहरूलाई समेत बोलाउने ।

ख) केवल नक्सा कोर्नु/बनाउनु मात्रै प्रकोप नक्शाङ्कनको उद्देश्य होइन ।

विद्यालय वरपरका “असुरक्षित” तथा “भेला हुने स्थान” आदिका बारेमा सरोकारवालाहरू (विद्यार्थी, अभिभावक, शिक्षक, विद्युस/शिपस सदस्य, स्थानिय समुदाय) बीच साभा बुझाइ कायम गर्नु महत्वपूर्ण कुरा हो । जसले गर्दा उनीहरूमा विपद् जोखिम न्यूनीकरण सम्बन्धी जनचेतना अभिवृद्धि हुन्छ ।

ग) सार्वजनिक ठाउँहरूमा “भेला हुने स्थान”को व्यानर राख्ने बेलामा सबै सरोकारवाला तथा आधिकारिक संस्थाहरू बीचको सहमति आवश्यक हुन्छ ।

घ) स्रोत व्यक्तिले विपद् जोखिम न्यूनीकरण सम्बन्धी नवीनतम सूचना/जानकारी आदानप्रदान गर्ने तथा अर्न्तक्रिया गर्ने मञ्चको रूपमा नियमित प्रधानाध्यापक बैठकलाई उपयोग गर्न सक्नेछन् ।

अभिमुखीकरण पश्चात् भक्तपुर जिल्लाका १३१ ओटै सामुदायिक विद्यालयहरूले यसै आर्थिक वर्षभित्र प्रकोप नक्शाङ्कन गर्ने छन् साथै अर्को वर्ष विसुयो अद्यावधिक गर्ने बेलामा विद्यालयहरूलाई प्रकोप नक्शाङ्कन गर्नका लागि प्रोत्साहित/सिफारिस गरिएको छ । यसका साथै विद्यालयहरूले प्रकोप नक्शाङ्कनलाई अतिरिक्त कार्यकलापको रूपमा पनि सञ्चालन गर्न सक्छन् ।



प्रकोप सम्बन्धी नक्शाङ्कन तयार भयो अब समीक्षा गरौं

विसुयो लेखाजोखाबारे मेरो अनुभूति

कृष्णकुमार श्रेष्ठ
शाखा अधिकृत, जिशिका, धादिङ

विगतमा धेरै सामुदायिक विद्यालयहरू विसुयो बारे अनभिज्ञ थिए साथै यसको महत्त्वका बारेमा उनीहरूलाई थाहा थिएन । विसुयो विद्यालयका लागि नभई केवल जिशिकामा पेश गर्ने एक दस्तावेजको रूपमा लिइन्थ्यो, जसरी मोटर साइकल चालकले हेल्मेट आफ्नो सुरक्षाको लागि नभई टुफिकका लागि हो भनेर बुझ्ने गर्दथे ।

सिसम-२ परियोजनाको प्राविधिक र आर्थिक सहयोगमा धादिङमा सबै सामुदायिक विद्यालयका सरोकारवालाहरूले विसुयो निर्माण र कार्यान्वयनका लागि आफ्नो क्षमता अभिवृद्धि गरेका थिए । साथै आफ्नो स्वामित्व पनि विकास गरेका थिए । सबै सरोकारवालाहरूले गुणस्तरीय शिक्षाका लागि विसुयोको आवश्यकता महसुस गरे । फलस्वरूप विद्यालयहरूले ५ वर्षे र वार्षिक विसुयो निर्माण गर्न थालेका छन् साथै विद्यालयहरूले विसुयो कार्यान्वयनमा ध्यान दिन थालेका छन् ।

आर्थिक वर्ष २०७२/७३ (२०१६/१७) मा जिशिका धादिङले सबै २० ओटै स्रोतकेन्द्रहरूमा एक दिने विसुयो लेखाजोखा कार्यशाला सञ्चालन गर्‍यो । कार्यशालाको उद्देश्यहरूमा : १) वर्तमान सन्दर्भमा सान्दर्भिकता जाँच गर्न तयारी विसुयो समीक्षा गर्ने २) अर्को अद्यावधिकका लागि विसुयो सुधार गर्न विसुयोको स्व:मूल्याङ्कन रहेका थिए ।



विसुयो निर्माण सहयोगी पुस्तिकाका अनुरूप समीक्षा गर्दै

मध्य कार्तिक २०७२ देखि मध्य माघ २०७३ मा सञ्चालन भएको एक दिन विसुयो लेखाजोखा कार्यशालामा ५७७ विद्यालयका प्रधानाध्यापक र विद्यालय व्यवस्थापन समितिका सदस्यहरू आ-आफ्नो स्रोत केन्द्रहरूमा सहभागी भएका थिए । यसै क्रममा: सहभागीहरूले स्रोतव्यक्तिबाट पृष्ठपोषण पनि पाएका थिए ।

कार्यशालामा केही विद्यालयले तोकिएका मापदण्ड अनुरूप विसुयोहरू तयार नभएको पाइयो । यसको कारण पछिल्लो संशोधित विसुयो निर्माण सहयोगी पुस्तिका २०७१ उपलब्ध नहुनु पनि हुनसक्छ । सबै विद्यालयहरूले विसुयो निर्माण सहयोगी पुस्तिकामा तोकिएको ढाँचा बमोजिम विसुयो निर्माण गर्ने प्रयास गरेको छ । तथापि केही विद्यालयहरू, अनुसूची-२ को १-९ तालिकाको सूचना र तथ्याङ्कको विश्लेषण गरी विसुयो निर्माण गर्न असमर्थ थिए साथै समस्या पहिचान र योजना निर्माण पनि राम्रोसँग उल्लेख गरिएको थिएन । यस कार्यशालाद्वारा गणना र तथ्याङ्क विश्लेषणमा सबै सहभागीहरूलाई आफ्नो गल्ती र कमी कमजोरीहरू महसुस भएको थियो ।



विसुयो निर्माणमा विभागिय निर्देशन माथी छलफल गरिदै

कार्यशाला पश्चात् सहभागीहरूले स्व:मूल्याङ्कनको परिणाममा आधारित व्यावहारिक र कार्यान्वयनयुक्त विसुयो निर्माण गर्ने र स्रोतकेन्द्र मार्फत जिशिकामा पेश गर्ने प्रतिवद्धता जनाए ।