



Ministry of Education
The Government of Nepal



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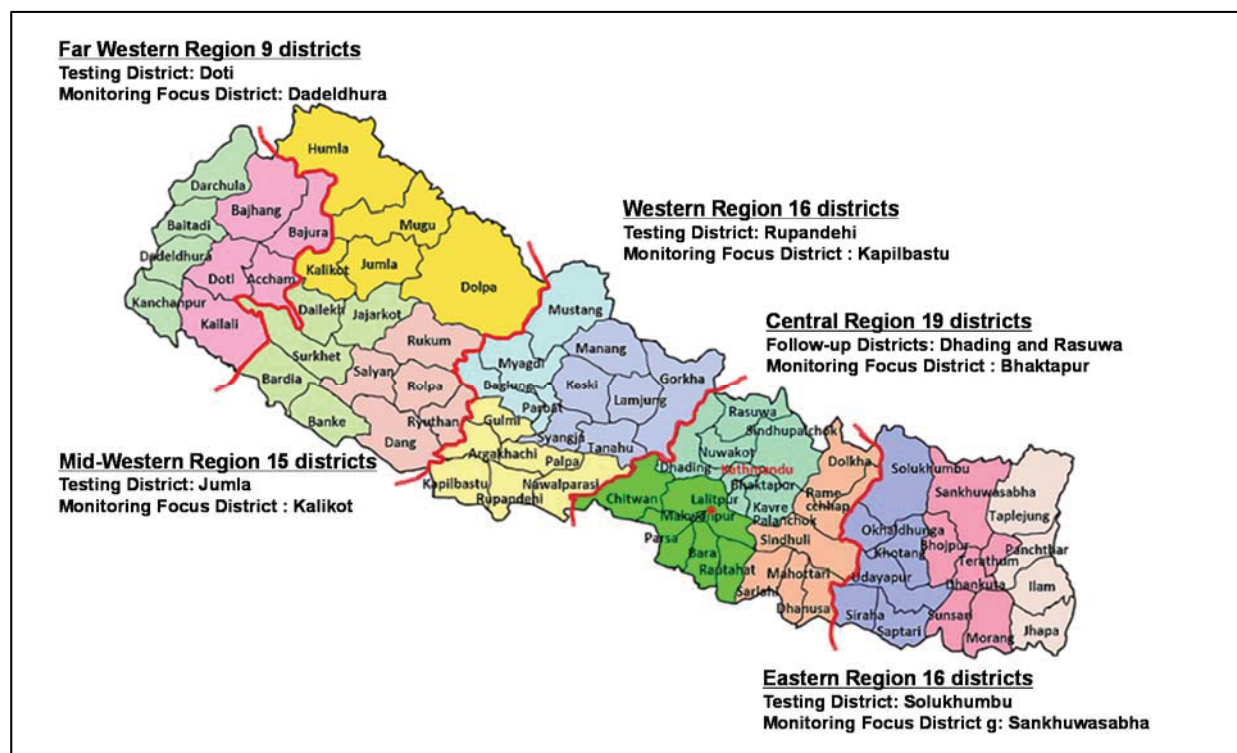
THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF SCHOOL MANAGEMENT PHASE-II (SISM2) IN NEPAL

Project Progress Report (Vol.1)



January 2015

INTERNATIONAL DEVELOPMENT CENTER
OF JAPAN INC. (IDCJ)



Project Location Map (Target = All 75 Districts)

Photos of the 1st Half of the 2nd Project Year (August 2014 – January 2015)



Photo-1: Honorable Minister for Education, Ms. Chitrlekha Yadav, joined JICA session as panelist, UNESCO World Conference (Nagoya, November 2014)



Photo-2: Information Exchange Meeting of Kwansei Gakuin University, and DoE, SISM2 (September 2014)



Photo-3: Dream School Exercise during a School Visit in Bhaktapur (September 2014)



Photo-4: T5 Meeting on Finalization of Training Materials (September 2014)



Photo-5: School Visit Session of Regional-level ToT in the Western Region (November 2014)



Photo-6: District-level ToT in Sankhuwasabha (January 2015)

ABBREVIATIONS

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

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

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THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF SCHOOL MANAGEMENT PHASE-II IN NEPAL (SISM2) PROJECT PROGRESS REPORT (VOL.1)

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CHAPTER 1: OVERVIEW

1.1 Achievement of the SISM2 1st Project Year: June 2013 – July 2014

GoN has conducted “The Project for Support for Improvement of School Management Phase 2 (SISM2)” since June 2013 with the technical assistance of JICA. Based on the output and outcome of SISM Phase 1, which was conducted from February 2008 to February 2011, SISM2 is charged with a mission to develop the stakeholders’ capacity in school-based management through verifying, updating and disseminating SISM Model¹ and ultimately to contribute to the improvement of the access to quality basic education in Nepal.

By the end of the 1st project year of SISM2, the cascade training of trainers (ToT) from the central to the district levels and the resource center (RC) level and the school-level workshops, which are the major component of SISM Model, were carried out in the six (6) districts from the five development regions of the country. Rasuwa and Dhading from Central Region are the target districts of SISM Phase 1 and the follow-up districts of SISM2. Solukhumbu from Eastern Region; Rupandehi from Western Region; Jumla from Mid-western Region; and Doti from Far Western Region are the target districts for the Testing of SISM Model during the 1st project year of SISM2.

In the 6 districts, about 30 trainers have been trained at the central-level ToT (C-ToT); who are the officers from the central/local education agencies, including Ministry of Education (MoE), Department of Education (DoE), National Center for Educational Development (NCED), Curriculum Development Center (CDC), Education Training Centers (ETCs), Regional Education Directorates (REDs), and District Education Offices (DEOs). By these central-level trainers, around 120 Resource Persons (RPs) and local education officers were trained at the district-level ToT (D-ToT). Around 4,500 representatives from 2,000 schools (2-3 representatives from each school) were trained at the RC-level workshop (RC-W).

Eventually, after the series of SISM Model cascade-type training, the 4,500 school representatives trained at the RC-Ws held a school-level workshop (SLW) to formulate/update SIP with community participation at their own schools; which meant that all of the community schools (=around 2,000 schools) conducted a SLW in the 6 districts.

¹ SISM Model is a training package, developed by Department of Education (DoE) in collaboration with JICA technical assistance project “SISM Phase I (February 2008 – February 2011), for capacity development in school-based management, including i) cascade-type training of trainers (ToT) from the regional to district levels; ii) SIP updating workshop at the resource center (RC) and school levels; iii) training and workshop programs; and iv) training materials.

As reported in the 1st Year Project Completion Report, through the Testing activities, many positive changes of the various stakeholders were observed; including RPs, School Management Committees (SMCs), head teachers (HTs), teachers, students, guardians and community members. Before the Testing, it was found that only half of the sample community schools of the Baseline Survey of the four (4) Testing districts had developed annual action plan of SIP; the End-line Survey found that, motivated by a SLW, almost 100% of the sample community schools had formulated a school annual action plan for 2071/72. The followings are some of the positive changes reported:

- ♦ The purpose and use of SIP and the roles of SMC/PTA are understood better.
- ♦ More SIPs become realistic and implementable.
- ♦ SMC/PTA initiate various SIP activities which require no or low budget.
- ♦ SMC/PTA hold meeting regularly.
- ♦ SMC/PTA and guardians are more interested in school and visit schools more often.
- ♦ SSs and RPs are confident about their facilitation, guiding and monitoring skills.
- ♦ More schools submit proposals to DDC/VDCs for resource mobilization.

There have been various good practices produced in the target districts of SISM Phase 1 and the SISM2 Testing. Therefore, it can be concluded that the Testing verified the effectiveness of SISM Model, although there are still various issues need to be further discussed and updated. The next challenge would be how to continue and disseminate this initiative.

1.2 Goals of the 2nd Project Year: August 2014 – July 2015

As in the initial plan, during the 1st Project Year, SISM2 achieved Output 2: Effective and practical model for training and monitoring mechanism/contents is validated in the target area” out of the three (3) expected outputs in the SISM2 Project Design Matrix (PDM) (Appendix-1). The project summary of SISM2 PDM is as shown in Table 1-1.

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

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

(Source: Extract from SISM2 PDM Version-0)

In the 2nd Project Year, SISM2 continues its challenges to accomplish the other two expected outputs: namely, “Output 1: refinement of SISM Model” and “Output 3: capacity development of the central/local education authorities”, which contribute to the achievement of the project purpose and the overall goal as well as to the attainment of the goals of the School Sector Reform Plan (SSRP)

1.3 Progress of the 1st Half of the 2nd Project Year: August 2014 to January 2015

In order to achieve the goals mentioned above, SISM2 conducted the following major activities in the 1st half of the 2nd Project Year:

- (1) Updating of SISM Model and refining, printing and distributing the training materials;
- (2) Designing the action plan of the national dissemination of SISM Model and preparing the technical, logistic and financial plans;
- (3) Conducting regional-level ToTs (R-ToTs) in the five (5) regions;
- (4) Conducting district-level ToTs (D-ToTs) in the target 69 districts² of the national dissemination to prepare RC-Ws/SLWs held in the 2nd half of the 2nd Project Year; and
- (5) Monitoring the regional-level and district-level ToTs.

The plan of operation of the 2nd Project Year is shown in Figure 1-1 (next page) and more detailed one in Appendix-2 and the activities have been conducted as scheduled.

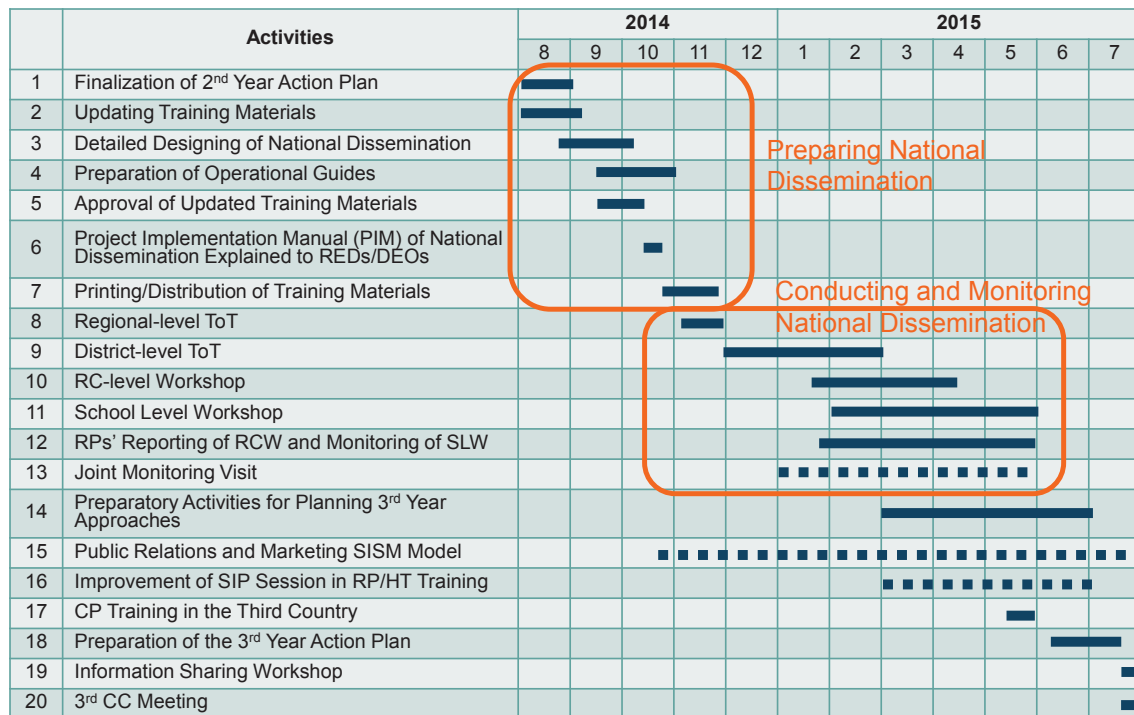
The Technical Taskforce Team for ToT (T5) members from MoE/DoE/NCED/CDC and the SISM2 Team organized and conducted R-ToTs together to develop common understanding among the key facilitators and to improve the quality of the ToT contents and operation.

After R-ToT, when conducting D-ToTs, the 30 districts of the Central and the Western Regions except Kathmandu and Lalitpur districts were supported by the SISM2 Team technically and financially; while the 39 districts of the Eastern, Mid-western and Far Western Regions and Kathmandu and Lalitpur districts were technically supported by MoE/DoE/NCED/CDC and covered by the SSRP budget³. The budget for conducting RC-W and SLW in the 69 districts are also covered by the SSRP budget. The budget plan of the capacity development through the national dissemination was shown in the Annual Strategies

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

³ The Government of Japan (GoJ) provided the pooling fund for the SSRP budget of the Nepalese Fiscal Year 2071/72 (July 2014 – July 2015) and ear-marked part of the GoJ pooling fund has been used for the national dissemination.

Implementation Plan (ASIP) and the Annual Work Plan and Budget (AWPB) for SSRP 2014-15 (2071/72) of the Government of Nepal.



(Source: Prepared by SISM2)

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

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

D-ToTs have been conducted since December 2015. As shown in Chapter 3, as of the end of January 2015, 49 districts out of the 69 target districts of the national dissemination (71.0% of the target) conducted 3-day D-ToT. The schedule of D-ToTs is shown in Appendix-3. With their RC-W facilitators trained and RC-W schedule prepared, they are ready for conducting RC-W and then SLW. The remaining 20 districts plans to conduct D-ToTs in February 2015.

From the end of January 2015, it was expected to start RC-Ws and then SLWs in some of the districts; however, due to the delay of the 2nd trimester SSRP budget disbursement, which covers the period from mid-November 2014 to mid-March 2015, RC-Ws and SLWs of the national dissemination have not yet started.

The progress and achievement of each expected output of the PDM are summarized as in Table 1-2. The activities to achieve Output 1 and Output 3 have been conducted in the 2nd Project Year, since Output 2 was already achieved in the 1st Project Year.

Table 1-2: Progress and Achievement during the 1st Half of the 2nd Project Year

Expected Output:	Progress/Major Activities	Achievement
Output 1: Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.	<ul style="list-style-type: none"> - Preparation of the operational guides (OGs) of the ToT implementation. - Updating of the training manuals including the SIP Formulation Guidebook, SLW Training Manual, School Self-assessment (SSA) Check List etc. based on the lessons learnt from the Testing conducted in the 1st Project Year - Meeting with T5 - Printing and distribution of the training manual packages to the target districts 	<ul style="list-style-type: none"> - OGs for R-ToT, D-ToT and RC-W created and distributed to the relevant officers and facilitators - Training materials refined and distributed to all of the target districts - SIP Formulation Guidebook and SLW Training Manual approved as the official documents by Director General of DoE - SIP Formulation Guidebook, SLW Training Manual and Booklet of Supplemental Document uploaded to the DoE Web-site
Output 2: Effective and practical model for training and monitoring mechanism/contents is validated in the target area.	<ul style="list-style-type: none"> - No activities in the 2nd Project Year. - The Testing activities and the baseline/end-line survey was conducted in the 1st Project Year. 	<ul style="list-style-type: none"> - The effectiveness of SISM Model to motivate and empower SMC/PTA and to reactivate the SIP process was verified by the results of the Testing.
Output 3: Capacity of central and local education authorities to support school management through SIP process is strengthened.	<ul style="list-style-type: none"> - Preparation and agreement of the overall design, project implementation manual (PIM), financial plan and monitoring plan of the national dissemination - Preparation and agreement of OGs - Distribution of training materials - Conducting R-ToT - Conducting D-ToT - Planning RC-W - Joint monitoring of D-ToT 	<ul style="list-style-type: none"> - PIM and OGs created. - Training materials distributed. - R-ToTs conducted in the 5 regions and the district-level trainers trained in the 69 target districts of the national dissemination in November 2014. - As of the end of January 2015, D-ToT conducted with RC-W facilitators trained and RC-W schedules prepared in 49 districts out of the 69 target districts. The remaining 20 districts will conduct ones in February 2015. - Joint monitoring conducted in the 4 D-ToTs: in Dadeldhura, Sankhuwasabha, Kalikot and Bhaktapur districts.

(Source: Prepared by SISM2)

This Project Progress Report (Vol.1) covers the project period of the 1st half of the 2nd Project Year. The progress and the achievement of Output 1 are outlined in Chapter 2, and those of Output 3 are in Chapter 3.

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

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

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

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

2.1 Objectives and Approaches of the SISM Model Refinement

Output 1 is “Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.” The target of Output 1 is SISM Model; therefore, to achieve Output 1, SISM Model were reviewed and updated based on the lessons learnt from the Testing of the 1st Project Year.

As shown in the SISM2 Completion Report of the 1st Project Year, SISM Model aims, by using SIP as key “learning by doing” instrument:

- (1) To discuss and clarify existing structure and roles and responsibilities of relevant stakeholder groups of school-based management; and
- (2) To raise awareness and to develop capacity needed to prepare and implement SIP with improved community participation to produce tangible improvements.

In order to accomplish what is mentioned above, SISM Model has the 4 components below (Appendix-4):

- Component 1: Training Workshop at the School-level
- Component 2: Cascade Type Trainers’ Training
- Component 3: Monitoring by SMC/PTA and Monitoring by Local Education Officers and RPs
- Component 4: Practical and User-friendly Training Documents and Materials

The objectives of the refinement of SISM Model in the beginning of the 1st half of the 2nd Project Year are:

- (1) To make SISM Model more practical, user-friendly, and implementable, for the national dissemination, which will be conducted in the 2nd Project Year; and
- (2) To look for how to further main-stream SISM Model for the sustainable capacity development for strengthening school-based management after SISM2 completed.

The approaches and steps to refine the SISM Model are as below:

- 1) To review the lessons learnt from the Testing and the comments and suggestions provided by the stakeholders during the Testing;
- 2) To update the overall design of SISM Model to fit the framework of the national dissemination and draft the programme implementation manual (PIM) and the operational guides (OGs) for each level of ToTs;
- 3) To refine and update the training materials for the use of the cascade ToT and the RC-W and SLWs during the national dissemination through the mutual close discussions between T5 and the SISM2 Team;

- 4) To get training materials approved by DoE;
- 5) To print and distribute the training materials to all of the target districts;
- 6) To provide orientation of the refined SISM Model and how to conduct the national dissemination for the central and the local education officers by using PIM;
- 7) To conduct the national dissemination of the refined SISM Model through R-ToT, D-ToT, RC-W and SLW; and
- 8) To update SISM Model and training materials when needed based on the lessons learnt from the national dissemination.

The training materials of SISM Model includes i) SIP Formulation Guidebook; ii) School Level Workshop Training Manual; and iii) School Self-Assessment Checklist, which were refined before starting the national dissemination.

To make the ToTs and workshops more practical, additional documents are prepared for the national dissemination: such as i) Supplemental (Reference) Booklet including Minimum Enabled Conditions (MEC) Indicators, Social Audit Guidelines, Child Friendly School Framework, PIM Summary; ii) Child Friendly Picture Poster, and iii) OGs.

The following sub-sections explain the key points to refine SISM Model.

2.2 Designing National Dissemination

The framework of the national dissemination of the refined SISM Model was already discussed and agreed in the end of the 1st Project Year at the 2nd CC meeting held on July 24, 2014; the minutes of the meeting is shown in Appendix-5.

Based on the framework, PIM was drafted by DoE in collaboration with T5 and the SISM2 Team to instruct the central/local education officers in how to implement the series of the national dissemination activities (Appendix-6).

2.3 Preparation of Operational Guides

To make the R-ToT, D-ToT and RC-W implementation smooth by conveying the same messages with the same quality in the trainings/workshops as much as possible, T5 and the SISM2 Team created the three types of OGs: namely, OG (1) for the R-ToT facilitators (Appendix-7); OG (2) for the D-ToT facilitators (Appendix-8); and OG (3) for the RC-W facilitators (Appendix-9).

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

2.4 Updating of the Training Materials

The following sub-sections show how to update and refine the training materials for the national dissemination. The refined editions of SIP Formulation Guidebook, SLW Training Manual, and SSA Checklist as an attachment to SLW Training Manual were officially approved as the DoE document and distributed to all of the district education stakeholders and to schools for the national dissemination and uploaded on the DoE Web-site.

2.4.1 SIP Formulation Guidebook

The first edition of the current SIP Formulation Guidebook was published in 2069 (March 2012) by DoE, as the key document for improving the school management through enhancing the understanding and the process of SIP of the stakeholders, based on the learning from the SISM Model piloting activities in SISM Phase 1. It was developed for the capacity development of SMCs/PTAs at the school level, school supervisors (SSs) and RPs at the district and the resource center levels, and the government institutions/officers at the central level and was delivered to every school.

SISM2 regarded SIP Formulation Guidebook as one of the key textbooks of the series of capacity development activities, and the ToTs and the workshops were designed to spend a large portion of time (2-5 sessions) for studying the contents and practicing the data tables of SIP Formulation Guidebook.

Based on the learning from the Testing in the 1st Project Year, SISM2 found that, in order to make the trainings and workshops of the national dissemination more effective and efficient, SIP Formulation Guidebook needed to be more precise and more user-friendly. Therefore, The SISM2 Team and the Technical Taskforce Team for ToT (T5) decided to review and refine it based on what they learnt from their own experience of using it at the C-ToT training sessions as well as what they heard from the facilitators and the participants of the various level ToTs and workshops during the Testing.

In general, the SIP Formulation Guidebook was found to be well accepted by the facilitators and the participants as the basic document to understand SIP concept, how to prepare, roles of the SMC/PTAs etc. However, there were some points, where the terminologies were not clear or where some examples were necessary for clearer understanding of how to create and analyze data and tables; otherwise, the participants might get confused.

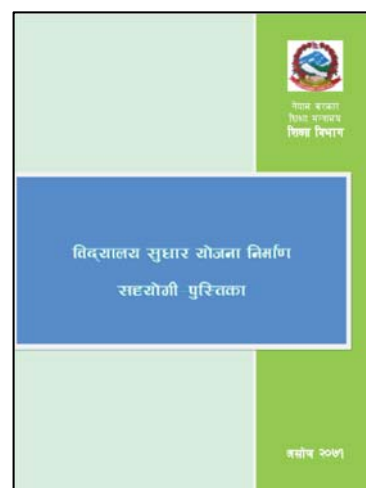


Figure 2-1: Cover Page of the Updated SIP Formulation Guidebook

For example, it was found, during the training sessions of the Testing, that local officers as well as school-level stakeholders did not understand the proper definitions of the indicators related to the internal efficiency and average learning achievement and how to calculate them; therefore, it was suggested to add the formula with a few examples in the SIP Formulation Guidebook.

The T5 meeting, held on March 26, 2014 during the 1st Project Year, already discussed this issue and agreed to revise “Table-2 Internal Efficiency Status” and “Table-3 Students Learning Achievements” in the Section-C, Annex part of the SIP Formulation Guidebook. Following the agreement of the T5 meeting, the T5 members and the SISM2 Team discussed how to update and eventually, the Annex of the SIP Formulation Guidebook was updated by adding some tables with examples and explanations.

Another T5 meeting was held on September 9, 2014 to discuss the updates. They basically agreed on the updates, after making additional revision suggested by the members. The major updates of Section-C are summarized in Table 2-1.

Table 2-1: Major Updates of Session-C, Annex of the SIP Formulation guidebook

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

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

(Source: Prepared by SISM2)

2.4.2 School-level Workshop Training Manual

SISM Phase 1 originally created the first edition of “SMC and PTA Training Guide Booklet” for the facilitators of the school-level workshops for the improvement of school management and distributed the Booklets in May 2010; and the 2nd edition was produced and shared in December 2010 after updated based on the lessons learnt from the piloting of SISM Model in the pilot districts: Dhading and Rasuwa. Both of the editions were produced before the first edition of the SIP Formulation Guidebook was created.

Before starting the Testing of SISM Model in the 1st Project Year of SISM2, “The School-Level Workshop Training Manual” was created based on the 2nd edition of “SMC and PTA Training Guide Booklet”.

The basic policies to update “The Training Guide Booklet” and to create “The School-level Workshop Training Manual” for the Testing and for the coming national dissemination of SISM Model are as below:

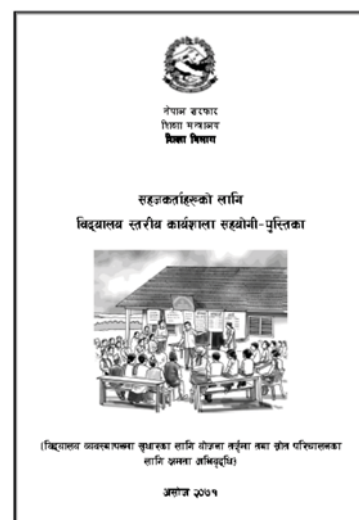


Figure 2-2: Cover Page of the Updated SLW Training Manual

- The SLW Training Manual is designed as one of the key textbooks used for the cascade type ToT to cover all the levels of ToT;
- The contents of the SLW Training Manual need to be consistent with the SIP Formulation Guidebook and any other government policies/guidelines;
- The SLW Training Manual is designed as learning-by-doing type manual to focus more on mobilizing and revitalizing of SMC/PTA rather than improving their understanding of SIP concept and methodology;
- Activities shown in the SLW Training Manual need be more concrete, practical and participatory rather than theoretical;
- Activities shown in the SLW Training Manual are designed to be utilized for the other occasions and for the other purposes; and
- The SLW Training Manual is to provide a two-day workshop program, instead of a 3-day workshop instructed by the Training Guide Booklet”, by considering the logistic and financial availability in the national dissemination.

The SISM2 Team worked closely with the T5 members and collected comments and feedback from the facilitators and participants of D-ToTs, and RC-Ws in the Testing districts during the 1st Project Year. Major steps taken for the revision were as follows:

- (1) Before the Testing conducted in the 1st Project Year, the SISM2 Team members created the very rough draft of the SLW Training Manual based on the Training Guide Booklet, and then it was discussed with the T5 members.
- (2) During the C-ToT in the 1st Project Year, every trainer contributed to produce the session plans of the drafted 1st edition of SLW Training Manual, which was used in the Testing.
- (3) While conducting D-ToT, RC-W and SLW in the Testing districts, the facilitators and participants were requested to give their inputs for the improvement of the manual.
- (4) On June 26, 2014, almost in the end of the 1st Project Year, a workshop for the finalization of the SLW Training Manual was held to work on the final draft of the manual.
- (5) Based on the discussions during the workshop, the SISM2 Team and the T5 continued the finalization of the SLW Training Manual.
- (6) Finally, the 2nd edition of the SLW Training Manual, which reflected all the recommendations was approved by the T5 members

Some of the changes made, in addition to the above listed areas of change, in the revised SLW Training Manual are as shown in Table 2-2.

Table 2-2: Additional Changes Made in SLW Training Manual

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

(Source: Prepared by SISM2)

2.4.3 School Self-Assessment (SSA) Checklist

The original form of SSA Checklist had been in use by the government and non-government organizations for some time even before SISM Phase 1. During SISM Phase 1, the SISM Team found that the list was very useful and attractive to motivate the participants; therefore, the SISM Team decided to include the session to review the own school status following the SSA Checklist as one of the SLW activities. At that time, the SSA Checklist has 44 indicators to check in total. Table 2-3 below shows the details.

Table 2-3: Indicators Included in the Initial SSA Checklist

Heading	Major Indicators	No. of Indicators
A. Educational aspects	<ul style="list-style-type: none"> • School aged children enrolled • Regular attendance of students • Average attendance of teachers • Drop-out rate and repetition rate 	14
B. Child friendly environment	<ul style="list-style-type: none"> • Regular health examination of students • Students feel free and secured • Any discrimination in the school 	8
C. Physical aspects (Related to adequate facilities and repair)	<ul style="list-style-type: none"> • Adequate class rooms • Hygienic drinking water • Sport materials and play ground • Have management of notice board 	11
D. Participation and relation with community	<ul style="list-style-type: none"> • SMC meetings, at least six times a year • PTA meetings, at least four times a year • Monitoring of the school by the SMC and PTA • Regular updating of the SIP 	11
Total No. of Indicators:		44

(Source: Prepared by SISM2)

During SISM Phase 1, it was found that participants of a school-level workshop had difficulties to fill these indicators with more time needed. Eventually, they felt exhausted before completing the workshop. SISM Phase 1 spent enough time to discuss and make agreement on how to revise the SSA Checklist with the various stakeholders including School Supervisors (SSs) and RPs of the Phase 1 pilot districts: Dhading and Rasuwa and the partner NGOs. The SISM Phase 1 Team and the SISM2 Team have collected suggestions from workshop participants and consulted with DoE including the T5 members. Now, the total number of the indicators become 29, which is shown in Table 2-4.

Table 2-4: Indicators in the Updated SSA Checklist (as of the end of January 2015)

Heading	Major Indicators	No. of Indicators
Internal efficiency (Table 2 of SIP Formulation Guidebook)	<ul style="list-style-type: none"> Number of students repeating grade 1 Number of students repeating grade 5 	3
Students Learning Achievement (T.3)	<ul style="list-style-type: none"> Average score of students in grade 3. (Nepali, Mathematics, English, Social Studies and Science) 	2
School days & Attendance (T5)	<ul style="list-style-type: none"> Average attendance per student per year, grade 1, 3 & 5 Average annual rate of teachers attendance 	4
Facility Management (T.6)	<ul style="list-style-type: none"> Drinking water Toilet management 	6
Participatory School Management (T. 7)	<ul style="list-style-type: none"> Regular meeting of SMC and PTA School monitoring by SMC/PTA and guardians 	7
Education Material& Teaching (T.8)	<ul style="list-style-type: none"> Status of teachers' lesson plans Student-centered teaching & learning 	3
Resource Management (T.9)	<ul style="list-style-type: none"> Scholarship distribution Social Audit and public sharing 	4
Total No. of Indicators:		29

(Source: Prepared by SISM2)

Another major change which SISM2 made is to make the linkages between the SSA Checklist and the SIP Formulation Guidebook. There is some explanation about the SSA Checklist in the SIP Formulation Guidebook; so that users may get the school data, guided by the SIP Formulation Guidebook, when they work on the SSA Checklist.

Additionally, the revised SSA checklist has some new tables: namely, the tables of “Areas which need urgent actions

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

(Minimum Indicators not fulfilled)” and “Program to be included in SIP as Priority areas”. These new tables are expected to smoothly lead participants to the discussion of objective analysis based on the SSA Checklist.

2.4.4 Training Materials Newly Added

(1) Supplemental (Reference) Booklet

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

Table 2-5: Contents of the Supplemental (Reference) Booklet

Chapter	Section
1. From the Education Act 2028 (with amendment) and Education Regulation 2059 (with four amendment 2066)	1.1 Roles and responsibilities of School Management Committee
	1.2 Formation, roles and responsibilities of Parents Teachers Association
	1.3 Roles and responsibilities of Head Teacher
	1.4 Code of Conduct of Teachers
	1.5 Code of Conduct of Students
2. From Local Self Government Act 2055	2.1 Roles and responsibilities of District Development Committee (DDC)
	2.2 Roles and responsibilities of Municipality
	2.3 Roles and responsibilities of Village Development Committee (VDC)
3. From National Framework for Child Friendly School	3.1 Minimum and expected indicators for Child Friendly School
4. Social Audit Guidelines for School	4.1 Social Audit Guidelines for School (With First Amendment 2071) 2065
5. Others	5.1 Prioritized Minimum Enabling Conditions (PMEC) of School, materials collected from Child Friendly School Self-monitoring Resource Book
	5.2 List of Educational materials that should be in School
	5.3 Program and activities at School level from DoE, materials collected from Program Implementation Book 2070
	5.4 Major National programs/plans

(Source: Prepared by SISM2)

(2) Child Friendly School Poster

Session 2 of the SLW Training Manual shares an image of a good school. A facilitator gives a set of A4-size photocopies of the pictures which show some images of good and bad atmospheres of school and class. Based on what they see on the pictures, the participants discuss “What do you see in the Child Friendly School Picture?”

To make the picture more attractive to the participants (the original pictures were black and white in the manual), the T5 members and the SISM2 Team prepared and distributed a collared flex poster of the child friendly school to RCs (Figure 2-4). The size of the poster is 48 cm length and 64 cm width, so that all of the participants clearly see it and actively discuss it.



Figure 2-4: Child Friendly School Poster

2.5 Printing and Distribution

2.5.1 Printing

The SISM2 Team printed the following refined/added training materials for the national dissemination and the printing numbers are shown in Table 2-6:

- 1) SIP Formulation Guidebook
- 2) School-level Workshop Training Manual
- 3) School Self-assessment Checklist
- 4) Supplemental (Reference) Booklet
- 5) Child Friendly School Poster

Table 2-6: Numbers of the Training Materials Printed (Unit: copies)

No.	Material	Number
1)	SIP Formulation Guidebook	30,000
2)	School-level Workshop Training Manual	31,000
3)	School Self-assessment Checklist (a set of 2 pages)	28,690
4)	Supplemental (Reference) Booklet	5,000
5)	Child Friendly School Poster	5,000

(Source: Prepared by SISM2)

2.5.2 Distribution

The District Education Offices (DEOs) of the target districts of the national dissemination received the enough copies of the five training materials based on the number of RCs and the number of community schools. The distribution details are shown on Table 2-7:

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

No.	Material	Received
1)	SIP Formulation Guidebook	<ul style="list-style-type: none"> • All D-ToT facilitators (1 copy each) • All D-ToT participants (1 copy each) • All schools (1 copy each)
2)	School-level Workshop Training Manual	<ul style="list-style-type: none"> • All D-ToT facilitators (1 copy each) • All D-ToT participants (1 copy each) • All schools (1 copy each)
3)	School Self-assessment Checklist	<ul style="list-style-type: none"> • All D-ToT facilitators (1 set each) • All RCs (1 set each) • All schools (1 set each)
4)	Supplemental (Reference) Booklet	<ul style="list-style-type: none"> • All D-ToT facilitators (2 copies each) • All D-ToT participants (2 copies each)
5)	Child Friendly School Poster	<ul style="list-style-type: none"> • All D-ToT facilitators (2 copies each) • All D-ToT participants (2 copies each)

(Source: Prepared by SISM2)

The total number of DEO which received these materials is 69 out of 75 districts in Nepal. The two districts (Rasuwa and Dhading), the pilot districts of SISM Phase 1 and the other four districts (Solukhumbu, Rupandehi, Jumla and Doti), the testing target districts of the 1st Project Year of SISM2, are excluded from this distribution because these districts already received these materials.

During November 2014, the regional ToT was conducted in Central, Eastern, Western, Mid-western and Far-western Regions separately. On this each occasion, these five materials were handed to the relevant RED and ETC personnel.

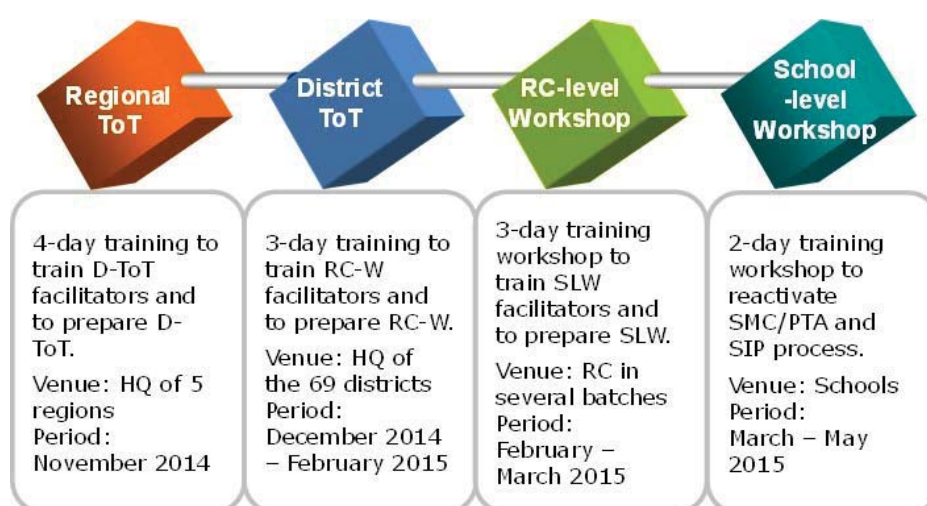
CHAPTER 3: PROGRESS AND ACHIEVEMENT OF OUTPUT 3 – CAPACITY DEVELOPMENT OF CENTRAL AND LOCAL EDUCATION AUTHORITIES

3.1 Objectives and Approaches of the Capacity Development through National Dissemination

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

During the 1st half of the 2nd Project Year, through the learning-by-doing and the on-the-job (OJT) training, the T5 and the SISM2 Team have exchanged the knowledge and expertise with the education officers at the central, regional and district levels in order to strengthen their capacity in the process of the national dissemination: including the steps of i) refining SISM Model and the training materials (refer to Chapter 2); ii) designing, preparing and conducting R-ToT and D-ToT and at the same time, for some of the officers being trained as facilitators in the R-ToT and D-ToT; iii) planning and preparing the RC-Ws and SLWs; and iv) monitoring/guidance and reporting the D-ToTs which have been conducted nation-widely.

The steps of the SISM Model cascade capacity development during the national dissemination is as outlined in Figure 3-1. All R-ToTs in the 5 regions were completed in November 2014. In December 2014 and January 2015, 49 districts among the 69 target districts of the national dissemination conducted D-ToT, while the remaining 20 districts will complete in February 2015. RC-W and SLW will be conducted nation-widely from February to May 2015.



(Source: Prepared by SISM2)

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

The major part of the capacity development was carried out in the process of the R-ToT, D-ToT and the joint monitoring activities during this period, which is outlined in the following sub-sections.

3.2 Regional-level ToT

3.2.1 Overview of the Regional-level ToT

All 5 R-ToTs were conducted in the month of November 2014. As for the facilitators, all of the T5 members engaged in the preparation and facilitation of the Central Region ToT, so that the experiences and learning from this Central R-ToT can be applied to the other R-ToTs of four regions. All the T5 members were divided into two teams and one team facilitated the Eastern R-ToT held during the period from November 10 to 13 and the Mid-Western R-ToT during the period from November 23 to 26, and another team did the same for the Western and the Far-Western Regions during the period shown in Table 3-1. In total, 163 participants, who came from the major ETCs and from the 75 DEOs, were trained in the 5 R-ToTs.

Table 3-1: Schedule and Participants of Five R-ToTs (Unit: persons)

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

(*ADEO=Assistant DEO; US=Under Secretary; SO=Section Officer; SS=School Supervisor)
(Source: Prepared by SISM2)

One of the two participants from each district was assigned to play a role of the Contact Person of the district, who is responsible for coordinating and conducting D-ToT and other related activities on SIP in the district.

3.2.2 Achievement of the Training Objectives

In all of the 5 R-ToTs, both facilitators and participants' attitudes were positive by showing good interest in the training, in general. Most of them felt that the training objectives were achieved. During and after the R-ToTs, some comments repeatedly heard were:

- This is their first time to participate in this type of participatory, practical, and holistic

ToT on SIP.

- Training materials and OGs are user-friendly and help us understand and follow the session clearly and easily.
- The practice session of trail conduct of SLW at school is the most effective.
- Participants' confidence has been increased for conducting D-ToT and the following trainings/workshops in the district.

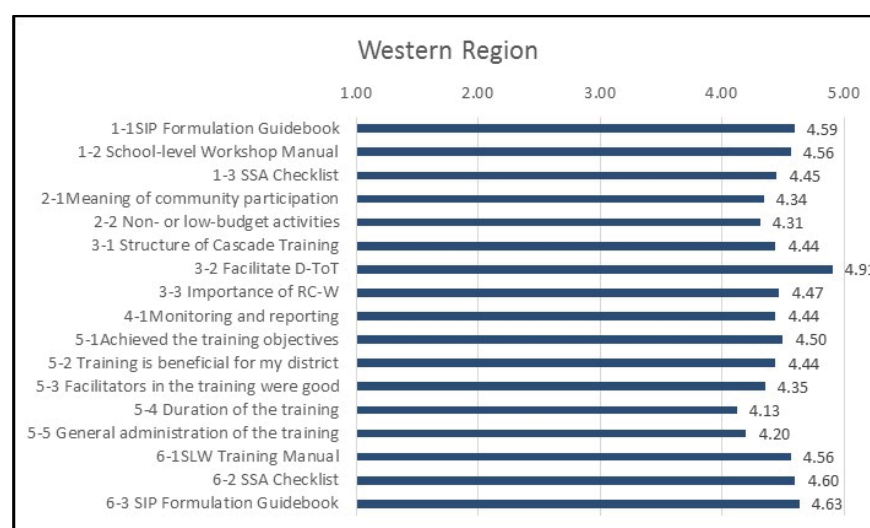
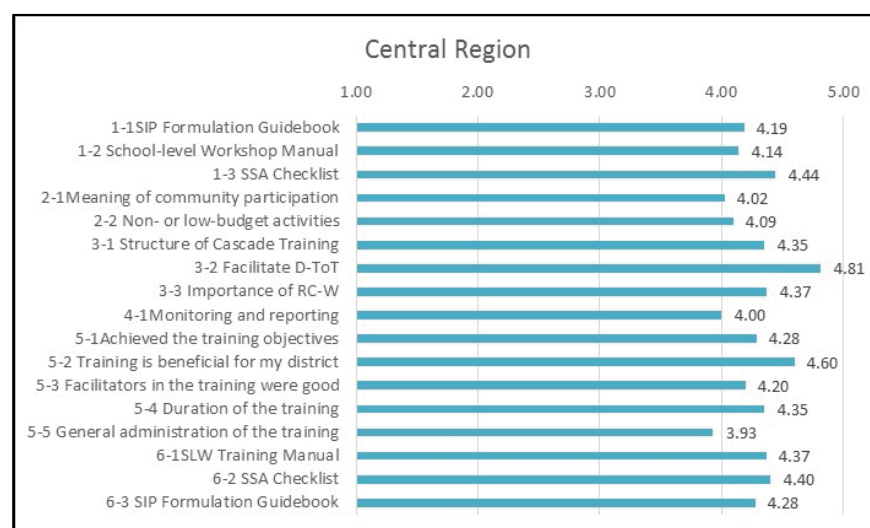
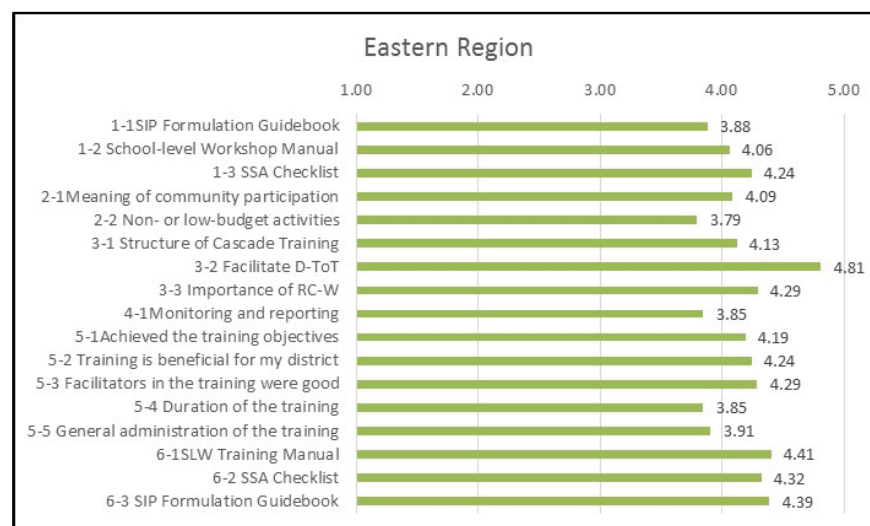
The above mentioned points are reflected in the results of the training evaluation questionnaires answered by all of the 163 participants at the end of the training. The evaluation questionnaire consisted of the 1-5 Likert scale⁴ questions about how much the participants agree on each description. The participants were requested to answer the questions with Likert scale from "5 = fully agree" to "1= totally disagree". The questions included the questions are in Table 3-2 and the results of the training course evaluation by region is shown in Figure 3-2 (in the following 2 pages).

Table 3-2: Questions of Training Course Evaluation with Likert Scale (1-5) Method

1. Trainees' Self-Assessment on His/Her Understanding Key Components
1-1: I understand the contents of SIP Formulation Guidebook more than before.
1-2: I understand School-level Workshop Manual.
1-3: I understand how to utilize School-Self Assessment in the formulation of SIP more than before.
2. Trainees' Self-Assessment on His/Her Understanding Key SIP Concept
2-1: I understand the meaning of community participation for school management more than before.
2-2: I understand how to promote non- or low-budget activities more than before.
3. Trainees' Self-Assessment on His/Her Understanding Roles and Facilitation Skills
3-1: I understand the structure of Cascade Training of SISM2.
3-2: I am confident enough to facilitate D-ToT.
3-3: I understand the importance of conducting RC-W more than before.
4. Trainees' Self-Assessment on His/Her Understanding Monitoring and Reporting
4-1: I understand benefit of monitoring and reporting more than before.
5. Assessment on Training Program and Operation
5-1: The training program achieved the training objectives.
5-2: I found the SISM2 cascade training is beneficial for my district.
5-3: I found the facilitators in the training were good.
5-4: I think the duration of the training appropriate.
5-5: I found the general administration of the training was properly done.
6. Assessment on Training Materials
6-1: I found SLW Training Manual was useful.
6-2: I found SSA Checklist was useful.
6-3: I found SIP Formulation Guidebook was useful.

(Source: Prepared by SISM2)

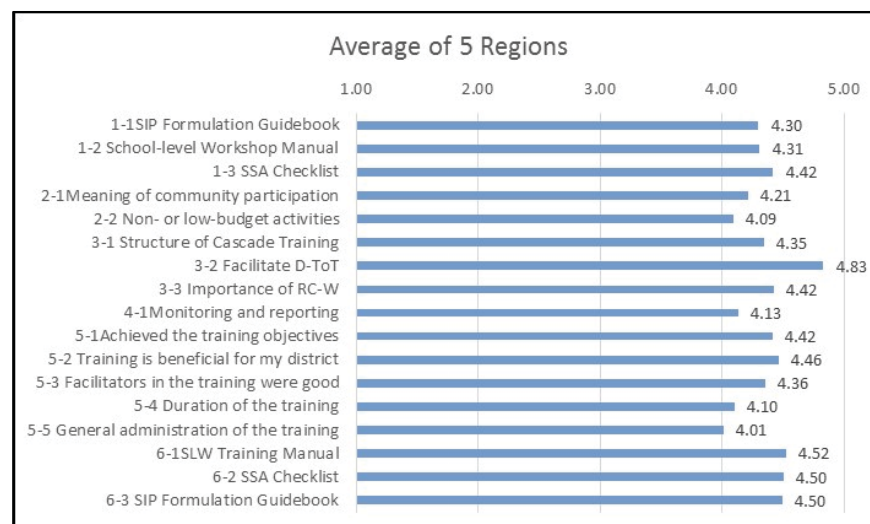
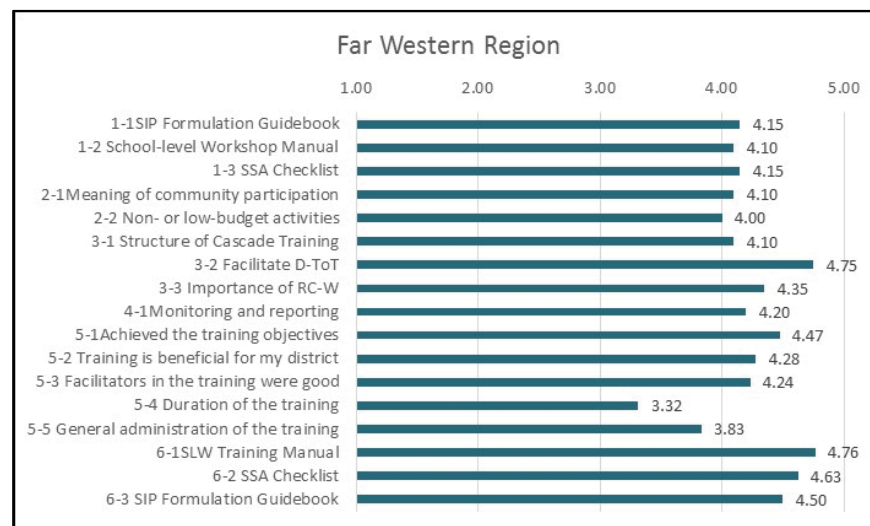
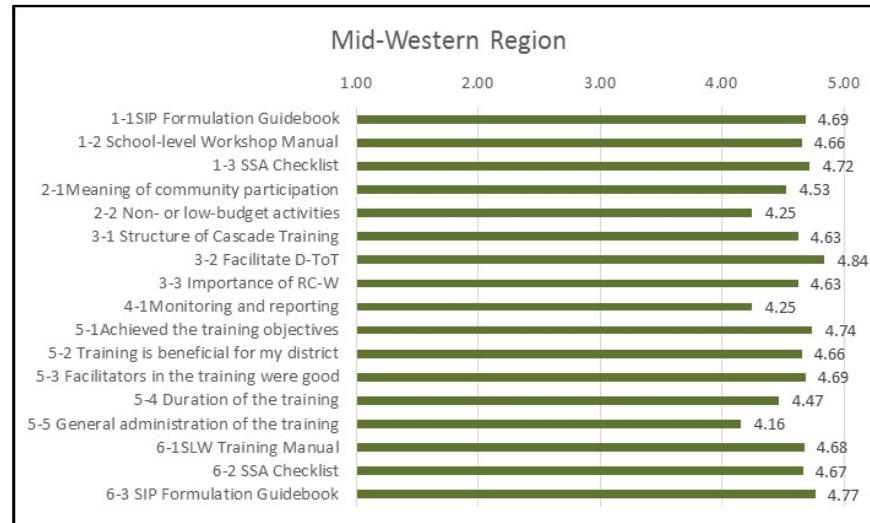
⁴ A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research.



Note: Each questions were answered by Likert Scale: “5=fully agree” to “1=totally disagree”.

(Source: Prepared by SISM2)

Figure 3-2: Average Scores of the Training Evaluation by the R-ToT Participants (1/2)



Note: Each questions were answered by Likert Scale: “5=fully agree” to “1=totally disagree”.

(Source: Prepared by SISM2)

Figure 3-2: Average Scores of the Training Evaluation by the R-ToT Participants (2/2)

The tendencies of the rating might be different among the regions; however, it might be useful to see the scores within each region and to compare the overall trend of scoring.

The average scores of self-assessment of understanding the SISM Model key components, SIP Formulation Guidebook, SLW Training Manual and school self-assessment, are relatively high in all the regions. Among the 17 questions, the average scores of the question “3-2: I am confident enough to facilitate D-ToT” got the highest ones in most of the regions except the Western Region: 4.81 in the Eastern Region; 4.81 in the Central; 4.91 in the Western; 4.84 in the Mid-Western; and 4.75 in the Far Western.

Both of the questions “5-2: I found the SISM2 cascade training is beneficial for my district.” and “5-1: The training program achieved the training objectives.” got relatively high average scores in all the regions and the average scores of the 5 regions are 4.46 and 4.42, respectively.

Based on the results of these 3 key questions 3-2, 5-1 and 5-2, it might be able to say that the objectives of R-ToT have been achieved.

However, we need to consider that among the 9 questions of the self-assessment, the questions “2-2: I understand how to promote non- or low-budget activities more than before.” and “4-1: I understand benefit of monitoring and reporting more than before.” were given the lowest scores.

The low score of the question 2-2 might be caused because the R-ToTs focused more on “training of trainers” and/or “capacity development” of the officers rather than “how to plan concrete non- or low-budget activities at school”, or because most of the participants were the education officers who do not have concrete ideas about school improvement activities. It might be a good idea to share the good practices of the piloting districts of SISM Phase 1, to improve the situation.

As for the low score of the question 4-1, it need be noted that the R-ToTs did not spent enough time on the monitoring and reporting session. The monitoring and reporting is the key to conduct capacity development activities smoothly with certain quality, but it is difficult to include the monitoring and reporting training in the 4-day R-ToT. It is necessary to consider how to organize the training to develop the education officers’ capacity in monitoring and reporting.

Among the 17 questions, the lowest scores were given to the two questions of “5-4: I think the duration of the training appropriate.” and “5-5: I found the general administration of training was properly done.” in all of the 5 regions. From the human resources and financial viewpoint, during the preparation period, the T5 and the SISM2 team decided that 4-day training would provide the minimum but enough knowledge and skills to the participants. It

might be difficult to keep the officers for longer period for the training. And it would be also difficult to cover the budget for conducting longer duration training within the SISM2 and/or SSRP budget. Considering the training objectives were achieved based on the self-assessment scoring, it can be concluded that the training duration of 4 days is appropriate for R-ToT.

Another low-score question about “general administration” might mainly relate to the issues of payment (per diem, accommodation, transportation etc.), training facilities, tea/meal etc. Due to the budget limitation, what were provided during R-ToTs might have been less than they expected. Any other issues, which need to be improved in the general administration of the training, would be clarified from the evaluation forms and need be improved for the future training.

The lessons learnt from the R-ToT training evaluation will be further examined and discussed how to reflect to the future training programs and how to prepare recommendations for the capacity development in the school-based management.

3.2.3 Preparation of D-ToT

In the end of the R-ToTs, the D-ToT schedule of all 69 districts was prepared (Appendix-3). At the same time, as a part of the preparation session for the next steps, how to deliver the training materials for D-ToT and the following workshops was explained following OG-2 and OG-3.

The R-ToTs were officially hosted by the five REDs, and the commitment of each RED was important. They have clearly mentioned their eagerness to follow up the D-ToTs in their own regions as shown in “SISM2 UPDATE ISSUE 4” (Appendix-15).

The R-ToTs also provided the occasions for sharing and discussing the government policies/regulations concerning the SIP itself and the SIP process among the central government officers (facilitators) and the participants who represent the district education stakeholders.

For preparing D-ToT, some comments were raised and/or some clarifications were requested by the participants related to D-ToT preparation and implementation, which were more or less similar among the five R-ToTs. The major comments and the clarification points from the participants and the responses and ways forward given by the facilitators are summarized as in Table 3-3.

Table 3-3: Major Issues about D-ToT Raised and Discussed during R-ToT

Comments and Clarification Points on Training Program and Material	Responses/Ways Forward from Facilitation
(1) Some indicators of the SSA Checklist are conflicting with i.e. class conducting day according to education act is 192 but in SSA is 210 days.	- The minimum and expected requirement of each indicators are taken from various sources i.e. CFS National Framework, SSRP target, Educational Act, Teachers Guide etc.
(2) One set of SLW package for every participant of RC-W (2 sets for each school) is better.	- This is very good suggestion. But due to budget limitation only one set will be delivered. The package for school, i.e. SLW Training Manual, SIP Formulation guidebook and SSA Checklist will be uploaded in the DoE. So DEO or schools can also utilize it, if they feel those materials are must.
(3) School visit is the beauty of R-ToT, but this is not planned in D-ToT. The school visit should be included in D-ToT.	- It is due to budget constraints. In 3-day D-ToT, school visit is not possible. - Besides, for the D-ToT participants, who are RPs, the practice at school level may be less significant than the central officers as the participants of R-ToTs are.
(4) Previous training package included “resource mapping,” and “four questions”, which were very effective. Shouldn’t we include these activities?	- Yes, those were very good activities, which SISM experienced in Phase 1 training. The reasons for deleting these are 1) SLW is shortened to 2 days from 3 days; 2) It requires more facilitation skills for the activities and for SMC/HT, who facilitate SLW, it may be challenging; and 3) there are other activities which are as effective and less demanding.
(5) Preparation of D-ToT is very demanding.	- Yes, it is true. There are many <i>HaPaMas</i> (Hand Prepared Materials). Please get help from other officers in the district.
(6) There are many activities in 3-day D-ToT. Time management will be difficult.	- Yes, the time is tight. But if you prepare well, engage participants well, and motivate them to be punctual, then it is manageable.
(7) Will the training material arrive in time, and in sufficient number based on the real number of the school?	- SISM2 commit that this will be done.
Comments and Clarification Points on Budget	Responses/Ways Forward from the Facilitators
(8) The budget of NPR3,000 per school for RC-W and SLW level is not adequate. (In mountain districts, for example, a cup of tea costs Rs.30, indicating that tea per day per person can cost NPR1,800 = NPR30 x 2 days x 30 participants. Most rural community participants are farmers and it is very difficult for them to give 2 full days without any meal/khaja served)	- DoE allocated the minimum budget based on the government norms. If we look at one school the unit rate is very low but if we calculate for 29,272 schools, huge budget will have to be expensed. - The school may try to reduce the cost for tea, for example, by making the tea at school rather than ordering from the shop.
(9) In some districts, there are budget deficit due to the difference of the actual number of schools and the number used by the government for budgeting (in Khotang district, for example, there are 498	- The budget was allocated based on the Flash Report. To increase the budget for the district is difficult. If the difference is not big, please try to adjust and manage.

community schools but the DoE allocated budget for 473 schools only.)	
(10)Transportation cost for bringing training material for RC-W is not allocated?	<ul style="list-style-type: none"> - The 30 districts whose D-ToTs are covered by SISM2, SISM2 will pay to RPs following the SISM2 norm. - For the 39 districts whose D-ToTs are covered by DoE, DoE allocated the budget of NPR5,000 per person for D-ToT, which is expected to cover transportation cost of training material bags as well.
(11)The budget for RC-W is included under the budget-head of school grant, so DEO cannot make advance payment to the RPs for conducting RC-W. Participants suggested DoE to send a letter for the further clarity of this issue.	<ul style="list-style-type: none"> - Sending letter from DoE is complicated. Since this is the budget matter, DoE need take consent from MoE, Ministry of Finance and National Planning Commission. It will take time.* - The practical solutions will be: <ul style="list-style-type: none"> a. DEO will calculate the RC-W expenses using the norm and send to the bank account of RC, which is usually same account of the higher secondary school (HSS) to which RC is attached. b. Then DEO will calculate the remaining amount for each school and send to school account.
Comments and Clarification Points on Monitoring of RC-W and SLW	Responses/Way Forward from Facilitator
(12)Needs of good monitoring during the RC-W and SLW but no budget is allocated in RED and DEO for monitoring.	<ul style="list-style-type: none"> - RED and DEO need to manage monitoring of events combining with other ongoing activities.

Note: *DoE later sent a circular to clarify the matter, as explained in the page below in the section of D-ToT.

(Source: Prepared by SISM2)

3.2.4 Potentials and Constraints

Potentials found during the R-ToTs include not only SIP-related issues but also something related to training approaches and methods for conducting the cascade training. Most of the constraints relate to the policy and budgetary matters.

(1) Potentials: Methods of Training

As stated above, the responses of the participants regarding the contents of the training were quite positive. Particularly, they highly appreciated the R-ToT training because the training sessions were practical and the training materials were effective. Many of the participants had known about SIP for a long time, but this was the first time to be trained in the SIP-specific training. They realized the significance of SIP through the practical exercises, which made them engaged in the exercises eagerly throughout the training. The following methods used were new to many of them:

- To go through the contents of SIP Formulation Guidebook carefully.
- To go through the practical exercise of analyzing the data and linking them with the

plan, using the real data of a school.

- To receive the training material in the beginning of the training and use them frequently during the training.
- To practice the community workshop with the real stakeholders of school (For many of them, since they are the central government officers, it was a rare occasion to meet with the community stakeholders and have dialogue about school matters in a participatory workshop)

When asked “name the most beneficial sessions in the training program” in the evaluation questionnaire, participants gave the following answers:

- School visit and conducting workshop with real stakeholders of school (48%)
- Attendance analysis (18%)
- SSA checklist (17%)
- Others (19%)

All of these activities they listed are practical ones. These are also the training activities that make the participants work, think, analyze and discuss together. These activities do not necessarily require high facilitation skills. Once the trainers experience this, they can follow the process without many difficulties. They are likely to be successful in facilitating in the next step of training.

(2) Potentials: Training Material and Operational Guides

It was frequently expressed by the participants that they appreciated the package of the training material and OGs. These are practical, effective and user-friendly. The participants were given the material and oriented to the contents at the opening of the training. This is not usually done in the conventional style of trainings by NCED/ETC. Training contents were all clear from the beginning. Such combination of the training material and operational guides may be the good examples in any other trainings.

(3) Constraints: Training Subjects and Topics Uncovered

While appreciating the training design and contents, the participants also voiced the areas for improvement. They were asked to “write down subjects that should be added to the training program”. The answers varied, unlike the answers to the question regarding “beneficial sessions” as explained above. The major ones are listed below:

- SIP samples (22%)
- Resource mobilization exercise (20%)
- More time for exercise of data tables (7%)
- More exercise at school (7%)
- Others (46%)

Having had the similar responses and comments from the similar trainings during the earlier years of SISM in the Pilot/Testing districts, the T5 and the SISM2 Team members are aware of these missing areas; however, the inclusions were not done largely due to the time constraints. It is expected that further practice and study may be done to see how these needy areas can be integrated without increasing training days.

3.3 District-level ToTs

3.3.1 Overall Progress

D-ToT was started in the beginning of December, 2014. By January 31, 2015, the D-ToTs have completed in the 25 districts among the 30 target districts supported by SISM2, all of which are from the Central and the Western Regions (Table 3-4). In total, 654 participants were trained as RC-W facilitators through D-ToTs in the 25 districts. D-ToT of the remaining 5 districts are planned in February 2015 (refer to Appendix-3).

Table 3-4: D-ToT of the 25 Target Districts Supported by SISM2 (as of January 31, 2015)

No.	Regions	Districts	Dates	Participants					Sub-total
				Officers of DEO	ETC	RP	I/NGO	Others**	
1	Central/Hill	Kavreparanchok	Dec 2-4	9	0	21	0	2	32
2	Central/Terai	Mahottari	Dec 2-4	2	0	7	1	7	17
3	Central/Terai	Dhanusha	Dec 5-7	6	1	9	1	8	25
4	Central/Terai	Bara	Dec 8-10	4	1	10	0	15	30
5	Central/Terai	Rautahat	Dec 9-11	4	0	3	1	18	26
6	Central/Terai	Parsa	Dec 12-14	3	2	6	3	10	24
7	Central/Terai	Sarlahi	Dec 12-14	2	0	2	0	27	31
8	Central/Terai	Chitwan	Dec 16-18	12	3	13	0	0	28
9	Central/Hill	Sindhuli	Dec 18-20	2	0	16	2	2	22
10	Central/Hill	Makwanpur	Dec 19-21	10	0	17	0	5	32
11	Central/Hill	Ramechhap	Dec 21-23	4	0	14	0	7	25
12	Central/Mountain	Dolakha	Dec 23-25	1	0	15	0	3	19
13	Western/Hill	Kaski	Dec 28-30	11	0	17	0	5	33
14	Western/Hill	Myagdi	Jan 2-4	4	2	11	0	4	21
15	Western/Hill	Syangja	Jan 2-4	14	0	23	0	1	38
16	Central/Hill	Nuwakot	Jan 4-6	4	3	13	0	6	26
17	Western/Hill	Baglung	Jan 7-9	8	0	16	2	5	31
18	Western/Hill and Western/Mountain	Lamjung and	Jan 7-9	8	0	19	0	0	27
19		Manang*							
20	Central/Mountain	Sindhupalchowk	Jan 8-10	9	0	19	0	4	32
21	Western/Hill	Parbat	Jan 11-13	8	0	14	0	2	24
22	Western/Hill	Gorkha	Jan 16-18	9	0	13	0	10	32
23	Western/Hill	Tanahu	Jan 21-23	12	0	15	0	3	30
24	Western/Terai	Nawalpalsi	Jan 26-28	11	0	11	0	5	27
25	Central/Hill	Bhaktapur	Jan 29-31	6	0	8	2	2	22
Total:				163	12	312	12	151	654

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

** Others include HT, roster teachers etc.

(Source: Prepared by SISM2)

As shown in Table 3-4, 312 persons (47.7% of the total) out of the participants were RPs, although it had been expected more RPs would join D-ToTs. Especially in the terai districts, less RPs participated. One is because some of the RPs could not join due to their suspended status, and another is because it is decided that roster teachers would be invited to D-ToT in case of a RP's covering 20-30 schools to make the RC-W implementation more efficient and effective.

The training course evaluation has been also conducted for the D-ToT of the 30 districts covered by SISM2. After completing all of the 30 districts, the result will be analyzed and the lessons learnt from the evaluation will be reflected to the future training program.

The 39 districts, technically and financially supported by DoE, have conducted D-ToTs based on what they learnt from the R-ToT and following the instructions from RED and the schedule shown in Appendix-3. According to the telephone contacts by the SISM2 Team, 24 districts out of the 39 districts have completed the D-ToTs by the end of January 2015 and the remaining 15 districts are to complete the ones in February 2015. As far as observed during the joint monitoring activities done by the T5 and the SISM2 Team, the D-ToTs were well prepared and conducted by the district-level facilitators in Sankhuwasabha and Dadeldhura districts, which are among the 39 districts covered by DoE.

The progress of D-ToT implementation of each region as of the end of January 2015 is as shown in Table 3-5.

Table 3-5: Progress of D-ToT Implementation by Region (as of January 31, 2015)

	Total No. of Districts	Follow-up /Testing Districts	Target Districts of National Dissemination	Districts Which Completed D-ToT
Eastern Region	16	1	15	10
Central Region	19	2	19	16
Western Region	16	1	15	10
Mid-Western Region	15	1	14	6
Far Western Region	9	1	8	7
Total:	75	6	69	49

(Source: Prepared by SISM2)

3.3.2 Planning and Preparing for RC-W

In each D-ToT, the participants, including RPs and HTs/roaster teachers in some districts, have prepared the tentative schedules of RC-W. The training materials and OG (3) for RC-W were also given to each RP, along with the material transportation cost. In most D-ToT, DEOs made strong commitment speeches during the closing session, saying that RC-W and SLW should be conducted properly and every school in the district should update the SIP.

Table 3-6 summarizes the tentative RC-W schedule prepared by the 22 districts covered by SISM2. More details of their tentative schedule are shown in Appendix-11.

**Table 3-6: Tentative Schedule of RC-Ws of the 22 Districts Covered by SISM2
(as of January 31, 2015)**

No.	Districts	Period	No. of RCs	No. of batches*	No. of schools
1	Kavreparanchok	Dec 20 - Mar 30	26	50	594
2	Mahottari	Jan 26 - Mar 14	10	28	293
3	Dhanusha	Jan 17 - Feb 9	11	25	351
4	Bara	Dec 25 - Mar 12	16	32	445
5	Rautahat	Dec 25 - Feb 13	10	32	457
6	Parsa	Jan 29 - Feb 18	9	23	344
7	Sarlahi	Jan 9 - Feb 14	11	33	475
8	Chitwan	Jan 18 - Feb 9	13	28	391
9	Sindhuli	Jan 4 - Mar 3	16	36	571
10	Makawanpur	Jan 19 - Feb 9	18	39	520
11	Ramechap	Jan 4 - Feb 8	16	35	462
12	Dolakha	Jan 21 - Feb 8	16	32	381
13	Kaski	Jan 21 - Mar 14	22	37	414
14	Myagdi	Jan 22 - Feb 7	12	18	238
15	Syangja	Feb 3 - Mar 13	24	45	525
16	Nuwakot	Jan 16 - Mar 14	13	47	459
17	Baglung	Jan 28 - Feb 12	20	41	529
18	Lamjung	Jan 29 - Mar 11	16	33	372
19	Manang	Mar 8 - Apr 4	3	3	27
20	Sindhupalchowk	Jan 29 - Feb 2	19	41	552
21	Parbat	Feb 16 - Mar 9	16	18	312
22	Gorkha	Feb 13 - Mar 14	17	35	496
Total		Dec 20 - Apr 4	334	711	9,208

Note: *The average of number of schools per RC, of the 22 districts is 27.6. Therefore, one RP has two RC-Ws in average with a group of the maximum of 15 schools.)
(Source: Prepared by SISM2)

For preparing RC-Ws, various issues raised by the participants including the issues of budget, duration of training, transporting training materials etc. As in the R-ToTs, DEOs and facilitators clarified the issues and took the leadership to show the ways forward.

Some issues which need to be noted here are the following issues:

- (1) In terai districts, many schools have no SMCs; for example, in Parsa, only 34.2% of the public schools have SMCs⁵; therefore, who should participate in RC-W and SLW and

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

who should approve SIP had to be discussed for those schools. Some DEOs proposed to promote the schools to establish SMCs by the middle of January. However, if it does not happen, it was decided that the following options would be carried out to conduct RC-W and SLW.

- a. Select participants from previous (old) SMC if possible;
- b. Select participants by organizing parents gathering and choose one lead parent;
- c. Select participants in the staff meeting (of teachers) inviting some lead parents; and
- d. Select one teacher in the staff meeting, if selection cannot be done by the above.

There were some cases, due to the lack of time for developing the consensus, the facilitator teams recommended the above methods to the participants and they agreed.

- (2) In the terai districts, many RPs positions are temporally vacant; roughly 50% are vacant in the 6 districts⁶. The present RPs are assigned to help the resource centres whose RPs are absent and they will take the responsibilities for preparing RC-Ws: including writing invitation letters; distributing training materials, and facilitating RC-Ws. The roster teachers and HTs who were trained in D-ToT will support RC-W facilitation.

3.3.3 Potentials and Constraints

Potentials here are similar to the potentials in R-ToT. Constraints come from the existing issues in the system which the government has been trying to address under the SSRP.

(1) Potentials: Training Contents

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

(2) Potentials: Completeness of the SISM Model training package

The training packages for all the different levels of SISM Model cascade training impressed

⁶ The major reasons of the vacancies of RP posts are: 1) some RPs have been suspended due to the on-going CIAA (Commission for the Investigation of the Abuse of Authority) Investigation; 2) some are retired recently and the appointment of successors are delayed.

many district facilitators and participants. One of the DEOs expressed that this was the first “complete package of training” he had ever seen. Training program or material alone would not be sufficient; the OGs were an essential part of the package to guide the cascade training. OGs were not only the linkage of the different level of the training but also the linkage of the core training material (SIP Formulation Guidebook, SLW Training Manual, and SSA Checklist etc.). Moreover, the timely distribution of the training materials to each training and to each participant is also parts of the completeness of “the package”. Considering this completeness of the package, the potential for the successful RC-W and SLW is good. Further, if such package is recognized as a good example by the stakeholders, there is the potential for being modeled by other cascade trainings in Nepal.

(3) Constraints: Difficulties in Monitoring

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

(4) Constraints: Burdens of RPs and Absence of RPs

There are two issues regarding RPs, which might negatively affect the progress of the national dissemination.

One is the uneven distribution of the schools to each RPs (RCs). Granting that the remoteness and accessibility are in great diversity in Nepal, there still seems to be an unbalance among the districts. The average number of schools per RP in the 21 districts (excluding Manang), which were covered by SISM2 and completed D-ToT by January 20, is 27.9 schools. The highest is 45.7 schools per RP in Rautahat and 43.2 per RP in Sarlahi, while in the case of Kaski, Myagdi, Lamjung and Parbat districts, the average number of schools per RC is around 20.

Another issue is the absence of RPs, as already mentioned above. In Rautahat and Sarlahi where the average number schools per PR is very high, there are currently only 3 RPs fill the positions in Rautahat and 2 RPs in Sarlahi. No matter how committed these RPs and DEOs may be, and even with head-teachers and roster teachers support, it would be very difficult to assure the quality of RC-W.

(5) Current Constraints and Future Potential: Transporting Training Materials

It was a huge task for the SISM2 Team to make sure that every school would receive training

material package before the training. Packaging and sending the necessary number of training materials to all districts required days of attentive and laborious works. This work was done by the SISM2 project staff. This type of huge logistic operation does not look sustainable, however, if the system and manpower are in place, it is not complicated and it should be possible to manage. If the benefits of this method are proved, it should be considered as good example for the future operation of any training program.

3.3.4 Suggestions to Update SIP Formulation Guidebook

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

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

3.4 Monitoring of the National Dissemination

3.4.1 Objectives of Monitoring

The objectives of the monitoring of the national dissemination are:

- 1) to see the progress and the level of achievement with good practice information of each of the activities and the steps of the national dissemination; and
- 2) if any issues raised, to discuss and update the implementation plan to assure the smooth implementation and to achieve the expected outputs and goals.

3.4.2 Monitoring Plan

The T5 and the SISM2 Team members conduct the monitoring activities following the plan for their own responsible districts, as outlined in Table 3-6, and more details, please refer to Appendix-12.

Table 3-6: Monitoring Plan of the National Dissemination

Steps of National Dissemination	For the 30 Districts Covered by SISM2	For the 39 Districts Covered by DoE
R-ToT	<ul style="list-style-type: none"> - R-ToTs are to be conducted and monitored both by the T5 and the SISM2 Team. - Reporting of the preparation and the conducting of R-ToT is to be done by the SISM2/T5 facilitators. - Training course evaluation forms are to be filled by all of the R-ToT participants and collected by the facilitators. 	
D-ToT	<ul style="list-style-type: none"> - D-ToTs are to be monitored and reported by 2-3 SISM2 staff members who attended the sessions. - <i>The D-ToT report</i> is to be prepared by the Contact Person using the reporting format (Annex-4 of OG (2)) and submitted to the SISM2 staff. - Training course evaluation forms are to be filled by all of the D-ToT participants and collected by the SISM2 staff. 	<ul style="list-style-type: none"> - D-ToTs are to be monitored by RED/DEO and the monitoring findings are to be reported through the Implementation Progress Report (IPR) and annual Status Report. - <i>The D-ToT report</i> is to be prepared by the Contact Person using the reporting format (Annex-4 of OG (2)) and submitted to DEO. - Training course evaluation forms are to be filled by all of the D-ToT participants and submitted by the Contact Person to DEO as attachment of D-ToT report.
	<ul style="list-style-type: none"> - Joint monitoring of D-ToT is to be conducted in the 5 monitoring focus districts; Sankhuwasabha, Bhaktapur, Kapilbastu, Kalikot, and Dadeldhura (one district from each region). 	
RC-W	<ul style="list-style-type: none"> - RC-Ws are to be monitored by DEO staff members. - <i>The RC-W report</i> is to be prepared by RPs (and HT/roaster teachers) using the reporting format (Annex-2 of OG (3)) and submitted to DEO. - Joint monitoring of RC-W is to be conducted in the 5 monitoring focus districts 	
SLW	<ul style="list-style-type: none"> - SLWs are to be monitored by RPs under the regular monitoring activities. - The SLW results are to be reported by RP/DEO to RED/DoE and summarized in IPR. - <i>SLW and SIP Information Format</i> (Appendix-13) is to be prepared by the Contact Person of the 5 monitoring focus districts and submitted to DoE. - Joint monitoring of SLW is to be conducted in the 5 monitoring focus districts 	

(Source: Prepared by SISM2)

If time and budget allow, the DoE and/or the SISM2 Team will organize additional monitoring field visits to monitor RC-Ws and SLWs in the other districts. In June 2015, the T5 and the SISM2 Team plans to hold a *Regional-level Review Meeting* to share the achievement and the lessons in each region with focusing on the 5 monitoring focus districts. And in the end of the national dissemination (July 2015), DoE and the SISM 2 Team will organize a *Central-level Review Workshop* to share the achievement and the lessons from the national dissemination.

3.4.3 Joint Monitoring

Table 3-7 shows the tentative schedule of the Joint Monitoring Field Visit to monitor D-ToTs, RC-Ws and SLWs conducted jointly by the Nepalese side and the SISM2 members.

Table 3-7: Tentative Schedule of the Joint Monitoring Field Visit

District	D-ToT	RC-W	SLW
	DoE, RED, SISM2	T5, DEO, SISM2	T5, DEO/RP, SISM2
Dadeldhura	Dec 25 - 27, 2014	Feb 2015	March 2015
Kalikot	Jan 30 - Feb 1, 2015	Feb 2015	March 2015
Kapilbastu	Feb 3 - 5, 2015	Feb 2015	March 2015
Bhaktapur	Jan 29 - 31, 2015	Feb 2015	March 2015
Sankhuwasabha	Jan 6 - 8, 2015	Feb 2015	March 2015

(Source: Prepared by SISM2)

As shown in Table 3-7, the Joint Monitoring Visits of D-ToT in Dadeldhura was conducted in December 2014 and in Sankhuwasabha, Kalikot and Bhaktapur in January 2015. In Kapilbastu, it will be conducted in the beginning of February 2015.

The Joint Monitoring Report of Dadeldhura D-ToT is in Appendix-14 and the one of Sankhuwasabha in Appendix-15.

CHAPTER 4: PUBLIC RELATIONS

4.1 Overview

In order to disseminate SISM2 information to market SISM Model to the relevant stakeholders, public relations activities in Table 4-1 have been carried out in the 1st half of the 2nd Project Year

Table 4-1: SISM2 Public Relations in the 1st Half of the 2nd Project Year

Title	Type	Target	Achievement/Progress
SISM2 UPDATE	A4-size 4-page newsletter English version and Nepalese version prepared	SISM2 stakeholders at central and districts	<ul style="list-style-type: none"> - 3rd issue about the good practices during the Testing issued in September 2014, (English version is placed in Appendix-16) - 4th issue about completion of R-ToT issued in December 2014 (English version is placed in Appendix-17)
SISM2 Website in DoE Website	SISM2 Site in English (and in Nepalese) in DoE Website (http://www.doe.gov.np)	To anyone interested in education, SIP, and school management	<ul style="list-style-type: none"> - DoE Website is almost completed. - SISM2 Website is also being developed under DoE Website. - May start in February 2015.
SISM2 Website in 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	<ul style="list-style-type: none"> - The project outline and the major events/achievements are reported.

(Source: Prepared by SISM2)

4.2 Preparatory Survey to Bridge Community and School = Dream School Campaign

In order to motivate and encourage guardians and community members to have more interest in the school and to participate in the school management, it is necessary to develop two-way communication between the schools and the guardians. Currently, how do they communicate with the schools? How do the schools communicate with the guardians? How often? What means/instruments do they use? Or which language do they use? Students must play a key role to convey school messages to their parents, but how do the voices of the parents and the students reach to the school and to the local government?

Based on the experiences of the Piloting of SISM Phase 1 and the Testing of the 1st Project Year of SISM2, the students and the guardians have some good ideas about how to improve their schools; however, the voices of the students and the guardians are not well reflected to the school management, which has caused the vicious cycle of reducing the guardians' interest in the schools.

Besides revitalizing the SMC activities and the SIP process, it might be a good idea to listen to the students and to consider how to give shape to their ideas in order to attract their guardians to the schools and to the school management.

A feasibility study of "The Dream School Project" has been conducted by the SISM2 Team since September 2014 to conduct the group exercise of the students to see how they understand our intention when asked about "their Dream School" and then to collect their images/ideas on "their Dream School". The feasibility study has been conducted in the schools in Dhading, Bhaktapur, Lalitpur, and Kavreparanchok.

During the school visit in Bhaktapur, for example, the following ideas about "the Dream School" came out from the students through the group exercise:

- The school building would have earthquake proof;
- The school would have good playing ground. (Specially Football Ground);
- The school would have beautiful garden while entering the school building;
- The toilet would have separate for teacher, boys and girls students;
- It would have supplied with sufficient water;
- The school would have new water tank to supply pure and clean drinking water to all;
- The link road to school from main road will be built properly;
- The school would have school bus for the students' commuting to school;
- The school would have a well-equipped computer lab (along with internet link) and full flagged library; and
- The school would conduct regular sports day and cultural program as these activities were not organized in school these days.

They answered the followings when the students were asked "if you were a head teacher, what will you do?"

- They would have managed sports equipment like football;
- They would have a compound wall around the school;
- They would provide mid-day meal with pure and clean drinking water facility;
- They would request DEO for budget for link road to school;
- They would manage text books and sufficient reference books; and
- They would conduct more sports and game activities to keep student physically healthy.

Most of their ideas are very practical and realistic ones. They enjoyed discussing and also drawing pictures of “their Dream School” during the exercise. The participatory planning process with the students and the guardians may produce more realistic SIPs and more interests to the schools.

The current rough ideas of “The Dream School Project” is shown in Appendix-18 and a feasibility study will be continued in the 2nd half of the 2nd Project Year to find more appropriate way to make the students involved in the process of developing the two-way communication and of making their Dream Schools come true.

CHAPTER 5: NEXT STEP

5.1 Basic Principles of the 2nd Half of the 2nd Project Year Planning

Based on the discussion with MoE/DoE/NCED/CDC counterparts and JICA, the basic principles of the SISM2 2nd half of the 2nd Project Year are as below:

- (1) Further promotion of the national dissemination of the capacity development model (SISM Model) in school-based management, especially at the RC and the school levels after completing the activities at the regional and the district levels;
- (2) Developing capacities of the central/local education officers in designing, implementing and monitoring the capacity development activities;
- (3) Designing the action plan of the 3rd Project Year to make the output/outcome of the national dissemination more sustainable; and
- (4) Holding meetings and workshops to share the experiences and good practices at the school, RC and district levels with the stakeholders.

5.2 Action Plan of the 2nd Half of the 2nd Project Year

The major activities are to be conducted following “The Plan of Operation of the National Dissemination of the SIP/Capacity Development Model in School Management” including the Action Plan of the SISM2 2nd Project Year, which was discussed and approved by the 2nd CC meeting held on July 25, 2014 (Appendix-2).

APPENDIX

Appendix-1:	Project Design Matrix (PDM, Version-0)	A-1
Appendix-2:	Plan of Operation of the National Dissemination (SISM2 2 nd Project Year Action Plan).....	A-6
Appendix-3:	Region-wise Tentative D-ToT Implementation Schedule	A-7
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Appendix-1

SISM2 PDM Version 0 (as of 11 March 2013, Annex of R/D)

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

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

Districts for dissemination: 75 districts

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

Staff of local level education authorities

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

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

Project Period: May 2013 – December 2016

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

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

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
	<ul style="list-style-type: none"> - Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs that training and monitoring activities are conducted 		
<p>3. Capacity of central and local education authorities to support school management through SIP process is strengthened.</p>	<ul style="list-style-type: none"> - Recommendations and lessons learned on policy, institutional and budgetary arrangement - Evaluation of staff at central level as trainers of TOT is enhanced - Understanding level of local authorities for TOT content is enhanced 	<ul style="list-style-type: none"> - Result of sampling survey to be conducted for baseline and end-line surveys 	
<p><u>ACTIVITIES</u> [For Output 1] 1-1 Conduct mapping and assessment on policies, strategies and guidelines concerning school management for revising the SIP Formulation Guidebook 1-2 Conduct mapping of school management programs/projects supported by JICA, NGOs and development partners 1-3 Hold workshops with major stakeholders, NGOs and development partners to revise the SIP Formulation Guidebook 1-4 Revise the SIP Formulation Guidebook 1-5 Analyze capacity gaps of institutions and their human resources (DOE, NCED, DEO, ETCs, RED, LRCs/RCs) against their roles and responsibilities concerning school management 1-6 Conduct mapping and assessment of existing trainings and monitoring activities for school management in conjunction with SIP process 1-7 Conduct assessment of training needs of concerned trainers on school management through SIP process 1-8 Develop modules for trainings and monitoring tools/formats on SIP/school management (including TOT) 1-9 Develop/design nationwide training/monitoring mechanisms on SIP process to support school management</p>		<p>Inputs <u>NEPALESE SIDE</u> 1. Counterpart personnel 2. Office spaces and facilities at DoE 3. Cost for activities under Output 3 <u>JAPANESE SIDE</u> 1. Dispatch of Japanese experts 2. Counterpart training in Japan/the third country as necessary 3. Provision of equipment 4. Local experts/consultants as needed 5. Cost for activities under Output 1 and 2</p>	

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>1-10 Develop a refined model for school management (the revised SIP Formulation Guidebook, training modules, training/monitoring mechanisms) based on the results of the impact survey for target area conducted under Output 2.</p> <p>1-11 Elaborate the national strategy for SIP/school management</p> <p>1-12 Propose policy actions to make the refined model functional at school including authorization of the SIP Formulation Guidebook</p> <p>1-13 Assist DOE to prepare ASIP/AWPB for implementation of activities to promote/improve SIP process</p> <p>1-14 Revise the refined model for school management based on the results of the recommendations made under Output 3</p>	<p>[For Output 2]</p> <p>2-1 Select a target area considering the diversity of Nepal</p> <p>2-2 Conduct a baseline survey for the target area</p> <p>2-3 Support conducting trainings for staff at central level including TOT trainers</p> <p>2-4 support conducting TOTs for staff at local level in the target area *1</p> <p>2-5 Support conducting training/orientation to SMCs in the target area *1</p> <p>2-6 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools in the target area *1</p> <p>2-7 Analyze the monitoring reports for implementation process in the target area</p> <p>2-8 Conduct an end-line survey for the target area</p> <p>2-9 Hold workshops for validating the refined model and share experiences for SIP formulation and implementation</p> <p>2-10 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangement and present them to the Coordination Committee</p> <p>*1 TOT trainers, trainers of training for SMCs, and those who conduct monitoring and follow-up for SIP process are determined after the school management standard model is designed under Output 1</p>		
<p>[For Output 3]</p> <p>3-1 Conduct baseline survey</p> <p>3-2 Support conducting trainings for staff at central level</p>			<p>Pre-Conditions</p>

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
3-3 Support conducting TOTs for staff at local level 3-4 Support conducting training/orientation to SMCs 3-5 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools 3-6 Analyze the monitoring reports for implementation process 3-7 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangements and present them to the Coordination Committee 3-8 Conduct end-line survey	*1 TOT trainees, trainers of training for SMCs and those who conduct monitoring and follow-up for SIP process are determined after the refined model for school management is designed under Output 1 *2 Training for TOT trainers, TOT, training/orientations to SMCs, monitoring and follow-up activities are conducted by Nepalese side except validation in target area. JICA experts gives technical advices etc.		

Plan of Operation of the National Dissemination (SISM2 2nd Project Year Action Plan)

No.	Activities	Done and funded by	Outputs	2014												2015						
				8	9	10	11	12	1	2	3	4	5	6	7							
1	Finalization of 2 nd Year Action Plan	DoE/SISM2																				
2	Updating of Training Materials	DoE/SISM2																				
3	Detailed Designing of National Dissemination	DoE/SISM2	Project Implementation Manual (PIM)																			
4	Preparation of Operational Guides (OGs)	SISM2	OG (1), (2), (3)																			
5	T5 Meeting and Approval of Updated Training Materials	MoE/DoE/NCED/CDC/SISM2	DoE approved Training Materials																			
6	Project Implementation Manual (PIM) of the National Dissemination Explained to the REDs and DEOs	DoE	5 REDs and 75 DEOs informed																			
7	Printing/Distributing Training Materials	SISM2	Training material packages delivered																			
8	Region-level ToT	DoE/SISM2	5 regions covered																			
9	District-level ToT (Appointment of "SIP/capacity development Focal Person for Each DEO)	DoE	39 districts from Eastern, Mid-Western and Far Western Regions and Kaghmandu and Lalitpur districts																			
		SISM2	30 districts from Central and Western Regions																			
10	RC-level Workshop	DoE	69 districts covered																			
11	School-level Workshop	DoE	around 30,000 schools covered																			
12	RPs' Reporting of RCW and Monitoring/Reporting SLW to Focal Person	DoE	69 districts covered																			
		SISM2																				
13	Joint Monitoring Visit of D-ToT and RC/School Level Workshop	DoE/SISM2	5 monitoring focus districts																			
14	Preparatory Activities for Planning and Checking 3rd Year Approaches	SISM2	Sample districts of 6 f-up districts																			
15	Public Relations and Marketing	DoE/SISM2	SISM Model promoted																			
16	Improvement of SIP/capacity development Session of RP/HT training	NCED/SISM2	Improved SIP-related session																			
17	CP Training in the Third Country	MoE/DoE/NCED/CDC/SISM2	Improved understanding of CPs																			
18	Preparing the 3 rd Year Action Plan	DoE/SISM2	3rd Year Action Plan																			
19	Information Sharing Workshop	DoE/SISM3	Output shared																			
20	3 rd CC Meeting	MoE/DoE/NCED/CDC/SISM2	Prepared for 3rd year																			

Region-wise Tentative D-ToT Implementation Schedule

S.N	District-wise S.N	District	Numbers of Community Schools	Date of D-ToT	
Schedule of D-ToT, Central Region					
1	1	Mahottari	384	Mangsir 16-18	Dec 2-4, 2014
2	2	Kavrepalanchok	588	Mangsir 16-18	Dec 2-4, 2014
3	3	Dhanusha	341	Mangsir 19-21	Dec 5-7, 2014
4	4	Bara	402	Mangsir 22-24	Dec 8-10, 2014
5	5	Rautahat	463	Mangsir 23-25	Dec 9-11, 2014
6	6	Sarlahi	728	Mangsir 26-28	Dec 12-14, 2014
7	7	Parsa	310	Mangsir 26-28	Dec 12-14, 2014
8	8	Chitwan	392	Poush 1-3	Dec 16-18, 2014
9	9	Kathmandu	299	Poush 2-4	Dec 17-19, 2014
10	10	Sindhuli	559	Poush 3-5	Dec 18-20, 2014
11	11	Makawanpur	533	Poush 4-6	Dec 19-21, 2014
12	12	Ramechhap	476	Poush 7-9	Dec 22-24, 2014
13	13	Dolakha	396	Poush 8-10	Dec 23-25, 2014
14	14	Nuwakot	495	Poush 20-22	Jan 4-6, 2015
15	15	Sindhupalchok	559	Poush 24-26	Jan 9-10, 2015
16	16	Lalitpur	207	Poush 28-30	Jan 12-14, 2015
17	17	Bhaktapur	133	Magh 15-17	Jan 29-31, 2015
Schedule of D-ToT, Eastern Region					
18	1	Okhaldhunga	342	Paush 2-4	Dec 17-19, 2014
19	2	Dhankuta	315	Paush 4-6	Dec 19-21, 2014
20	3	Bhojpur	394	Paush 4-6	Dec 19-21, 2014
21	4	Udayapur	463	Paush 4-6	Dec 19-21, 2014
22	5	Taplejung	331	Paush 6-8	Dec 21-23, 2014
23	6	Terhathum	240	Paush 6-8	Dec 21-23, 2014
24	7	Khotang	473	Paush 6-8	Dec 21-23, 2014
25	8	Panchthar	391	Paush 15-17	Dec 30, 2014 to 1 Jan, 2015
26	9	Ilam	439	Paush 15-17	Dec 30, 2014 to 1 Jan, 2015
27	10	Jhapa	408	Paush 15-17	Dec 30, 2014 to 1 Jan, 2015
28	11	Morang	535	Paush 20-22	Jan 4-6, 2015
29	12	Sankhuwasabha	389	Paush 22-24	Jan 6-8, 2015
30	13	Saptari	451	Paush 22-24	Jan 6-8, 2015
31	14	Sunsari	479	Paush 27-29	Jan 11-13, 2015
32	15	Siraha	434	Paush 27-29	Jan 11-13, 2015
S.N	District-wise S.N	District	Numbers of Community Schools	Date of D-ToT	

<i>Schedule of D-ToT, Western Region</i>					
33	1	Kaski	437	Poush 13-15	Dec 28-30, 2014
34	2	Mustang	61	Phalgun 14-16	Feb 26-28, 2015
35	3	Myagadi	245	Poush 18-20	Jan 2-4, 2015
36	4	Syangja	548	Poush 18-20	Jan 2-4, 2015
37	5	Baglung	528	Poush 23-25	Jan 7-9, 2015
38,39	6, 7*	Lamjung+Manang	384, 31	Poush 23-25	Jan 7-9, 2015
40	8	Parbat	335	Poush 27-29	Jan 11-13, 2015
41	9	Gorkha	530	Magh 2-4	Jan 16-18, 2015
42	10	Palpa	449	Magh 19-21	Feb 2-4, 2015
43	11	Tanahun	543	Magh 7-9	Jan 21-23, 2015
44	12	Gulmi	559	Phalgun 7-9	Feb 19-21, 2015
45	13	Nawalpasi	535	Magh 12-14	Jan 26-28, 2015
46	14	Arghakhanchi	412	Magh 25-27	Feb 8-10, 2015
47	15	Kapilbastu	458	Magh 20-22	Feb 3-5, 2015
<i>Schedule of D-ToT, Mid-Western Region</i>					
48	1	Pyutan	358	Poush 18-20	Jan 2-4, 2015
49	2	Banke	346	Poush 22-24	Jan 6-8, 2015
50	3	Dang	396	Poush 25-27	Jan 9-11, 2015
51	4	Dailekh	510	Magh 3-5	Jan 17-19, 2015
52	5	Surkhet	532	Magh 4-6	Jan 18-20, 2015
53	6	Jajarkot	428	Magh 4-6	Jan 18-20, 2015
54	7	Salyan	455	Magh 8-10	Jan 22-24, 2015
55	8	Bardiya	290	Magh 11-13	Jan 27-29, 2015
56	9	Kalikot	283	Magh 16-18	Jan 30-Feb 1, 2015
57	10	Rukum	385	Magh 21-23	Feb 4-7, 2015
58	11	Rolpa	403	Magh 24-26	Feb 7-9, 2015
59	12	Dolpa	117	Magh 25-27	Feb 8-10, 2015
60	13	Mugu	143	Magh 25-27	Feb 8-10, 2015
61	14	Humla	133	Fargun 5-7	Feb 17-19, 2015
<i>Schedule of D-ToT, Far-Western Region</i>					
62	1	Darchula	348	Poush 6-8	Dec 21-23, 2014
63	2	Kailali	554	Poush 6-8	Dec 21-23, 2014
64	3	Bajhang	476	Poush 8-10	Dec 23-25, 2014
65	4	Baitadi	539	Poush 9-11	Dec 24-26, 2014
66	5	Dadeldhura	247	Poush 10-12	Dec 25-27, 2014
67	6	Kanchanpur	262	Poush 10-12	Dec 25-27, 2014
68	7	Bajura	249	Poush 10-12	Dec 25-27, 2014
69	8	Achham	519	Poush 10-12	Dec 25-27, 2014

Outline of “SISM Model”

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

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



Component 1: Training Workshop at the School-level

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

Component 2: Cascade Type Trainers’ Training

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

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

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

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

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

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

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

Minutes of SISM2 2nd Coordination Committee Meeting

Date : July 25, 2014
Time : 9.00 -10.00 hours
Venue : Local Development Training Academy (LDTA), Lalitpur.

Participants:

(a) GoN:

1. Dr. Hari Lamsal, Joint Secretary (MoE)
2. Dr. Lava Deo Awasthi, Director General (DoE)
3. Mr. Khagaraj Baral, Executive Director (NECD)
4. Mr. Diwakar Dhungel, Executive Director (CDC)
5. Mr. Kamal P. Pokhrel, Director (DoE)
6. Dr. Bhojraj Kafle, Under Secretary (MoE)

(b) DoE (TTT):

1. Mr. Jaya Prasad Acharya, Deputy Director (DoE)
2. Mr. Chiranjibi Poudel, Section Officer (DoE)
3. Mr. Padam Bista, Asst. DEO (DEO- Mahottari)

(c) JICA Nepal Office:

1. Mr. Yamato Kawamata, JICA Representative
2. Mr. Yasumasa Nagaoka, JICA, Education Advisor
3. Mr. Ang Pasang Sherpa, JICA, Programme Officer

(d) SISM 2:

1. Dr. Yoko Ishida, Team Leader
2. Mr. Koji Sato, Deputy Team Leader/Monitoring and Evaluation
2. Ms. Masami Watanabe, School management
3. Mr. Bishnu Prasad Acharya, Chief Project Officer
4. Mr. Narayan Silwal, Project Officer

Agendas:

8:45	Registration
9:00 – 9:10	Opening
	- Opening Remarks (by JS, Planning Division, MoE)
	- Objective of the Meeting (by DoE)
9:10 – 9:30	Achievement and Learning from the 1 st Year Testing and Findings from the Baseline/End-line Survey (By SISM2 Sato)
9:30 – 9:45	SISM2 2 nd Year Action Plan
9:45 – 9:55	Question and Answer
9:55	Closing

Discussions and Decisions

1. Opening:

The CC Meeting was chaired by Dr. Hari Lamsal, Joint Secretary (MoE). Mr. Jaya Prasad Acharya briefly shared the objectives of the meeting: 1) to share the achievements and learning from 1st year testing and findings from the Baseline/End-line Survey; and 2) to discuss the proposed 2nd project year (fiscal year 2014/15) action plan. The opening and welcome remarks during opening session is illustrated as follows.

- ✓ **Dr. Yoko Ishida** made the welcome speech and thanked to CC members for bringing forward the SISM2 project up to this achievement level. She also briefly explained that what we to conduct in the meeting.
- ✓ **Dr. Awasthi** thanked to SISM2 for making significant contribution in school management and also for playing vital role in building linkage between the education agencies to improve the quality in education. He wished for best succession for coming day program.
- ✓ **Dr. Lamsal** explained that SISM2 has completed 1st year project activities and moving towards 2nd year project plan. On the behalf of MoE, he also thanked to DoE, NCED and CDC for their valuable inputs in this project. Finally he also purposed to accomplish the meeting on agreed timeline.

2. Sharing of Achievements and Learning from 1st Year Testing and Findings from the Base-line/End-line Survey:

Mr. Sato shared the achievements and learning of 1st year and also highlighted the baseline/End-line Survey result. (Please refer attachment for presentation).

Question and Answers:

Mr. Jaya Acharya raised the question about the slide no 16- School good practice Funding Resource, because DoE/government support looks very low in this slide.

- ✓ Mr. Sato replied: The data shows the budget source percentage only for the good practices activates; therefore, clearer explanation needs to be added to the slide. This was collected for and in sample survey only.

3. Sharing of SISM2 2nd Year Action Plan:

Dr. Ishida presented proposed 2nd year action plan and budget. (Please refer attachment for presentation).

Question and Answers:

- ✓ Dr. Lamsal was concerned to particular to budget allocation – 2nd project year action plan (120,600,000 government contributions and 33,800,000 from SISM2) and said if budget limits that's fine and believe it's already been discussed with DoE.

Dr. Ishida responded: In very big framework we already discussed with DoE, but for more detail we have to discuss through the TTT. But today we have to agree on the basic framework, the budgetary process and paper; in this matter we already discuss with DoE.

- ✓ Mr. Baral suggested to call the plan as “joint action plan” instead of SISM2 action plan. The meeting agreed on

- Title - "SISM2 2nd project year action plan" **change to** "DoE/SISM2 fiscal year 2014/2015 action plan"
- Budget Column - "GoN" **change to** "SSRP Pool Sources"
- ✓ Mr. Dhungel suggested to SISM2 to clarify how the SISM2 outcome is to contribute to the improvement of the student learning performance.

Dr. Lamsal responded in overall that the main purpose of this (SISM2) project is to develop the capacity of school management through the school improvement plan then certainly it links to the improvement of learning achievement. That's why the presented log frame and result matrix are more focus for the SIP development rather than learning achievement

Dr. Ishida also replied; improved school based management produce more input and resource (cash or kind) from the community then through the effective use of resources, open and welcoming environment developed at school that all links and help to increase and to improve the class room activities, students learning and performance.

Mr. Poudel also relied: during the SIP preparation phase we focused on quality education that are teaching, classroom learning and achievement

Agreed on:

The CC Meeting approved the proposed action plan and budget for the 2nd year and decided to share and discuss it with SSRP Development Partners (DPs).

4. Closing:

Dr. Lamsal expressed; from this year onward JICA also has become one of the pool partners. The activity what we agreed here; these all are matter of discussion with other pooling/development partners. We all are agreed that SIP focus and capacity development is our need and that will be funded through pooling fund because this is government project.

-----end-----

Draft-PIM for National Dissemination of Capacity Development Model to Improve School Management in 2014/15

Name and Number of Approved Activity:	Responsible Agencies	Time Period	Monitoring/Performance indicator
1. Regional-level ToT(R-ToT) a) R-ToT is the first ToT of the Cascade Training of the Regional/National Dissemination, followed by District-level ToT (D-ToT), Resource Center level ToT (RC-ToT), and School Level Workshop (SLW), which is to be implemented at all community schools in 69 districts. b) The purpose of R-ToT is to train District-level trainers, who will organize and instruct the D-ToT, and to prepare D-ToT. c) R-ToT on SIP will be held for 4 days in each region. d) Each DEO will send two officers to R-ToT, who are trained as District-level trainers and one of whom will work as SIP Focal Person (SIP-FP) of each district. e) All RED and DEO will receive detail information/instruction regarding R-ToT and other cascaded training prior to the event. f) SIP-FP will be oriented to his/her responsibilities and roles during R-ToT. g) Major expected output of the R-ToT are: i) District-level trainers are trained; ii) The plans for D-ToT (of 69 districts) are prepared; iii) The role of SIP-FP are clarified; iv) Required training material are distributed. i) The training package consisting of SIP Formulation Guidebook, School-level Workshop Manual and SSA-Checklist will be provided by SISM2 to be used as the major material/reference. j) The participants will also be given “D-ToT Manual” to be used for conducting D-ToT in their respective district. k) DEO will make sure that an “SIP-FP” is assigned every year for the SIP related tasks. (It is not one time position for the purpose of this year).	DOE, NCED, CDC, REDs and all 75 DEOs, SISM2 Trainers of R-ToT: Central Trainers Team, Trainers from 6 districts *+SISM2	Oct-Nov 2014	SIP-FP of 75 districts are assigned and 69 of them are newly trained. One more master trainer is trained for each of 69 districts. District-level ToT plans are prepared. Participants list Training reports by SISM2
2. District-level ToT(D-ToT) a) D-ToT is the second level of the Cascade Training of the Regional/National Dissemination. b) The purpose of D-ToT is to train RC-level trainers, who will organize and instruct RC-ToT, and to prepare RC-ToT. c) Each DEO of the 69 districts (see the notes on the right column) will conduct 3-day D-ToT. d) Trainees of the D-ToT include DEO officers, RPs etc. in each district.	SIP Focal Persons of 69 DEOs (Except Dhading, Rasuwa, Solukhumbu, Rupandehi, Jumla and Doti)	Nov.014 to Feb.015	RC-level trainers are trained RC-level ToT plans and monitoring plans including no. of batches and tentative schedule are prepared. All necessary training

Appendix-6

Name and Number of Approved Activity:	Responsible Agencies	Time Period	Monitoring/Performance indicator
<p>e) Out of 69 districts, 39 districts will be provided with budget for D-ToT in the red-book and conduct the training on their own. The remaining 30 districts will work with SISM2.</p> <p>f) All 69 districts will be provided with training package, to be used for all the levels of the cascade training.</p> <p>f) Two District-level trainers, who trained in R-ToT are responsible for preparing, conducting, and reporting about D-ToT in their own district.</p> <p>g) For organizing and facilitating D-ToT, the District-level trainers can refer to the D-ToT Manual provided during R-ToT.</p> <p>h) An ETC trainer who participates in R-ToT may help facilitation.</p> <p>i) Major expected output of D-ToT are: i) RC-level trainers trained; ii) the plan for RC-ToT is prepared; and iii) the roles and responsibilities of each SS/RP is clear for conducting RC-ToT and SLW and for monitoring SIP formulation and implementation.</p> <p>j) The participants will also be given manual for conducting RC-ToT.</p> <p>k) The detail plans of RC-ToTs, including the list of batches and names of schools and schedule of each batch, have to be prepared during the D-ToT. One batch will be participated by approximately 10-15 schools.</p> <p>l) The training package for all schools are given to RP for every school under his responsibility during RC-ToT.</p>	DEOs/DoE/ETC/SI SM2*		<p>manuals and materials for RC-ToT and SLW are distributed to RPs.</p> <p>Training reports from each district are submitted (?)</p> <p>Monitoring reports by DoE/SISM2 are prepared.</p>
<p>*The budget of the D-ToT of 30 districts listed below is covered by SISM2, and the budget for the remaining 39 districts is covered by the regular budget of SSRP.</p> <p>- Western Dev. Region (15): Mustang, Myagdi, Baglung, Parbat, Gulmi, Arghakhanchi, Kapilbastu, Nawalparasi, Palpa, Syangja, Kaski, Tanahu, Lamjung, Manag and Gorkha.</p> <p>- Central Dev. Region (15): Chitwan, Makwanpur, Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusa, Sinduli, Ramechhap, Dolakha, Sindhupalchok, Kavre, Nuwakot and Bhaktapur.</p>			
<p>3. RC level ToT (RC-ToT) on SIP Updating and Implementation</p> <p>a) RC-ToT is the third-level ToT of the Cascade Training of the Regional/National Dissemination, which is conducted just before SLW.</p> <p>b) The purpose of RC-ToT is to train school representatives as SLW facilitators and to prepare SLW.</p> <p>c) RC-ToT will be conducted for three days.</p> <p>d) Two persons from each school (HT or teacher and SMC) will participate.</p>	SIP Focal Persons and RPs of 69 DEOs (Except Dhading, Rasuwa, Solukhumbu, Rupandehi, Jumla and Doti)	Dec.014 to Apr.015	<p>SLW facilitators are trained.</p> <p>SLW and monitoring plans are prepared.</p> <p>Necessary training manuals and materials for SLW are</p>

Name and Number of Approved Activity:	Responsible Agencies	Time Period	Monitoring/Performance indicator
<p>e) Each batch of RC-ToT will be participated by 20-30 participants (from 10-15 schools)</p> <p>f) The RC-level trainers (RPs), who are trained by D-ToT, will be responsible for preparing and conducting the batches of the training for schools under his/her responsibility.</p> <p>g) RC-level trainers (RPs) will follow the manual for RC-ToT given at D-ToT.</p> <p>h) Major expected output of RC-T are: i) SLW facilitators are trained; and ii) the plan for conducting SLW and SIP preparation is created.</p> <p>i) RP will distribute the SLW package iii) items referred above) to each school during RC-T.</p>			<p>handed to school representatives.</p> <p>Training reports from RPs are submitted to SIP-FP of each district.</p> <p>Sample monitoring reports are prepared jointly by DEO, DoE/SISM2</p>
<p>4. School level Workshop (SLW)</p> <p>a) SLW is the final target of the Regional/National Dissemination and conducted by all community schools in the 69 schools.</p> <p>b) The purpose of SLW is to improve the school and community's awareness of SIP and school management, to discuss and identify school priority problems, and to make school stakeholders ready for preparing their SIP together.</p> <p>c) Two SLW facilitators who trained at RC-level ToT facilitate SLW.</p> <p>d) SLWs are technically guided and monitored by the responsible RC-level Trainers (RPs)</p> <p>e) All the community school of 69 districts will be provided Rs3,000 for conducting at least two-day workshop participated by SMC, PTA, teachers, students, guardians, and other community representatives for Feb-May, for the formulation/updating of SIP, which should be submitted to DEO/VDC/RC in Jestha.</p> <p>f) The community schools of 6 districts (see the note on the right column) will be provided Rs1,000 for conducting at least one day workshop for formulating the Detail Annual Plan of 2071/72.</p> <p>g) For the formulation (updating) of SIP, the school can refer to the SIP Formulation Guidebook, and results of the workshop especially summarized in SSA-Checklist, and other material as necessary.</p> <p>i) HT and SMC-Chairperson are responsible for finalization of SIPSMC-Chairperson should approve the SIP and submit to RC, DEO, and DDC and VDC.</p>	<p>All community schools of 75 District</p> <p>DEO and RCs (monitoring)</p> <p>HT and SMC</p>	<p>Feb. to May</p>	<p>SIP updating action plans are prepared in each school.</p> <p>Stakeholders' awareness of SIP and school management are improved.</p> <p>More interest and participation in school management from community members.</p> <p>SIPs are to be updated following the SIP Guidebook, approved and submitted.</p> <p>Meeting minutes of school, monitoring reports by RPs, are properly kept.</p> <p>Sample monitoring reports are prepared jointly by DEO, DoE/SISM2.</p>

Capacity Development in SIP Formulation and Updating Operational Guide 1 (OG-1): To Conduct “Regional-level ToT (R-ToT)”

A. Outline of R-ToT

(1) Name of the Training: Regional-level ToT (R-ToT) for Capacity Development in SIP Formulation and Updating

(2) Duration and Tentative Schedule:

- 4-day training in each of the five (5) Regions in November 2014

Development Region	Date	Venue	Remarks
Central	November 06 – 09, 2014	NCED, Bhaptapur	
Eastern	November 12 – 15, 2014	ETC, Biratnagar	
Western	November 12 – 15, 2014	RED hall, Pokhara	
Mid-western	November 23 – 26, 2014	ETC, Surkhet	
Far-western	November 23 – 26, 2014	ETC, Kanchanpur	

- One day prior to the training days will be needed for preparation by the facilitators’ team

(3) Participants:

	Central (17D)	Western (15D)	Mid-W (14D)	Far-W (8D)	Eastern (15D)	Sub-total (69D)
DoE/NCED Trainers	4	0	0	0	0	4
RED/ETC-A Trainers	4	3	2	2	3	14
DEO (2 from each district)*	34	30	28	16	30	138
Sub-total	42	33	30	18	33	156

- It is recommended that one of the trainers/participants from the district may be head of Program Section (either ADEO or Section Officer).
- The other participant will be School Supervisor who is expected to work as “SIP Contact Person (SIP-CP).” S/he is expected to play an important role not only as trainers on SIP in the district but also as the focal person for any activities related with SIP.
- The participant from RED will be assigned as “SIP-CP” of the Region

(4) Trainers/Facilitators:

- Combination of trainers from MoE, RED, DoE, NCED, CDC, SISM2’s Testing and Follow-up Districts, and SISM Project staff (approximately 10-20 for 5 R-ToTs)

(5) Overall Goal of the Capacity Development:

- To contribute to the improvement of the access to and the quality of basic education through enhancing the school-based management with community participation.

(6) Objectives of R-ToT:

- 1) To train District-level trainers, who will organize and facilitate District-level ToT (D-ToT) and to prepare them to guide and monitor the RC-W and School-level Workshop (SLW) in

their district;

- 2) To provide the participants with the knowledge and skills of how to support schools to achieve the quality education through improving the school management using SIP.

(7) Expected Outputs:

In the end of R-ToT, we will have:

- All participant refresh their knowledge/skills about the concept, contents and process of SIP;
- The implementation plan to organize D-ToT are ready; and
- All participants understand their ToR and are ready for preparing and conducting D-ToT and monitoring/supporting RC-Ws and SLWs as SIP Contact Person and his/her partner.

(8) Major Contents:

- 1) Opening, orientation, introduction, etc.
- 2) Brief analysis of the present situation
- 3) Close study of SIP Formulation Guidebook (SIP-FGB)
- 4) Concept of Child Friendly School
- 5) Study and practice of the School-level Workshop(SLW) Manual
- 6) School visit to practice SLW
- 7) Planning for cascade training in the district

(9) Training Materials:

The following 6 types of training materials are provided for all R-ToT participants:

- 1) SIP Formulation Guidebook (1 copy)
- 2) SLW Manual (1)
- 3) SSA Checklist (1)
- 4) Supplement (Reference) Booklet (1 for a facilitator and the other 2 for the use of DEO Office)
- 5) Operational Guide 2 (OG-2) to Conduct D-ToT (1)
- 6) Child Friendly Picture Poster (1)

Besides the above, the facilitators are requested to prepare hand-made training materials, which are explained in the training programme shown in the following pages.

B. Tentative Training Programme

Session	Contents	Materials/Tools
DAY-1		
Session 1 10:00 – 12:00 (120 min.)	Opening, Introduction and Orientation (1) Opening (30 min.) - Opening Remarks - Training Objectives - Brief introduction of the participants	- Banner - Meta-cards with objectives of the ToT
	(2) Briefing Capacity Development (CD) Plan (60 min.) - Key Policies and Strategies of CD for School Management Improvement in SSRP with PPT-1 - Brief presentation of SISM experience and cascade training with PPT-2 - Roles of DEO, SIP-CP and master trainers	- PPT-1 - PPT-2 - OG-2 and -3
	(3) Orientation of the Workshop (30 min.) - Orientation and schedule sharing - Establishing the ground rules - Appointment of management tasks for the training - Distribution and explanation of training material	- Table of management tasks
Break (15 min.)		
Session 2 12:15 – 13:45 (90 min.)	Situation Analysis of SIP - Group discussion and presentation - Analysis on the positive results, challenging areas, actions already taken, and actions which have to be taken regarding SIP - Presentation of group discussion	- Group discussion
Lunch Break (30 min.)		
Session 3 14:15 – 15:15 (60 min.)	Review of SIP Formulation Guidebook (1) - Reading and extracting the key points from Sections A and B - Sum up and highlighting of the key points from facilitator by PPT-3	- SIP-FGB - PPT-3
Break (15 min.)		
Session 4 15:30 – 16:50 (80 min.)	Review of SIP Formulation Guidebook (2) - Review of Annex 1 (Table 1-9) of Section C - Presentation of data of neighboring school by the head-teacher - Exercises of Tables 1-9 - Questions/Answers and Clarification	- 9 tables of data from a school - SIP-FGB
Closing 16:50 – 17:00 (10 min.)	Wrap- up and Closing of the Day	
DAY 2		
10:00 – 10:20 (20 min.)	Review of the Previous Day	
Session 5 10:20 – 11:20 (60 min.)	Review of SIP Formulation Guidebook (3) - Review of Annex 2 to 8 of Section C - Exercise of selected parts	SIP-FGB

Session	Contents	Materials/Tools
Break (10 min.)		
Session 6 11:30 – 13:00 (80 min.)	Orientation and Practice of Sessions in SLW-Manual (1) <ul style="list-style-type: none"> - Brief presentation of outline of SLW with PPT-4 - Overview of the SLW and Manual - Practice of Sessions 2, 3 and 4 	<ul style="list-style-type: none"> - SLW-M - PPT-4 - Pictures of different schools and classes - CFS picture - Attendance register of Classes 1-5 of a school - Table for listing the ways to help students improve attendance
Lunch Break (30 min.)		
Session 7 13:30 – 15:00 (80 min.)	Practice of Sessions in SLW-Manual (2) <ul style="list-style-type: none"> - Practice of Session 5, 6 and 7 of SLW 	<ul style="list-style-type: none"> - SLW-M - Newsprint with a blank multi-circles - Pictures of school, with weak supports and good support - Table for listing types of supports by every stakeholder - Illustrations of low and non-budgetary activities
Break (10 min.)		
Session 8 15:10 – 16:30 (70 min.)	Practice of Sessions in SLW-Manual (3) <ul style="list-style-type: none"> - Practice of Session 8, 9 and 10 of SLW 	<ul style="list-style-type: none"> - SLW-M/ - SSA checklist/List of areas which need urgent actions (priority areas)/Priority Program to be included in SIP - A table of SIP Preparation Plan, on newsprint - A chart of SIP Process, on newsprint
Session 9 16:30 – 16:50 (50 min.)	Preparation for the School Visit of Day 3 <ul style="list-style-type: none"> - Group division and role division - Outline of the school visit - Instructions 	
Closing 16:50 – 17:00 (10 min.)	Wrap-up and Closing of the Day	
DAY 3		
10:00 – 10:10 (10 min.)	Review of the Previous Day and preparation for the school visit	
10:10 – 11:00 (50 min.)	Move to School	
11:00 – 11:30 (30 min.)	Greeting, introduction and briefing about the day's activities to the head teacher and SMC.	

Session	Contents	Materials/Tools
11:30 – 13:00 (90 min.)	Mini-workshop (1) <ul style="list-style-type: none"> - Introduction and Orientation - Sharing of School Data/Information (Session 2 of SLW) - Attendance analysis (Session 4 of SLW) 	- 9 tables of school data & attendance registers
13:00 – 13:30 (30 min.)	Khaja	
13:30 – 15:30 (120 min.)	Mini-workshop (2) <ul style="list-style-type: none"> - Exercise on SSA 	- SSA checklist
(15 min.)	Break	
(15 min.)	Wrap-up and Closing	
DAY 4		
Session 10 10:00 – 11:30 (90 min.)	Review of the school visit	
Break (10 min.)		
Session 11 11:40 – 13:10 (90 min.)	Orientation of OG-2 and OG-3 Planning of District-level ToT	- OG- 2 & -3
Lunch Break (30 min.)		
Session 12 13:40 – 15:10 (90 min.)	Planning of District-level ToT, RC-W and SLW	- OG-2 & -3
15:10 – 15:30 Closing (30 min.)	Evaluation and Closing	

Capacity Development in SIP Formulation and Updating

Operational Guide 2 (OG-2): To Conduct “District-level ToT”

- For the Participants of Regional ToT -

Contents

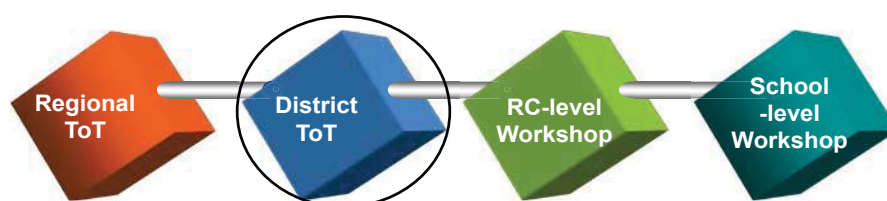
1. Background, Objectives and Your Roles and Responsibilities	
2. Outline of D-ToT	
3. Preparing D-ToT	
3-1 Preparation Steps	
3-2 Receiving and Distributing Bags of Training Materials	
3-3 Reporting of D-ToT	
4. Session Plan	
DAY 1	
DAY 2	
DAY 3	
ANNEX:	
Annex-1: Additional Explanation of Program Implementation Manual	
Annex-2: Format for RC-W Planning	
Annex-3: Training Course Evaluation Sheet (D-ToT)	
Annex-4: Suggested D-ToT Reporting Format	

1. Background, Objectives, and Your Roles and Responsibilities

MoE, DoE, NCED and CDC have conducted the nation-wide capacity development programme in school-based management (SBM) in collaboration with Japan International Cooperation Agency (JICA). The purposes of this programme are:

- (1) to develop capacity of the stakeholders at the school level to reactivate SMC/PTA and SIP formulation, updating and implementation process;
- (2) to develop capacity of the central/regional/district education officers and resource persons to support SBM at school; and eventually,
- (3) to improve access to and quality of education by enhancing SBM with community participation.

Under this programme, based on the lessons learnt from the piloting/testing activities, cascade-type trainings of trainers (ToT) at the region and district levels and capacity development workshops at the RC and the school levels are conducted as shown in Annex-1: PIM and the figure below:



	Regional ToT (R-ToT)	District ToT (D-ToT)	RC-level Workshop (RC-W)	School-level Workshop (SLW)
Objective	To prepare D-ToT	To prepare RC-level Workshop	To prepare School-level Workshop	To reactivate SMC/PTA and SIP process
Expected Period	Nov. 2014	Dec. 2014 – Feb. 2015	Jan. – Mar. 2015	Feb. – Mid-May 2015
Facilitators	Trainers from MoE, DoE, NCED, and CDC	Participants of R-ToT	Participants of D-ToT	Participants of RC-level Workshop
Participants	2 representatives from each district and representatives of RED/ETC	ADEOs, SS/RPs, selected roster teachers and representatives of I/NGOs	2 representatives from each school (1 from HT/teachers and 1 from SMC)	Representatives of SMC, PTA, teachers, guardians, students and others
Duration	4 days	3 days	3 days	2 days
Place	Regional HQs	District HQs	RC (in several batches)	School
Operational Guide	OG-1	OG-2	OG-3	SLW Manual

The two participants from each district are trained in this R-ToT to get further knowledge and skills of SIP updating and implementing and facilitating stakeholders' workshops for SIP updating. After completing R-ToT, both of you are to play a role of facilitator at D-ToT (circled ToT in the above figure) in your district. One of the two will be assigned as the district "SIP contact person", who will lead and coordinate the cascade training and related activities with the help from the partner.

This Operational Guide 2 (OG-2) is designed for the participants of R-ToT as well as the facilitators of the coming D-ToT in their own district. While you participate in R-ToT, please refer to this OG-2 together with the other training materials. And when you organize D-ToT by yourselves in the district, this OG-2 will give you key guidance by showing how to prepare and conduct D-ToT.

R-ToT was conducted in collaboration with the Project for Support for Improvement of School Management, Phase II (SISM2)¹. D-ToT of the 30 districts of Central and Western Region will be supported by SISM2 while 39 districts of other three regions covered by DoE/NCED/CDC through SSRP budget. RC-Ws and SLWs are to be held through SSRP budget as shown in Annex: PIM.

¹ SISM2 has been implemented since July 2013 by DoE/NCED/CDC in collaboration with JICA.

2. Outline of D-ToT

The outline of D-ToT, which you will prepare/facilitate in your district after this R-ToT, is as below:

(1) Title: “District ToT (D-ToT) for Capacity Development in SIP formulation and updating”

(2) Duration and Period of Training: 3 days in December 2014 – February, 2015

(3) Facilitators:

- two persons who participated in R-ToT; and
- one trainer is expected from ETC.

(4) Participants: 20-30 persons including:

- all of the ADEO and SS/RPs;
* If there are not adequate participants (=RC-W facilitators), additional trainers except RP need to be mobilized to handle RC-W facilitation properly. In this case, trainers of ETC and/or capable roster teachers are to be chosen as participants of D-ToT.

(5) Overall Goal of the Capacity Development:

“To contribute to the improvement of the access to and the quality of basic education through enhancing the school-based management with community participation.”

(6) Objectives of D-ToT:

- 1) To train the participants and make them ready to facilitate RC-level workshops and to monitor school-level workshops; and
- 2) To provide the participants with the knowledge and skills of how to support schools to achieve the quality education through improving the school management using SIP.

(7) Expected Outputs of D-ToT:

In the end of D-ToT, we will have:

- All participants refresh their knowledge/skills about SIP concept, contents, and process;
- The implementation plan to organize RC-W are ready; and
- All participants understand their ToR and are ready for preparing and conducting RC-Ws and monitoring/supporting SLWs.

(8) Training Programme Structure:

The 3-day training framework is as below, the training contents are shown in “4. Session Plan.”

- Day-1
 - Opening and Overall Orientation, Overview of SIP Formulation Guidebook
 - Exercise of Writing SIP = School Data Sharing, Data Tables for Situation Analysis
- Day-2
 - Exercise of Writing SIP = Priority Problems/Needs, Plan Formulation etc.
 - Orientation and Practice of selected Sessions of SLW Manual = Vision of Good School, Sharing School Data, Stakeholder Analysis, Identifying Resources and Non/Low Budgetary Activities
- Day-3
 - Orientation and Practice of selected Sessions of SLW Manual = School Self-Assessment (SSA) Checklist, Action Plan to Update SIP, Social Audit
 - Planning of RC-W
 - Course Evaluation and Closing

(9) Training Materials:

The following 5 types of training materials are provided by the facilitators for all D-ToT participants:

- 1) SIP Formulation Guidebook
- 2) SLW Manual
- 3) SSA Checklist
- 4) Supplement (Reference) Booklet
- 5) Operational Guide 3 (OG-3) to Conduct RC-level Workshop

Besides the above, the facilitators are requested to prepare hand-made training materials, which are explained in “4. Session Plan”.

3. Preparing D-ToT

Please be noted that good preparation is the most important factor for the success of any training. Please also be aware that the facilitators are the models for the participants.

3-1. Preparation Steps

As the D-ToT facilitators, the following 12 steps are needed to be completed to prepare D-ToT. Please check when you complete each steps and be ready for conducting D-ToT.

“The Preparation Check List” is as below:

No.	Steps	Done?
(1)	Ask a ETC trainer if he/she is available as a facilitator for D-ToT	
(2)	Fixing the schedule and the venue for the 3-day training	
(3)	Prepare the participants' list	
(4)	Send invitation to the participants	
(5)	Receive the necessary training materials of D-ToT (RC-W Facilitator's Bags) together with the training materials of RC-W (SLW Facilitator's Bags) from DEO and check them	
(6)	Prepare necessary hand-made training materials including newsprints, meta-cards etc. following “4. Session Plan”	
(7)	Contact a head teacher of a school and ask him/her 1) to borrow their student registers (Grade 1-5) for the use of the D-ToT session and 2) to make a presentation on their school data at the D-ToT Session, according to what is instructed in SIP Formulation Guidebook (pages 13-24)	
(8)	Made final check of training program, materials, participants, venue etc.	
(9)	Conduct 3-day D-ToT	
(10)	In the last session, check and coordinate the RC-W plans prepared by the participants using the format of Annex-2	
(11)	Carry out course evaluation using the format of Annex-3 in the end of D-ToT	
(12)	Prepare and submit report of D-ToT to DEO using the format of Annex-4 after D-ToT completed	

3-2. Receiving and Distributing Bags of Training Materials

You are provided with (1) D-ToT Facilitator's Bag for yourself at R-ToT. Later, you will receive (2) RC-W Facilitator's Bags and (3) SLW Facilitator's Bags, which will be sent to your DEO by DoE/SISM2 before D-ToT. The purposes and contents of the three bags are as below:

Bags	Contents	When to deliver	Who to use	When to use
(1) D-ToT Facilitator's Bag	1) SIP Formulation Guidebook (1 copy) 2) SLW Manual (1) 3) SSA Checklist (1) 4) CFS Picture Poster (3) 5) Supplement (Reference) Booklet (3) 6) Operational Guide 2 (OG-2) to Conduct D-ToT (=this document) (1)	1) R-ToT participants will receive in the beginning of R-ToT	R-ToT Participants (=D-ToT Facilitators)	At R-ToT and when conducting D-ToT

Bags	Contents	When to deliver	Who to use	When to use
	7) Operational Guide 3 (OG-3) to Conduct RC-W			
(2) RC-W Facilitator's Bags (Cream color bags)	For all D-ToT Participants (Cream color bags) 1) SIP Formulation Guidebook (1) 2) SLW Manual (1) 3) Supplement (Reference) Booklet (2) 4) Operational Guide 3 (OG-3) to Conduct RC-W + Only For RPs 1) SSA Checklist (1) 2) CFS Picture Poster (2)	1) Will be sent to DEO by DoE/SISM2 before D-ToT based on the RC numbers 2) D-ToT participants will receive in the beginning of D-ToT. 3) All RPs among D-ToT participants will receive SSA Checklist and CFS picture poster in the end of D-ToT for the use of RC-W	D-ToT Participants (=RC-W Facilitators)	At D-ToT and when conducting RC-W
(3) SLW Facilitator's Bag (Yellow color bags)	1) SIP Formulation Guidebook (1) 2) SLW Manual (1) 3) SSA Checklist (1)	1) Will be sent to DEO by DoE/SISM2 before D-ToT together with RC-W Facilitator's Bags based on the average number of schools in one RC in the district 2) D-ToT participants will receive necessary number of the SLW Facilitator's Bags for their responsible schools in the end of D-ToT and bring to their own RC. 3) RC-W Participants will receive one bag for each school in the beginning of RC-W.	RC-W Participants (=SLW Facilitators)	At RC-W and when conducting SLW

3-3. Reporting D-ToT

As mentioned in the table of 3-1 Preparation Check List, all the SIP contact persons are expected to write and submit "the D-ToT report" as in 3.1 Preparation Check List (12). Please see Annex-4 of this OG for the outline of the report. Prepare and submit report of D-ToT to DEO using the format of Annex-4 with the course evaluation sheets filled by the D-ToT participants after D-ToT completed.

4. Session Plan

The following is the proposed session plan for 3-day D-ToT in your district. The total time of the training session is 360 minutes/day.

DAY 1

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	Registration	Name cards
Session 1: Opening, Introduction and Orientation Objective: To share the training objectives and management and to share the policies and strategies of MoE capacity development		
(120 min.)	Part 1: Opening and Introduction (30 min.) <ul style="list-style-type: none"> - MC announcement of the Chairperson - Welcome notes, introduction of guests/participants, - Brief Introduction of the participants 	* Banner
	Part 2: Orientation (90 min.) <ul style="list-style-type: none"> - Sharing of overall objectives of the training and the expected role/responsibilities of the participants - Brief review of the key policies and strategies - Distribution of RC-W Facilitator's Bags to the participants, and explanation of the contents. - Explanation of RC-W using Operational Guide 3 - Orientation (schedule, ground rules, khaja, norms etc.) - Appointment of management tasks (Job Chart) for the training 	* Newsprint with objectives of ToT - PPT-1 - RC-W Facilitator's Bags - OG-3 *Table of management tasks
Session 2: Review of SIP Formulation Guidebook (SIP-FGB) Objectives: To confirm and familiarize with the key policies and process regarding SIP as written in Sections A and B of SIP-FGB.		
(90 min.)	Section A of SIP-FGB: Relevancy and Policy Provisions (40 min.) <ul style="list-style-type: none"> - Reading Section A individually in silence - Extracting the key points from Section A through group work - Presentation about key policies from Facilitators using PPT-2 Section B of SIP-FGB: SIP Formulation Work Process (40 min.) <ul style="list-style-type: none"> - Reading Section B individually in silence - Extracting the key points from Section B through group work Questions/Answers and Clarifications (10 min.)	- Sections A and B of SIP-FGB * Newsprints to list key points - PPT-2
Session 3: Exercise of Writing SIP (1): Head Teacher's Presentation Objectives: To confirm and familiarize with the Section C Annex 1 contents of SIP-FGB based on the actual school data presented by a head teacher of a school		
(80 min.)	Overview of Annex 1 Tables 1-9 (20 min.) <ul style="list-style-type: none"> - Review of the objectives and the use of Tables 1-9 of Annex 1 in SIP Presentation of data of a school (60 min.) <ul style="list-style-type: none"> - A head teacher of a school give a presentation on their school data using Tables 1-9 in SIP-FGB Annex-1 	- Section C Annex 1 of SIP-FGB * Presentation by the head-teacher of the school

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	- Questions/Answers	
Session 4: Exercise of Writing SIP (2): Analysis of Current Status Objectives: To confirm and familiarize with the Section C Annex 1 of SIP-FGB and practice filling tables		
(60 min.)	Section C Annex 1 of SIP-FGB <ul style="list-style-type: none"> - Someone of the participants who has good experience of writing SIP explain how to fill the tables - Exercise to fill some of Annex 1 Tables 1-9 - Questions/Answers and Clarifications 	- Section C Annex 1 Tables 1-9 of SIP-FGB
Wrap-up (10 min.)	Wrap-up of the Day <ul style="list-style-type: none"> - Key questions to the participants to make sure that the DAY 1 training was effectively conducted - To ask the participants to be prepared for the DAY 2 session by reading SLW-M 	

DAY 2

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(20 min.)	Review of the Previous Day <ul style="list-style-type: none"> - Welcoming participants and announcement if any - Reporter's reporting on the DAY 1 activities - Ask some participants about what they remember as the most interesting knowledge/skills they gained in DAY 1 training 	
Session 5: Exercise of Writing SIP (3): Identification/Prioritization of Needs and Plan Formation Objectives: To confirm and familiarize with the Section C Annex 2 to 6 of SIP-FGB and practice the process of plan formation		
(90 min.)	Section C Annex 2 and 3 of SIP-FGB (30 min.) <ul style="list-style-type: none"> - Exercise to identify major problems (Annex 2) and to prioritize needs (Annex 3) based on the school data given by Session 3 through group work Section C Annex 4 to 6 of SIP-FGB (60 min.) <ul style="list-style-type: none"> - Exercise to set vision and target (Annex 4 and 5) and to formulate programmes and activities (Annex 6) through group work 	- Section C Annex 2 to 6 of SIP-FGB * Newsprint for group work
Session 6: Exercise of Writing SIP (4): Sharing the Outputs of Sessions 5 and 6 Objectives: To confirm and familiarize with the Section C Annex 7 and 8 of SIP-FGB and share/wrap-up the group work outputs about SIP-FGB		
(90 min.)	Section C Annex 7 and 8 of SIP-FGB (30 min.) <ul style="list-style-type: none"> - Review and explanation of Annex 7 and 8 using some sample SIPs Group Presentation of their SIPs based on the exercises of Annex 2 to 6 (50 min.) Questions/Answers and Clarification (10 min.)	- Section C Annex 7 and 8 of SIP-FGB - Sample SIPs * Newsprint for group work
Session 7: Orientation of SLW-M Objectives: To familiarize with SLW-M		
(30 min.)	Orientation of SLW-M <ul style="list-style-type: none"> - Brief introduction of how and who to use SLW-M with 	- SLW-M - PPT-3

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	focusing “1. Background” and “How and Who to Use This Manual” of SLW-M (Using PPT-3) <ul style="list-style-type: none"> - Ask participants the key messages and points - Questions/Answers and Clarification 	
Session 8: Practice of Sessions in SLW-M (1) Objectives: To familiarize with SLW-M and provide knowledge and skills of facilitating RC-W		
(120 min.)	All practices are done through group work Practice Session 2 “Sharing an Image of a Good School” (30 min.) <ul style="list-style-type: none"> - Follow the instruction of SLW-M and facilitate the activities in Session 2 - Use 4-5 sets of photocopies of the schools for group discussion - Participants play the roles of participants of SLW and go through the group discussion/presentation as in SLW-M Practice Session 4 “Attendance Analysis” (30 min.) <ul style="list-style-type: none"> - Follow the instruction of SLW-M to understand the objectives of the session and practice the activities of attendance analysis - Use the real attendance registers (Class 1-5) of a neighboring school. - Put the “attendance registers data analysis table” and use them for entering the data - Then, discuss on the ways to improve the students’ attendance in a group Practice Session 6 “Stakeholder Analysis” (30 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities Practice Session 7 “Identification of Resources and Non/Low Budgetary Activities” (30 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities - Use the illustration and photos in SLW-M for explaining the examples of non/low budgetary activities 	- SLW-M For Session 2: * Photo-copies of 4 sets of pictures of two-types of schools * Newsprint for listing of good points of the school For Session 4: * Attendance registers of Grade 1-5 * Table for attendance register data * Table for listing the ways to improve students’ attendance For Session 6: * Newsprint with a blank multi-circles * Meta-cards with stakeholders written * Photocopies of the two illustrations of school with weak support and strong supports For Session 7: * Table for listing roles and responsibilities and types of supports by every stakeholder * Photocopies of the illustration of non/low budgetary activities
Wrap-up (10 min.)	Wrap-up of the Day <ul style="list-style-type: none"> - Key questions to the participants to make sure that the DAY 2 training was effectively conducted 	

DAY 3

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(20 min.)	Review of the Previous Day <ul style="list-style-type: none"> - Welcoming participants and announcement if any - Reporter's reporting on the DAY 2 activities - Ask some participants about what they remember as the most interesting knowledge/skills they gained in DAY 2 training 	
Session 9: Practice of Sessions in SLW-M (2) Objectives: To familiarize with SSA checklist by practicing the session.		
(100 min.)	Practice Session 8 "School Self-Assessment (SSA)" <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the SSA - Practice prioritization by using the two other tables: "Summary of SSA" and "Making the programme to be included in SIP as priority areas" 	- SSA Checklist with Two other tables of SSA: "Summary of SSA" and "Making the programme to be included in SIP as priority areas" of Session 8
Session 10: Practice of Sessions in SLW-M (3) Objectives: To familiarize with how to prepare the action plan to formulate/update SIP with community participation and to share the common understanding the purpose and process of social audit		
(90 min.)	Practice Session 9 "SIP Process" (50 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M - Plenary session to prepare the SIP preparation plan (action plan to update SIP) - Try to create and play a short drama as in Session 9 Practice Section 10 "Social Audit" (40 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M - Ask volunteer participants to play a role play - Discuss roles and responsibilities in Social Audit 	For Session 9: * Newsprint for SIP preparation table * Newsprint with the cycle of SIP making process written
Session 11: Planning of RC-W Objectives: To prepare the schedule and arrange the required logistics for conducting RC-W		
(120 min.)	Understanding What to do (30 min.) <ul style="list-style-type: none"> - Orientation of OG-3 - Questions/Answers and Clarification Handing over "SLW Facilitator's Bag" to the participants (50 min.) <ul style="list-style-type: none"> - Make sure that each bag has the proper number of "SLW Facilitator's Bags" for each RC - Check and confirm the contents the Bags - Explanation about checklist (List of Schools) Making the tentative batches and schedule (40 min.) <ul style="list-style-type: none"> - Divide the schools in each RC into tentative groups to make the training batches appropriate for RC-W - Prepare schedule using Format of OG-2 (Annex-2) 	- OG-3 - SLW Facilitator's Bags * Checklist of each school's participating in RC-W and receiving the Bags * Format for RC-W Planning (Annex-2 of OG-2)
Closing (30 min.)	Evaluation and Closing <ul style="list-style-type: none"> - Ask to fill the training course evaluation sheet of OG-2 (Annex-3) 	* Photocopies of the training course evaluation sheet (Annex-3 of OG-2) for all participants

Annex-I Additional Explanation of Program Implementation Manual**(Please Refer DoE PIM 2071 for more information)**

Activity Name	Monitoring/ Performance Indicators
<p>1. District-level ToT (D-ToT):</p> <p><u>Time/Period:</u> Dec. 2014-Feb.2015 <u>Responsible Agencies :</u> SIP-CP of 69 DEOs, DEOs/DoE/ETC/SISM2 <u>Trainers of D-ToT:</u> Participants of Regional ToT</p> <p>a) The purpose of D-ToT is to train RC-level trainers, who will organize and instruct the RC-ToT, and to prepare RC-ToT. b) All 69 districts* will be provided with training package, to be used for all the levels of the cascade training. c) Two District-level trainers, who were trained in R-ToT are responsible for preparing, conducting, and reporting about D-ToT in their own district. d) ETC trainer who has participated in R-ToT may help facilitate D-ToT. e) The participants will also be given Operational Guide for conducting RC-W. f) The detail plans of RC-W, including the list of batches and names of schools and schedule of each batch have to be prepared during D-ToT. One batch will be participated by approximately 10-15 schools. g) The training package for all schools is given to RP for every school under his responsibility during RC-W.</p>	<p>RC-level trainers are trained</p> <p>RC-W plans and monitoring plans including no. of batches and tentative schedule are prepared.</p> <p>All necessary training manuals and materials for RC-W and SLW are distributed to RPs.</p>
<p>* The budget of the D-ToT of 30 districts listed below is covered by SISM2, and the budget for the remaining 39 districts is covered by the regular budget of SSRP.</p> <p>- Western Dev. Region (15): Mustang, Myagdi, Baglung, Parbat, Gulmi, Arghakhanchi, Kapilbastu, Nawalparasi, Palpa, Syangja, Kaski, Tanahu, Lamjung, Manag and Gorkha. - Central Dev. Region (15): Chitwan, Makwanpur, Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusa, Sinduli, Ramechhap, Dolakha, Sindhupalchok, Kavre, Nuwakot and Bhaktapur.</p>	
<p>2. RC-level Workshop (RC-W):</p> <p><u>Time/Period:</u> Jan. -Mar. 2015 <u>Responsible Agencies :</u> DEO, SIP-CP, SS and RPs of 69 DEOs <u>Trainers of RC-W:</u> Participants of D-ToT</p> <p>a) The purpose of RC-W is to train school representatives as SLW facilitators and to prepare SLW. b) Two persons from each school (HT or teacher and SMC) will be the participants. Each batch of RC-W will be participated by 20-30 participants (from 10-15 schools) c) The RC-level trainers (RPs), who are trained by D-ToT, will be responsible for preparing and conducting the batches of the training for schools under his/her responsibility.</p>	<p>SLW facilitators are trained.</p> <p>SLW and monitoring plans are prepared.</p> <p>Necessary training materials for SLW are handed to school.</p>

Activity Name	Monitoring/ Performance Indicators
d) RC-level trainers (RPs) will follow the Operational Guide for RC-W given during D-ToT. e) Major expected outputs of RC-W are: 1) SLW facilitators are trained; and 2) The plan for conducting SLW and SIP preparation is created. f) RP will distribute the SLW package (3 items referred above) to each school during RC-T.	Training reports from RPs are submitted to DEO.
3. School level Workshop (SLW): <u>Time/Period:</u> Feb.-Mid-May 2015 <u>Responsible Agencies :</u> HT and SMC of all community schools of 75 districts, DEO, SIP-FP, SS and RPs (monitoring) <u>Trainers of RC-W:</u> Participants of RC_W a) The purpose of SLW is to improve the school and community's awareness of SIP and school management, to discuss and identify school priority problems, and to make school stakeholders ready for preparing their SIP together. b) SLWs are technically guided and monitored by the responsible RC-W participants (SS/RPs) c) All the community school of 69 districts will be provided minimum cost for conducting at least two-day workshop participated by SMC, PTA, teachers, students, guardians, and other community representatives for Feb-May, for the formulation/updating of SIP, which should be submitted to DEO/VDC/RC in Jestha. d) The community schools of 6 districts namely Dhading, Rasuwa, Solu, Rupandehi, Jumla and Doti will be provided Rs 1000 for conducting at least one day workshop for formulating the Detail Annual Plan of the next year. e) For the formulation (updating) of SIP, the school can refer to the SIP Formulation Guidebook, and results of the workshop especially summarized in SSA-Checklist, and other material as necessary. f) Head-teacher and SMC-Chairperson are responsible for finalization of SIP. SMC-Chairperson should approve the SIP and submit to RC, DEO, and VDC.	SIP updating action plans are prepared in each school. Stakeholders' awareness of SIP and school management are improved. More interest and participation in school management from community members. SIPs are updated, approved, and submitted after SLW.

Annex- 2: Format for RC-W Planning

Name of RC _____ Name of RP _____

Responsible SS _____ District _____ Date _____

[illegible]

Annex- 3: Training Course Evaluation Sheet (D-ToT)

Agency you are belonging to (Please tick one of them)

☐ ETC, ☐ DEO, ☐ RC or ☐ Others*** Please tick the most appropriate number for each optional question****1-1 Do you understand the contents of SIP Formulation Guidebook more than before?**

←Very much				Very little→
5	4	3	2	1

1-2 Do you understand the meaning of community participation in school management more than before?

←Very much				Very little→
5	4	3	2	1

1-3 Do you understand the roles of the DEO officers and Resource Persons to support school management?

←Very much				Very little→
5	4	3	2	1

1-4 Do you understand how to promote non-budget or low-budget activities at the school level more than before?

←Very much				Very little→
5	4	3	2	1

1-5 Do you understand the importance of conducting the RC-W?

←Very much				Very little→
5	4	3	2	1

1-6 Do you understand how to organize the RC-W by using the SLW Manual?

←Very much				Very little→
5	4	3	2	1

1-7 Are you confident enough to become a facilitator at the RC-W?

←Very much				Very little→
5	4	3	2	1

1-8 Do you understand the importance of monitoring and reporting more than before?

←Very much				Very little→
5	4	3	2	1

1-9 Do you find the training is beneficial for your RC and schools?

←Very much				Very little→
5	4	3	2	1

1-10 Please name the most beneficial session (maximum 3 sessions) in the training program.

1 st	
-----------------	--

2 nd	
3 rd	

1-11 Do you find the duration of the training appropriate?

←Very appropriate				Not Appropriate→
5	4	3	2	1

1-11-1 If you think the duration is not appropriate, how many days are more appropriate for the training considering your daily work?**1-12 What is your evaluation of the facilitators' skill in the training in general?**

←Very good				Very poor→
5	4	3	2	1

1-12-1 If you have any comments to improve the facilitators' skill, please let us know.**1-13 What is your evaluation of the training materials used in the training?**

Materials	←Very good					Very poor→
1) SIP Formulation Guidebook	5	4	3	2	1	
2) School-level Workshop Manual	5	4	3	2	1	
3) SSA Checklist	5	4	3	2	1	

1-13-1 If you have any comments to improve the training materials, please let us know.**1-14 What is your evaluation of the general administration & management of the training?**

←Very good				Very poor→
5	4	3	2	1

1-14-1 If you have any comments to improve the training management, please let us know.**1-15 If you have any other comments to improve the training in general, please let us know.**

Thank you for your cooperation.

Annex-4: Suggested D-ToT Reporting Format

District:

Date of D-ToT:

Venue:

Facilitators' Names and Positions:

1. Summary of Participants:

	ADEO/SO/SS/other officers of DEO	ETC	RP	I/NGO	Others	Sub-total
Number of Participants						

2. Your Observations

Please tick (v) one box for each of the descriptions from 1 to 8 in the following table.

	Extremely Agree	Agree	Partly Agree	Disagree
1. Participants were actively participating				
2. Participants understood the importance of SIP.				
3. Facilitators were well prepared.				
4. Facilitators were good at mobilizing and facilitating the participants.				
5. Training materials/tools were effectively used.				
6. School Self-assessment was good for discussion.				
7. Facilitators conducted training following the Training Plan				
8. Participants are now ready to conduct RC-W in their own RC				

3. Any Good Practices (positive changes) you learned from the participants?

(1) About which school did you hear/learn about the good practice?

(2) What are the contents of the Good Practice?

Report submitted by

Name

Position:

Signature:

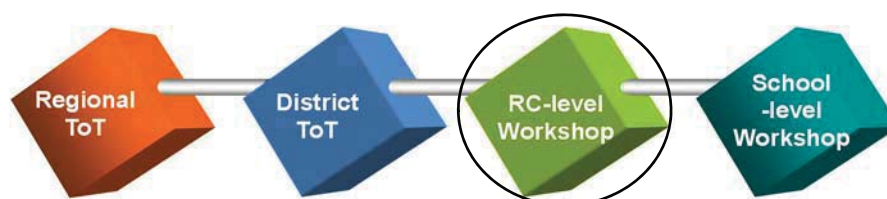
Date:

Capacity Development in SIP Formulation and Updating
Operational Guide 3 (OG-3):
To Conduct “Resource Center Level Workshop (RC-W)”

MoE, DoE, NCED and CDC have conducted the nation-wide capacity development programme in school-based management (SBM) in collaboration with Japan International Cooperation Agency (JICA). The purposes of this programme are:

- (1) to develop capacity of the stakeholders at the school level to reactivate SMC/PTA and SIP formulation, updating and implementation process;
- (2) to develop capacity of the central/regional/district education officers and resource persons to support SBM at school; and eventually,
- (3) to improve access to and quality of education by enhancing SBM with community participation.

Under this programme, based on the lessons learnt from the piloting/testing activities, cascade-type training of trainers (ToT) at the region and district levels and capacity development workshops at the RC and the school levels are conducted as shown in Annex-1: PIM and the figure below:



	Regional ToT (R-ToT)	District ToT (D-ToT)	RC-level Workshop (RC-W)	School-level Workshop (SLW)
Objective	To prepare D-ToT	To prepare RC-level Workshop	To prepare School-level Workshop	To reactivate SMC/PTA and SIP process
Expected Period	Nov. 2014	Dec. 2014 – Feb. 2015	Jan – Mar. 2015	Feb. – Mid-May 2015
Facilitators	Trainers from MoE, DoE, NCED, and CDC	Participants of R-ToT	Participants of D-ToT	Participants of RC-level Workshop
Participants	2 representatives from each district and representatives of RED/ETC	ADEOs, SS/RPs, selected roster teachers and representatives of I/NGOs	2 representatives from each school (1 from HT/teachers and 1 from SMC)	Representatives of SMC, PTA, teachers, guardians, students and others
Duration	4 days	3 days	3 days	2 days
Place	Regional HQs	District HQs	RC (in several batches)	School
Operational Guide	OG-1	OG-2	OG-3	SLW Manual

The participants of this D-ToT are trained to get further knowledge and skills of SIP updating and implementing and facilitating stakeholders’ workshops for SIP updating. After completing D-ToT, you are to play a role of facilitator at RC-W (circled ToT in the above figure) in your RC.

This Operational Guide 3 (OG-3) is designed for the participants of D-ToT as well as the facilitators of the coming RC-W in their own RC. While you participate in D-ToT, please refer to this OG-3 together with the other training materials. And when you organize RC-W by yourselves, this OG-3 will give you key guidance by showing how to prepare and conduct the training batches of RC-W.

R-ToT was conducted in collaboration with the Project for Support for Improvement of School Management, Phase II (SISM2)¹. D-ToT of the 30 districts of Central and Western Region will be

¹ SISM2 has been implemented since July 2013 by DoE/NCED/CDC in collaboration with JICA.

supported by SISM2 while 39 districts of other three regions covered by DoE/NCED/CDC through SSRP budget. RC-Ws and SLWs are to be held through SSRP budget as shown in Annex-1: PIM.

2. Outline of RC-W

The outline of RC-W, which you will prepare/facilitate in your district after this D-ToT, is as below:

- (1) Title: “RC-level Workshop (RC-W) for Capacity Development in SIP formulation and updating”
- (2) Duration and Period of Training: 3 days in Jan. – Mar., 2015
- (3) Facilitators: RPs and any other participants of the D-ToT
- (4) Participants: Two representatives from each school (one = head teacher/teacher and the other = SMC)
- (5) Overall Goal of the Capacity Development:
“To contribute to the improvement of the access to and the quality of basic education through enhancing the school-based management with community participation.”

(6) Objectives of RC-W:

- 1) To train the participants and make them ready to facilitate school-level workshops and to lead and coordinate the SIP updating, implementing and monitoring process at school; and
- 2) To provide the participants with the knowledge and skills of how to improve teaching/learning environment at school to achieve the quality education through improving the school management using SIP.

(7) Expected Outputs of RC-W:

In the end of RC-W, we will have:

- All participants equipped with knowledge/skills about the concept and process of SIP;
- The implementation plan to organize SLW are ready; and
- All participants understand their ToR and are ready for preparing and conducting SLW.

(8) Training Programme Structure:

The 3-day training framework is as below, the training contents are shown in “4. Session Plan.”

- | | |
|-------|---|
| Day-1 | - Opening and Overall Orientation, Overview of SIP Formulation Guidebook |
| | - Exercise of Writing SIP = School Data Sharing, Data Tables for Situation Analysis |
| Day-2 | - Exercise of Writing SIP = Priority Problems/Needs, Plan Formulation etc. |
| | - Orientation and Practice of Sessions of SLW Manual = Vision of Good School, Sharing School Data, Stakeholder Analysis, Identifying Resources and Non/Low Budgetary Activities |
| Day-3 | - Practice of Sessions of SLW Manual = School Self-Assessment (SSA) Checklist, Action Plan to Update SIP, Social Audit |
| | - Planning of SLW |
| | - Course Evaluation and Closing |

(9) Training Materials:

The following 3 types of training materials are provided by the facilitators to all schools:

- 1) SIP Formulation Guidebook
- 2) SLW Manual
- 3) SSA Checklist

Besides the above, the facilitators are requested to prepare hand-made training materials, which are explained in “4. Session Plan”.

3. Preparing RC-W

Please be noted that good preparation is the most important factor for the success of any training. Please also be aware that the facilitators are the models for the participants.

3-1. Preparation Steps/Checklists

As the RC-W facilitators, the following 10 steps are needed to be completed to prepare RC-W. Please check when you complete each steps and be ready for conducting RC-W.

No.	Steps	Done?
(1)	Fixing the schedule and the venue for the 3-day training	
(2)	Prepare the participants' list	
(3)	Send invitation to the participants	
(4)	Check the training materials of RC-W (SLW Facilitator's Bags) again provided at D-ToT	
(5)	Prepare necessary hand-made training materials including newsprints, meta-cards etc. following "4. Session Plan"	
(6)	Contact a head teacher of a school and ask him/her 1) to borrow their student register for the use of the RC-W session and 2) to make a presentation on their school data at the RC-W Session, according to what is instructed in SIP Formulation Guidebook (pages 13-24)	
(7)	Made final check of training program, materials, participants, venue etc.	
(8)	Conduct 3-day RC-W	
(9)	In the last session, check and coordinate the SLW plans	
(10)	Prepare and submit report of RC-W to DEO using the format of Annex-2 after RC-W completed	

3-2. Receiving and Distributing Bags of Training Materials

You are provided with (1) a RC-W Facilitator's Bag for yourself and (2) SLW Facilitator's Bags at D-ToT. The purposes and contents of the two bags are as below:

Bags	Contents	When to deliver	Who to use	When to use
(1) RC-W Facilitator's Bag (Cream color bags)	For D-ToT Participants (Cream color bags) 1) SIP Formulation Guidebook (1) 2) SLW Manual (1) 3) 4) Supplement (Reference) Booklet (2) 5) Operational Guide (OG-3) to Conduct RC-W (1) + Only for RPs 1) SSA Checklist (1) 2) CFS Picture Poster (2)	1) D-ToT participants receive in the beginning of D-ToT. 2) All RPs among D-ToT participants will receive SSA Checklist and CFS picture poster in the end of D-ToT for the use of RC-W	D-ToT Participants (=RC-W Facilitators)	At D-ToT and when conducting RC-W
(2) SLW Facilitator's Bags (Yellow color)	1) SIP Formulation Guidebook (1) 2) SLW Manual (1)	1) D-ToT participants will receive necessary number of the SLW	RC-W Participants (=SLW	At RC-W and when conducting

Bags	Contents	When to deliver	Who to use	When to use
bags)	3) SSA Checklist (1)	Facilitator's Bags for their responsible schools in the end of D-ToT and bring to their own RC	Facilitators)	SLW
		2) RC-W Participants will receive one bag for each school in the beginning of RC-W		

3-3. Reporting RC-W

As mentioned in the tables of 3-1 Preparation Check List, all the RPs are expected to write and submit "the RC-W report" as in 3.1 Preparation Steps (10). Please see Annex-2 of this OG for the outline of the report. Prepare and submit report of RC-W to DEO using the format of Annex-2.

4. Session Plan

The following is the proposed session plan for 3-day RC-W in your RC. The total time of the training session is 360 minutes/day.

DAY 1

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	Registration	Name cards
Session 1: Opening, Introduction and Orientation Objective: To share the training objectives and management		
(120 min.)	Part 1: Opening and Introduction (30 min.) - MC announcement of the Chairperson - Welcome notes, introduction of guests/participants, - Brief Introduction of the participants	* Banner
	Part 2: Orientation (90 min.) - Sharing of overall objectives of the training and the expected role/responsibilities of the participants - Distribution of SLW Facilitator's Bags to the participants, and explanation of the contents. - Explanation of RC-W using Operational Guide 3 - Orientation (schedule, ground rules, khaja, norms etc.) - Appointment of management tasks (Job Chart) for the training	* Newsprint with objectives of ToT - SLW Facilitator's Bags - OG-3 *Table of management tasks
Session 2: Review of SIP Formulation Guidebook (SIP-FGB) Objectives: To confirm and familiarize with the key policies and process regarding SIP as written in Sections A and B of SIP-FGB.		
(90 min.)	Section A of SIP-FGB: Relevancy and Policy Provisions (40 min.) - Reading Section A individually in silence - Extracting the key points from Section A through group work	- Sections A and B of SIP-FGB * Newsprints to list key points

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	Section B of SIP-FGB: SIP Formulation Work Process (40 min.) <ul style="list-style-type: none"> - Reading Section B individually in silence - Extracting the key points from Section B through group work Questions/Answers and Clarifications (10 min.)	
Session 3: Exercise of Writing SIP (1): Head Teacher's Presentation Objectives: To confirm and familiarize with the Section C Annex 1 contents of SIP-FGB based on the actual school data presented by a head teacher of a school		
(80 min.)	Overview of Annex 1 Tables 1-9 (20 min.) <ul style="list-style-type: none"> - Review of the objectives and the use of Tables 1-9 of Annex 1 in SIP Presentation of data of a school (60 min.) <ul style="list-style-type: none"> - A head teacher of a school give a presentation on their school data using Tables 1-9 in SIP-FGB Annex-1 - Questions/Answers 	- Section C Annex 1 of SIP-FGB * Presentation by the head-teacher of the school
Session 4: Exercise of Writing SIP (2): Analysis of Current Status Objectives: To confirm and familiarize with the Section C Annex 1 of SIP-FGB and practice filling tables		
(60 min.)	Section C Annex 1 of SIP-FGB <ul style="list-style-type: none"> - Someone of the participants who has good experience of writing SIP explain how to fill the tables - Exercise to fill some of Annex 1 Tables 1-9 - Questions/Answers and Clarifications 	- Section C Annex 1 Tables 1-9 of SIP-FGB
Wrap-up (10 min.)	Wrap-up of the Day <ul style="list-style-type: none"> - Key questions to the participants to make sure that the DAY 1 training was effectively conducted - To ask the participants to be prepared for the DAY 2 session by reading SLW-M 	

DAY 2

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(20 min.)	Review of the Previous Day <ul style="list-style-type: none"> - Welcoming participants and announcement if any - Reporter's reporting on the DAY 1 activities - Ask some participants about what they remember as the most interesting knowledge/skills they gained in DAY 1 training 	
Session 5: Exercise of Writing SIP (3): Identification/Prioritization of Needs and Plan Formation Objectives: To confirm and familiarize with the Section C Annex 2 to 6 of SIP-FGB and practice the process of plan formation		
(90 min.)	Section C Annex 2 and 3 of SIP-FGB (30 min.) <ul style="list-style-type: none"> - Exercise to identify major problems (Annex 2) and to prioritize needs (Annex 3) based on the school data given by Session 3 through group work Section C Annex 4 to 6 of SIP-FGB (60 min.)	- Section C Annex 2 to 6 of SIP-FGB * Newsprint for group work

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	<ul style="list-style-type: none"> - Exercise to set vision and target (Annex 4 and 5) and to formulate programmes and activities (Annex 6) through group work 	
Session 6: Exercise of Writing SIP (4): Sharing the Outputs of Sessions 3 to 5 Objectives: To confirm and familiarize with the Section C Annex 7 and 8 of SIP-FGB and share/wrap-up the group work outputs about SIP-FGB		
(90 min.)	Section C Annex 7 and 8 of SIP-FGB (30 min.) <ul style="list-style-type: none"> - Review and explanation of Annex 7 and 8 using some sample SIPs Group Presentation of their SIPs based on the exercises of Annex 2 to 6 (50 min.) Questions/Answers and Clarification (10 min.)	<ul style="list-style-type: none"> - Section C Annex 7 and 8 of SIP-FGB - Sample SIPs * Newsprint for group work
Session 7: Orientation of SLW-M Objectives: To familiarize with SLW-M		
(30 min.)	Orientation of SLW-M <ul style="list-style-type: none"> - Brief introduction of how and who to use SLW-M with focusing “1. Background” and “How and Who to Use This Manual” of SLW-M - Ask participants the key messages and points - Questions/Answers and Clarification 	- SLW-M
Session 8: Practice of Sessions in SLW-M (1) Objectives: To familiarize with SLW-M and provide knowledge and skills of facilitating SLW		
(120 min.)	All practices are done through group work Practice Session 2 “Sharing an Image of a Good School” (30 min.) <ul style="list-style-type: none"> - Follow the instruction of SLW-M and facilitate the activities in Session 2 - Use 4-5 sets of photocopies of the schools for group discussion - Participants play the roles of participants of SLW and go through the group discussion/presentation as in SLW-M Practice Session 4 “Attendance Analysis” (30 min.) <ul style="list-style-type: none"> - Follow the instruction of SLW-M to understand the objectives of the session and practice the activities of attendance analysis - Use the real attendance registers (Class 1-5) of a neighboring school. - Put the “attendance registers data analysis table” and use them for entering the data - Then, discuss on the ways to improve the students’ attendance in a group Practice Session 6 “Stakeholder Analysis” (30 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities Practice Session 7 “Identification of Resources and Non/Low Budgetary Activities” (30 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities - Use the illustration and photos in SLW-M for 	<ul style="list-style-type: none"> - SLW-M For Session 2: * Photo-copies of 4 sets of pictures of two-types of schools * Newsprint for listing of good points of the school For Session 4: * Attendance registers of Grade 1-5 * Table for attendance register data * Table for listing the ways to improve students’ attendance For Session 6: * Newsprint with a blank multi-circles * Meta-cards with stakeholders written * Photocopies of the two illustrations of school with weak support and strong supports For Session 7: * Table for listing roles and

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
	explaining the examples of non/low budgetary activities	responsibilities and types of supports by every stakeholder * Photocopies of the illustration of non/low budgetary activities
Wrap-up (10 min.)	Wrap-up of the Day <ul style="list-style-type: none"> - Key questions to the participants to make sure that the DAY 2 training was effectively conducted 	

DAY 3

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
(20 min.)	Review of the Previous Day <ul style="list-style-type: none"> - Welcoming participants and announcement if any - Reporter's reporting on the DAY 2 activities - Ask some participants about what they remember as the most interesting knowledge/skills they gained in DAY 2 training 	
Session 9: Practice of Sessions in SLW-M (2) Objectives: To familiarize with SSA checklist by practicing the session.		
(120 min.)	Practice Session 8 "School Self-Assessment (SSA)" <ul style="list-style-type: none"> - Follow the instruction in SLW-M and understand the objectives of the session and practice the activities through group work - Practice prioritization by using the two other tables: "Summary of SSA" and "Making the programme to be included in SIP as priority areas" 	- SSA Checklist with Two other table: "Summary of SSA" and "Making the programme to be included in SIP as priority areas" of Session 8
Session 10: Practice of Sessions in SLW-M (3) Objectives: To familiarize with how to prepare the action plan to formulate/update SIP with community participation and to share the common understanding the purpose and process of social audit		
(90 min.)	Practice Session 9 "SIP Process" (50 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M - Plenary session to prepare the SIP preparation plan (action plan to update SIP) - Try to create and play a short drama as in Session 9 Practice Section 10 "Social Audit" (40 min.) <ul style="list-style-type: none"> - Follow the instruction in SLW-M - Ask volunteer participants to play a role play - Discuss roles and responsibilities in Social Audit 	For Session 9: * Newsprint for SIP preparation table * Newsprint with the cycle of SIP making process written
Session 11: Planning of SLW Objectives: To prepare the schedule and arrange the required logistics for conducting SLW		
(60 min.)	Re-orientation of What to do for SLW preparation (30 min.) <ul style="list-style-type: none"> - Brief orientation of SLW-M - Check ready-made and need-to-made training materials - Questions/Answers and Clarification Creating an action plan to prepare/organize SLW (30 min.)	- SLW-M - SIP-FGB - SSA Checklist * Format for SLW Planning (Annex-2 of OG-3)

Sessions (Time)	Activities	Materials (Materials with * = need to be prepared by the facilitators)
Closing (10 min.)	Closing	

Annex-1 Additional Explanation of Program Implementation Manual

(Please Refer DoE PIM 2071 for more information)

Activity Name	Monitoring/ Performance Indicators
<p>1. District-level ToT (D-ToT):</p> <p><u>Time/Period:</u> Dec. 2014-Feb.2015 <u>Responsible Agencies :</u> SIP-CP of 69 DEOs, DEOs/DoE/ETC/SISM2 <u>Trainers of D-ToT:</u> Participants of Regional ToT</p> <p>a) The purpose of D-ToT is to train RC-level trainers, who will organize and instruct the RC-ToT, and to prepare RC-ToT. b) All 69 districts will be provided with training package, to be used for all the levels of the cascade training. c) Two District-level trainers, who were trained in R-ToT are responsible for preparing, conducting, and reporting about D-ToT in their own district. d) ETC trainer who has participated in R-ToT may help facilitate D-ToT. e) The participants will also be given Operational Guide for conducting RC-W. f) The detail plans of RC-W, including the list of batches and names of schools and schedule of each batch have to be prepared during D-ToT. One batch will be participated by approximately 10-15 schools. g) The training package for all schools is given to RP for every school under his responsibility during RC-W.</p>	<p>RC-level trainers are trained</p> <p>RC-W plans and monitoring plans including no. of batches and tentative schedule are prepared.</p> <p>All necessary training manuals and materials for RC-W and SLW are distributed to RPs.</p>
<p>Note: The budget of the D-ToT of 30 districts listed below is covered by SISM2, and the budget for the remaining 39 districts is covered by the regular budget of SSRP.</p> <p>- Western Dev. Region (15): Mustang, Myagdi, Baglung, Parbat, Gulmi, Arghakhanchi, Kapilbastu, Nawalparasi, Palpa, Syangja, Kaski, Tanahu, Lamjung, Manag and Gorkha. - Central Dev. Region (15): Chitwan, Makwanpur, Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusa, Sinduli, Ramechhap, Dolakha, Sindhupalchok, Kavre, Nuwakot and Bhaktapur.</p>	
<p>2. RC-level Workshop (RC-W):</p> <p><u>Time/Period:</u> Jan. -Mar. 2015 <u>Responsible Agencies :</u> DEO, SIP-CP, SS and RPs of 69 DEOs <u>Trainers of RC-W:</u> Participants of D-ToT</p> <p>a) The purpose of RC-W is to train school representatives as SLW facilitators and to prepare SLW. b) Two persons from each school (HT or teacher and SMC) will be the</p>	<p>SLW facilitators are trained.</p> <p>SLW and monitoring plans are prepared.</p> <p>Necessary training</p>

Activity Name	Monitoring/ Performance Indicators
<p>participants. Each batch of RC-W will be participated by 20-30 participants (from 10-15 schools)</p> <p>c) The RC-level trainers (RPs), who are trained by D-ToT, will be responsible for preparing and conducting the batches of the training for schools under his/her responsibility.</p> <p>d) RC-level trainers (RPs) will follow the Operational Guide for RC-W given during D-ToT.</p> <p>e) Major expected outputs of RC-W are: 1) SLW facilitators are trained; and 2) The plan for conducting SLW and SIP preparation is created.</p> <p>f) RP will distribute the SLW package (3 items referred above) to each school during RC-T.</p>	<p>materials for SLW are handed to school.</p> <p>Training reports from RPs are submitted to DEO.</p>
<p>3. School level Workshop (SLW):</p> <p><u>Time/Period:</u> Feb.-Mid-May 2015</p> <p><u>Responsible Agencies :</u> HT and SMC of all community schools of 75 districts, DEO, SIP-FP, SS and RPs (monitoring)</p> <p><u>Trainers of SLW:</u> Participants of RC-W</p> <p>a) The purpose of SLW is to improve the school and community's awareness of SIP and school management, to discuss and identify school priority problems, and to make school stakeholders ready for preparing their SIP together.</p> <p>b) SLWs are technically guided and monitored by the responsible RC-W participants (SS/RPs)</p> <p>c) All the community school of 69 districts will be provided minimum cost for conducting at least two-day workshop participated by SMC, PTA, teachers, students, guardians, and other community representatives for Feb-May, for the formulation/updating of SIP, which should be submitted to DEO/VDC/RC in Jestha.</p> <p>d) The community schools of 6 districts namely Dhading, Rasuwa, Solu, Rupandehi, Jumla and Doti will be provided Rs 1000 for conducting at least one day workshop for formulating the Detail Annual Plan of the next year.</p> <p>e) For the formulation (updating) of SIP, the school can refer to the SIP Formulation Guidebook, and results of the workshop especially summarized in SSA-Checklist, and other material as necessary.</p> <p>f) Head-teacher and SMC-Chairperson are responsible for finalization of SIP. SMC-Chairperson should approve the SIP and submit to RC, DEO, and VDC.</p>	<p>SIP updating action plans are prepared in each school.</p> <p>Stakeholders' awareness of SIP and school management are improved.</p> <p>More interest and participation in school management from community members.</p> <p>SIPs are updated, approved, and submitted after SLW.</p>

Annex-2: Suggested RC-W Reporting Format

District: _____ Resource Center: _____
Date of RC-W: _____ Venue: _____
Name/Position of Facilitators: _____

1. Summary of Participants:

	Expected number of schools to participate	Number of schools participated	Number of participants
Batch 1			
Batch 2			
Batch 3			

2. Your Observations

Please tick (v) one box for each of the descriptions from 1 to 8 in the following table.

	Extremely Agree	Agree	Partly Agree	Disagree
1. Participants were actively participating				
2. Participants understood the importance of SIP.				
3. Facilitators were well prepared.				
4. Facilitators were good at mobilizing and facilitating the participants.				
5. Training materials/tools were effectively used.				
6. School Self-assessment was good for discussion.				
7. Facilitators conducted training following the Training Plan				
8. Participants are now ready to conduct RC-W in their own RC				

3. Any Good Practices (positive changes) you learned from the participants?

(1) About which school did you hear/learn about the good practice?

(2) What are the contents of the Good Practice?

Report submitted by

Name:

Position:

Signature

Date:

Annex-3: Format for SLW Planning

District:

Name of RP:

Name of Resource Center:

Sn.	School Name	Tentative Date	Remarks
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

School Self Assessment Checklist

Name of the School:.....

Date:

.....

(*1): “Very good” means the school fulfils “Expected” of National Requirement.

(*2): “Good” means the school fulfils the “Minimum” of National Requirement.

(*3): “Urgent action needed” means the school does not fulfil the “Minimum” of National Requirement.

Indicative Reform Areas	Indicators/Topics for discussion (Use the data of the previous year)	National Requirement		Present status of the school	Self-Assessment by Community on School Situation		
		Minimum	Expected		Very good (*1)	Good (*2)	Urgent action needed (*3)
Internal efficiency (Table 2 of Guidebook)	1. Repetition rate of grade 1	Less than 1%	0				
	2. Repetition rate of grade 3	Less than 1%	0				
	3. Repetition rate of grade 5	Less than 1%	0				
Students Learning Achievement (T.3)	4. Average score of students in grade 3	50%	100%				
	Nepali						
	Mathematics						
	English						
	Social Studies						
	Science						
	5. Average Score of students in grade 5	50%	100%				
	Nepali						
	Algebra						
	English						
	Social Studies						
	Science						
School days & Attendance(T5)	6. Total days class conducted	210 days	> 220 days				
	7. Average attendance per student per year, grade 1, 3 & 5	210 days	>220 days				
	8. Average annual rate of teachers attendance	92% of school open days	100% of school open days				
	9. Teachers in classroom	100% of total time	100% and more				
Facility Management (T.6)	10. Classroom management	Clean & tidy					
	11. School building & classroom	Adequate, safe, enough lightening, ventilated and well-maintained					
	12. Drinking water	Clean, hygienic, and sufficient					
	13. Toilet management	Clean, tidy & sufficient, separate for girls & boys					
	14. Playground & compound	Adequate, safe, protected, & tidy with some sports goods available					
	15. Library and book corner	A school library or a book corner in a classroom					
001	16. Regular meeting of SMC and	At least 6 times for SMC, and					

Indicative Reform Areas	Indicators/Topics for discussion (Use the data of the previous year)	National Requirement		Present status of the school	Self-Assessment by Community on School Situation		
		Minimum	Expected		Very good (*1)	Good (*2)	Urgent action needed (*3)
	PTA	at least 4 times for PTA in a year					
	17. School monitoring by SMC/PTA and guardians	Regular monitoring of facilities, classes & programs					
	18. Parents meeting	At least 2 times annually					
	19. Children participation	Child Club formed and regular activities conducted. Child centered activity, participation in SIP & Social Audit					
	20. Formulation and implementation of SIP	Formulation, implementation, and self-monitoring of SIP in participation of community and students.					
	21. Meetings among class teacher and guardians	Regular contact and several meetings per annum					
	22. No. of out of school children in catchment area.	0					
Education Material & Teaching (T.8)	23. Status of teachers' lesson plans	Each class is conducted, using subject-wise lesson plan					
	24. Student-centered teaching & learning	Active teaching with student centred teaching/learning methods					
	25. Use of educational & play materials	Use of materials developed by teachers and/or contributed by community members					
Resource Management (T.9)	26. Scholarship distribution	As per present rule and regulation					
	27. Social Audit and public sharing	Conducted annually following the Guideline					
	28. Resource Management	Multiple fund sources, including VDC/DDC, NGOs					
	29. Health and Hygiene Management	First-aid Kit, personal hygiene, and health check-up					

Summary of SSA Results

School Situation	Indicators of Assessment
Very Good (to be continued)	
Good (to be continued)	
Urgent Actions Needed (first priority)	

Table of Program to be included in SIP as Priority Areas in SIP

	Priority Areas	Present Situation	Target	Actions to improve the situation(*1)	By whom	When(*2)
1						
2						
3				1.		
				2.		
				3.		
4				1.		
				2.		
				3.		
5				1.		
				2.		
				3.		
6						
7						

Appendix-11

Tentative RC-W Schedule (22 Districts)

D1: Kavre					
S.N	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher (22 Districts)
1	Banepa	18			Renukanta Bhattarai - RP
	Batch-1	9	20-22 Falgun	4-6 March	
	Batch-2	9	23-25 Falgun	7-9 March	
2	Baluwa	22			Dhana Bdr Bashnet
	Batch-1	11	17-19 Falgun	1-3 March	
	Batch-2	11	20-22 Falgun	4-6 March	
3	Panauti	19			Nanibabu Thapa
	Batch-1	10	16-18 Magh	30,31 Jan-1 Feb	
	Batch-2	9	20-22 Magh	3-5 Feb	
4	Kanpur	29			Indra pandeya
	Batch-1		5-7 Paush	20-22 Dec	
	Batch-2		9-11 Paush	24-26 Dec	
5	Dapcha	19			Basanta Moktan
	Batch-1	10	20-22 Magh	3-5 Feb	
	Batch-2	9	25-27 Magh	8-10 Feb	
6	Kushadevi	16			Shyam Karki
	Batch-1		22-25 Paush	6-8 jan	
	Batch-2		27-29 Paush	11-13 Jan	
7	Kilpu	29			Chet Bdr Lama
	Batch-1		20-22 Paush	4-6 Jan	
	Batch-2		23-25 Paush	7-9 jan	
8	Chyanrangbesi	14			Baburam Timalsin
	Batch-1		20-22 Paush	4-6 jan	
9	Jaisithok	25			Dhana Bdr Bashnet
	Batch-1		23-25 Falgun	7-9 March	
	Batch-2		26-28 Falgun	10-12 March	
10	Nala	21			Ram Sharan Bajagair
	Batch-1		13-15 Magh	27-29 Jan	
	Batch-2		20-22 Magh	3-5 Feb	
11	Kaphlethok	27			Bhim Pd. Bhattarai
	Batch-1		9-11 Magh	23-25 Jan	
	Batch-2		12-14 Magh	26-28 jan	
12	Ghartichhap	29			Ram Prabesh Thakur
	Batch-1		21-23 Paush	5-7 Jan	
	Batch-2		24-16 Paush	8-10 jan	
13	Taldhunga	29			Bhim Pd. Bhattarai
	Batch-1		11-13 Paush	26-28 Dec	
	Batch-2		16-18 Paush	31 Dec-2 Jan	
14	Dedidhumka	26			Madhav Achaya
	Batch-1		16-18 Paush	31 Dec-2 Jan	
	Batch-2		20-22 Paush	4-6 Jan	
15	Maate	24			Prem Lama
	Batch-1		20-22 Falgun	4-6 March	
	Batch-2		25-27 Falgun	9-11 March	
16	Thulopersel	20			Chandra Prakash Mainal
	Batch-1		16-18 Paush	31 Dec-2 Jan	
	Batch-2		20-22 Paush	4-6 Jan	
17	Walting	30			LaIchandra Dhakal
	Batch-1		20-22 Paush	4-6 Jan	
	Batch-2		24-26 Paush	8-10 jan	
18	Dhunkharka	18			Baburam Timalsin
	Batch-1		11-13 Paush	26-28 Dec	
	Batch-2		15-17 Paush	30,31 Dec-1 Jan	
19	Dhulikhel	26			Sanukaji Mahat -RT
	Batch-1		10-12 Falgun	22-24 Feb	
	Batch-2		13-15 Falgun	25-27 Feb	
20	Bhullutar	31			Ramesh Upreti
	Batch-1		4-6 Magh	18 20 Jan	
	Batch-2		8-10 Magh	22-24 Jan	
21	Kartike Deurali	27			Gagan K Mandal
	Batch-1		14-16 Magh	28 -30 Jan	
	Batch-2		17-19 Magh	31 Jan-2 Feb	
22	Kharethok	15			Narayan Rai
	Batch-1		20-22 Paush	4-6 Jan	
23	Birtadeurali	18			Renukanta Bhattarai - RP
	Batch-1		26-28 Falgun	10- 12 March	
	Batch-2		29-31 Falgun	13-15 March	
24	Mangaltar	25			Ram K. Humagain
	Batch-1		16-18 Paush	31 Dec-2 Jan	
	Batch-2		27-29 Paush	11-13 Jan	
25	Sikhar Ambote	16			Maheshwor Jangam
	Batch-1		10-12 Magh	24-26 Jan	
	Batch-2		13-15 Magh	27-29 jan	
26	Sunthan	21			Kailas Paudel
	Batch-1		13-15 Magh	27-29 jan	
	Batch-2		17-19 Magh	31 Jan-2 Feb	

D2: Mahottari					
S.N.	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Batch 1	34	22-24 Magh	5-7 Feb	Hemanta Kumar Pradhan
	Batch 2		25-27 Magh	8-10 Feb	
	Batch 3		28,29 Magh-1 Falg	11-13 Feb	
2	Batch 1	35	11-13 Magh	25-27 Jan	Dipak Raj Baral
	Batch 2		14-16 Magh	28-30 Jan	
	Batch 3		17-19 Magh	31 Jan-2 Feb	
3	Batch 1	31	9-11 Falgun	21-23 Feb	Shyam Narayan Singh
	Batch 2		12-14 Falgun	24-26 Feb	
	Batch 3		17-19 Falgun	1-3 March	
4	Batch 1	30	3-5 Falgun	15-17 Feb	Shyam Narayan Singh
	Batch 2		7-9 Falgun	18-20 Feb	
5	Batch 1	28	18-20 Magh	1-3 Feb	Ram Binaya Yadav
	Batch 2		21-23 Magh	4-6 Feb	
6	Batch 1	36	22-24 Falgun	6-8 Mar	Ram Binaya Yadav
	Batch 2		25-27 Falgun	9-11 Mar	
	Batch 3		28-30 Falgun	12-14 Mar	
7	Batch 1	31	10-12 Falgun	22-24 Feb	Ram Raj Sah
	Batch 2		13-15 Falgun	25-27 Feb	
	Batch 3		18-20 Falgun	2-4 Mar	
8	Batch 1	32	21-23 Magh	4-6 Feb	Ram Raj Sah
	Batch 2		24-26 Magh	7-9 Feb	
	Batch 3		29 Magh-2 Falgun	12-14 Feb	
9	Batch 1	36	8-10 Falgun	20-22 Feb	Ashok Karki
	Batch 2		11-13 Falgun	23-25 Feb	
	Batch 3		14-16 Falgun	26-28 Feb	
10	Batch 1	31	12-14 Magh	26-28 Jan	Ram Binod Thakur
	Batch 2		18-20 Magh	1-3 Feb	
	Batch 3		21-23 Magh	4-6 Feb	

D3: Dhanusha					
1	Janakpur	32			
	Batch-1		Magh 4 to 6	20-22 Jan	Sukh Chandra Lal Karna
	Batch-2		Magh 7 to 9	23-25 Jan	Sukh Chandra Lal Karna
2	Nagrain	30			
	Batch-1		Magh 4 to 6	20-22 Jan	Raj Kumar Yadav
	Batch-2		Magh 7 to 9	23-25 Magh	Raj Kumar Yadav
3	Belhi	39			
	Batch-1		Magh 18 to 20	1-3 Feb	Kiran Kumar Gautham
	Batch-2		Magh 21 to 23	4-6 Feb	
	Batch-3		Magh 24 to 26	7-9 Feb	
4	Parahawa	32			
	Batch-1		Magh 3 to 5	17-19 Jan	Ram Sarup Yadav
	Batch-2		Magh 6 to 8	20-22 Jan	
5	Gidha	38			
	Batch-1		Magh 11 to 13	25-27 Jan	Raj Kumar Yadav
	Batch-2		Magh 14 to 16	28-30 Jan	
	Batch-3		Magh 17 to 19	31 Jan-2 Feb	
6	Khajuri	27			
	Batch-1		Magh 11 to 13	25-27 Jan	Ram Sarup Yadav
	Batch-2		Magh 14 to 16	28-30 Jan	
7	Kisanpur	32			
	Batch-1		Magh 6 to 8	20-22 Jan	Udhav Acharya
	Batch-2		Magh 9 to 11	23-25 Jan	
8	Kumurauda	39			
	Batch-1		Magh 9 to 11	23-25 Jan	Bardri Narayan Yadav
	Batch-2		Magh 13 to 15	27-29 Jan	
	Batch-3		Magh 17 to 19	31 Jan-2 Feb	
9	Naktajhij	30			
	Batch-1		Magh 11 to 13	25-27 Jan	Ratn Kumar Karna
	Batch-2		Magh 14 to 16	28-30 Jan	
10	Bengadabar	21			
	Batch-1		Magh 5 to 7	19-21 Jan	Ram Prasad Kharel
	Batch-2		Magh 8 to 10	22-24 Jan	
11	Godar	31			
	Batch-1		Magh 20 to 22	3-5 Feb	Dhaneshwar Yadav
	Batch-2		Magh 23 to 25	6-8 Feb	

Appendix-11

D4. Bara					
S.N	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Simrongadh	32		Dates (Gregorian)	
	Batch-1	16	Poush 15-17	30 Dec-1 Jan	Y.K. Singh
	Batch-2	16	Poush 18-20	2-4 Jan	K. Agrahari
2	Piparpatti	25			
	Batch-1	13	Magh 15 to 17	29-31 Jan	Pramod Prasad Yadav
	Batch-2	12	Magh 18 to 20	1-3 Feb	Rajendra Pd.vidyarthi
3	Chiutaha	35			
	Batch-1	17	Poush 21-23	5-7 Jan	RP
	Batch-2	18	poush 24-26	8-10 Jan	Jibalal Banjadk
4	Kwahigoth	34			
	Batch-1	17	Falgun 10-12	22-24 Feb	Narendra Kumar Mishra
	Batch-2	17	Falgun 13-15	25-27 Feb	Narendra Kumar Mishra
5	Bariyarpur	35			
	Batch-1	17	Falgun 19-20	3-5 March	RP
	Batch-2	18	Falgun 26-28	10-12 March	Rameskwal Pd
6	Pipradhi Benau	30			
	Batch-1	15	Falgun 5-7	17-19 Feb	Digamber P.Yadav
	Batch-2	15	Falgun 11-13	23-25 Feb	Digamber P.Yadav
7	Pheta	27			
	Batch-1	14	Falgun 5-7	17-19 Feb	Moti Lal Yadav
	Batch-2	13	Falgun 11-13	23-25 Feb	Moti Lal Yadav
8	Kalaiya	21			
	Batch-1	10	Poush 28-30	12-14 Jan	SS
	Batch-2	11	Magh 4-6	18-20 Jan	Ashok Rauniyar
9	Parsauni	25			
	Batch-1	12	Poush 18-20	2-4 Jan	Vishwanath Prasad Sah
	Batch-2	13	Poush 21-23	5-7 Jan	Vishwanath Prasad Sah
10	Rampur tokani	32			
	Batch-1	16	Poush 10-12	25-27 Dec	Brij Kishor Tripathi
	Batch-2	16	Poush 13-15	28-30 Dec	Brij Kishor Tripathi
11	Umajan	23			
	Batch-1	12	Falgun 5-7	17-19 Feb	Ashok Kumar Sah
	Batch-2	11	Falgun 8-10	20-22 Feb	Om Prasad Dahakl
12	Sapahi	27			
	Batch-1	14	Poush 18-20	2-4 Jan	RP
	Batch-2	13	Poush 21-23	5-7 Jan	Naryan Pd. Pokhrel
13	Dumarbana	19			
	Batch-1	10	Falgun 10-12	22-24 Feb	Shree Krishna Regm
	Batch-2	9	Falgun 13-15	25-27 Feb	Shree Krishna Regm
14	Nijgadh	27			
	Batch-1	14	Falgun 10-12	22-24 Feb	Tilak Bahadur Khadka
	Batch-2	13	Falgun 13-15	25-27 Feb	Tilak Bahadur Khadka
15	Pathlaiya	25			
	Batch-1	13	Falgun 13-15	25-27 Feb	Shyam Sundar Sapkota
	Batch-2	12	Poush 13-15	28-30 Dec	Ganesh Poudel
16	Dohari	28			
	Batch-1	14	Magh 15 to 17	29-31 Jan	Ravindra Ku. Mishra
	Batch-2	14	Magh 25-27	8-10 Feb	Ravindra Ku. Mishra

D5. Rautahat					
S.N.	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	LRC	37			Sushil Kumar Jha-RP
	Batch-1	18	10-12 Paush	2-27 Dec	Baidhayanath Pd - HT
	Batch-2	19	24-26 Paush	8-10 Jan	Mukesh Pd Patel-HT
2	Pipara	42			Purushottam Mishra
	Batch-1	14	18-20 Magh	1-3 Feb	Anirudra Misra -HT
	Batch-2	14	21-23 Magh	4-6 Feb	Anirudra Misra- HT
	Batch-3	14	25-27 Magh	8-10 Feb	Tekman Ray-RT-Teacher
3	Khesarihiye	42			Purushottam Mishra
	Batch-1	14	18-20 Magh	1-3 Feb	Ram Sagar-HT/Narendra -PC
	Batch-2	14	21-23 Magh	4-6 Feb	Bharat Aryal-SS
	Batch-3	14	25-27 Magh	8-10 Feb	Bharat Aryal-SS
4	Rajpurpharhada	52			Sushil Kumar Jha
	Batch-1	13	20-22 Paush	4-6 Jan	Dinesh Pd. Chaudhary -HT
	Batch-2	13	23-25 Paush	7-9 Jan	Bhupendra Pd.Chaudhary -RT
	Batch-3	13	27-29 Paush	11-13 Jan	Dinesh Pd. Chaudhary -HT
	Batch-4	13	4-6 Magh	18-20 Jan	Bhupendra Pd.Chaudhary -RT
5	Sonaraniya	58			Purushottam Mishra
	Batch-1	15	18-20 Magh	1-3 Feb	Ram Akwal Yadav-HT
	Batch-2	14	21-23 Magh	4-6 Feb	Sita Ram Yadav-HT
	Batch-3	15	25-27 Magh	8-10 Feb	Ram Akwal Yadav-HT
	Batch-4	14	28-30 Magh	11- 13 Feb	Sita Ram Yadav-HT
6	Jagalsahiya	40			Mukunda Puri
	Batch-1	14	20-22 Magh	3-5 Feb	Manoj K. Yadav-HT
	Batch-2	13	23-25 Magh	6-8 Feb	Ram Narayan Ray-RT
	Batch-3	13	26-28 Magh	9-11 feb	Manoj K. Yadav-HT
7	Katahariya	65			Mukunda Puri
	Batch-1	13	28-30 Paush	12-14 Jan	Bhoop Narayan Adhikari -H
	Batch-2	13	4-6 Magh	18-20 Jan	Upendra Ray-HT
	Batch-3	13	13-15 Magh	27-29 Jan	Bhoop Narayan Adhikari -H
	Batch-4	13	18-20 Magh	1-3 Feb	Upendra Ray-HT
	Batch-5	13	25-27 Magh	8-10 Feb	Upendra Ray-HT
8	Chandaranigaha	48			Mukunda Puri
	Batch-1	16	4-6 Magh	18-20 Jan	Ramesh Hari Sharma-RT
	Batch-2	16	12-14 Magh	26-28 Jan	Aasaram-HT
	Batch-3	16	18-20 Magh	1-3 Feb	Ramesh Hari + Asharam Shah-HT
9	Samanpur	39			Bindeswar Pd Sah
	Batch-1	13	15 -17 Magh	29-31 Jan	Nagendra Pd. Shah -HT/Bindesw
	Batch-2	13	20-22 Magh	3-5 Feb	Ram Darash Yadav- ADEO
	Bathch 3	13	25-27 Magh	8-10 Feb	Bishwanath Raut-HT
10	Malahi	34			Bindeswar Pd Sah
	Batch-1	17	20-22 Paush	4-6 Jan	Ram Sagar Sah-HT
	Batch-2	17	24-26 Paush	8-10 jan	Prabhu Raut-HT

D6: Parsa					
1	Trijuddha	30			Shobha Sharma
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 19-21	2-4 Feb	
2	Shripur	35			Meera Pradhan
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 19-21	2-4 Feb	
3	Bishrampur	38			Yogendra Prasad Yadav
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 19-21	2-4 Feb	
	Batch-3		Magh 22-24	5-7 Feb	
4	Pokhariya	48			Mahanth Prasad Yadav
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 19-21	2-4 Feb	
	Batch-3		Magh 22-24	5-7 Feb	
5	Barwachhotaili	48			Pramod Tiwari
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 19-21	2-4 Feb	
	Batch-3		Magh 22-24	5-7 Feb	
6	Bhishwa	36			Chhotelal Prasad
	Batch-1		Magh 18-20	1-3 Feb	
	Batch-2		Magh 22-24	5-7 Feb	
7	Aurahapanchaw	38			Nepalendu Shah
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 18-20	1-3 Feb	
	Batch-3		Magh 21-23	4-6 Feb	
8	Jeetpur Naukat	46			Nepalendu Shah
	Batch-1		Magh 25-27	8-10 Feb	
	Batch-2		Magh 28- Fagun 0	11-13- Feb	
	Batch-3		Fagun 4-6	16-18 Feb	
9	Thori	25			Chhotelal Prasad
	Batch-1		Magh 26-28	9-11 Feb	
	Batch-2		Fagun 4-6	16-18 Feb	

Bikash Nepal, Aashman Nepal and NGOCC will support the programme in their working areas. ETC Parsa will provide technical support to all RCs.

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D7. Sarlahi					
S.N.	Name of RC	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Malangawa	58			
	Batch-1	15	Magh 18-20	1-3 Feb	Ramhari Rija
	Batch-2	15	Magh 21-23	4-6 Feb	Subodh Yadav
	Batch-3	14	Magh 24-26	7-9 Feb	Nagendra Prasad Yadav
	Batch-4	14	Magh 27-29	10-12 Feb	Nagendra Prasad Yadav
2	Godaita	49			
	Batch-1	17	Magh 4-6	18-20 Jan	Ramchandra Chaudhary
	Batch-2	16	Magh 7-9	21-23 Jan	Ramchandra Chaudhary
	Batch-3	16	Magh-12-14	26-28 Jan	Ramchandra Chaudhary
3	Madampur	39			
	Batch-1	13	Magh 21-23	4-6 Feb	Badri Narayan Mishra
	Batch-2	13	Magh 25-27	8-10 Feb	Badri Narayan Mishra
	Batch-3	13	Magh 28- Fal 1	11-13 Feb	Badri Narayan Mishra
4	Sukhepokhari	40			
	Batch-1	14	Magh 8-10	22-24 Jan	Tirtha Raj Poudel
	Batch-2	13	Magh 13-15	27-29 Jan	Narendra Raj Subedi
	Batch-3	13	Magh 17-19	31 Jan-2 Feb	Narendra Raj Subedi
5	Gadu	61			
	Batch-1	16	Magh 20-22	2-5 Feb	Satya Narayan Ray
	Batch-2	15	Magh 23-25	6-8 Feb	Satya Narayan Ray
	Batch-3	15	Magh 26-28	9-11 Feb	kabi Raj Upreti
	Batch-4	15	Magh 29-Fal-2	12-14 Feb	kabi Raj Upreti
6	Haripur	43			
	Batch-1	15	Magh 17-19	31- Jan-2 Feb	Ram Hari Dahal
	Batch-2	14	Magh 20-22	3-5 Feb	Ram Hari Dahal
	Batch-3	14	Magh 24-27	7-9 Feb	Ram Hari Dahal
7	Haripurwa	34			
	Batch-1	17	Magh 15-17	29-31 Jan	Ramhari Rija
	Batch-2	17	Magh 18-20	1-3 Feb	Basudev Ray
8	Bhaktipur	42			
	Batch-1	14	Poush 25-27	9-11 Jan	Bindeshwor Singh
	Batch-2	14	Poush 28-30	12-14 Jan	Bindeshwor Singh
	Batch-3	14	Magh 2-4	16-18 Jan	Bindeshwor Singh
9	Ishworpur	20			
	Batch-1	10	Magh 18-20	1-3 Feb	Padam Kumar Kharel
	Batch-2	10	Magh 21-23	4-6 Feb	Ramashis Das
10	Parwanipur	26			
	Batch-1	13	Magh 18-20	1-3 Feb	Ram Prasad Prasain
	Batch-2	13	Magh 21-23	4-6 Feb	Rajikanta Jha
11	Barathawa	63			
	Batch-1	16	Magh 14-16	28-30 Jan	Ram Hari Rija
	Batch-2	16	Magh 17-19	31 Jan-2 Feb	kabi Raj Upreti
	Batch-3	16	Magh 20-22	3-5 Feb	Devidutta Yadav
	Batch-4	15	Magh 23-25	6-8 Feb	Devidutta Yadav
		475			

D8. Chitwan					
S.N.	Name of RC	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Bhandara	43			
	Batch-1	15	2071/10/11-13	Jan 25-27	Bom pd Aryal
	Batch-2	14	2071/10/8-10	Jan 22-24	Bom pd Aryal
	Batch-3	14	2071/10/15-17	Jan 29-31	Bom pd Aryal
2	Khairahani	29			
	Batch-1	14	2071/10/9-11	Jan 21-23	Somnath Tiwari
	Batch-2	15	2071/10/12-14	Jan 24-26	Somnath Tiwari
3	Jhuwani				
	Batch-1		2071/10/11-13	Jan 25-27	Anita ADHIKARI
	Batch-2		2071/10/8-10	Jan 22-24	Anita ADHIKARI
4	Phithuwa	33			
	Batch-1	16	2071/10/8-10	Jan 22-24	Ramkrishna Lamsal
	Batch-2	17	2071/10-11-13	Jan 25-27	Ramkrishna Lamsal
5	Ayodhyapuri	24			
	Batch-1	12	2071/10/9-11	Jan 23-25	Dataram adhikari
	Batch-2	12	2071/10/12-14	Jan 26-28	Dataram adhikari
6	Baruwa	21			
	Batch-1	10	2071/10/11-13	Jan 25-27	Tanka Neupane
	Batch-2	11	2071/10/9-11	Jan 23-25	Tanka Neupane
7	Dibyanagar	23			
	Batch-1		2071/10/4-6	Jan 18-20	Prem Khaniya
	Batch-2		2071/10/12-14	Jan 26-28	Prem Khaniya
8	Parwati Pur	27			
	Batch-1	13	2071/10/4-6	Jan 18-20	Radakrishna Ghimire
	Batch-2	14	2071/10/11-13	Jan 25-27	Radakrishna Ghimire
9	Gitanagar	30			
	Batch-1	15	2071/10/8-10	Jan 22-24	Narendra KC
	Batch-2	15	2071/10/11-13	Jan 25-27	Narendra KC
10	Lanku	34			
	Batch-1	16	2071/10/11-13	Jan 25-27	Rameshwar Neupane
	Batch-2	18	2071/10/8-10	Jan 22-24	Rameshwar Neupane
11	Kabilas	24			
	Batch-1	10	2071/10/13-15	Jan 27-29	Prem Ghimire
	Batch-2	14	2071/10/9-11	Jan 23-25	Prem Ghimire
12	Mugling	32			
	Batch-1		2071/10/18-20	Feb 1-3	Somnath Paudel
	Batch-2		2071/10/24-26	Feb 7-9	Somnath Paudel
13	Shaktikhor	35			
	Batch-1		2071/10/18-20	Feb 1-3	Uddhav Acharya
	Batch-2		2071/10/21-23	Feb 4-6	Uddhav Acharya
	Batch-3		2071/10/24-26	Feb 7-9	Uddhav Acharya

D9. Sindhuli					
S.N.	Name of RC	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Solpa	34			Ganesh Shapkota- RP
	Batch-1	17	11-13 Magh	25-27 Jan	
	Batch-2	17	14-16 Magh	28-30 Jan	
2	Ladabhir	37			Bishwanath Sah -RP
	Batch-1	12	11-13 Falgun	23-25 Feb	
	Batch-2	12	14-16 Falgun	26-28 Feb	
	Batch-3	13	17-19 Falgun	1-3 March	
3	Dakaha	28			Lil Bdr Shrestha -RP
	Batch-1	14	15-17 Magh	29 -31 Jan	
	Batch-2	14	19-21 Magh	2-4 Feb	
4	Lampantar	43			Buddhi Man Tamang -RP
	Batch-1	14	20-22 Poush	6-8 Jan	
	Batch-2	14	23-25 Poush	7-9 Jan	
	Batch-3	15	18-20 Magh	1-3 Feb	
5	Bahuntipung	33			Prem Bdr Paudel -RP
	Batch-1	16	18-20 Magh	1-3 Feb	
	Batch-2	17	25-27 Magh	8-10 Feb	
6	Belghari	32			Chet Pdr Timalsina -RP
	Batch-1	16	20-22 Poush	4-6 Jan	
	Batch-2	16	23-25 Poush	7-9 Jan	
7	Bhiman	33			Pradeep K Neupane -RP
	Batch-1	17	11-13 Falgun	23-25 Feb	
	Batch-2	16	17-19 Falgun	1-3 March	
8	Gwalatar	35			Sarad Koirala -RP
	Batch-1	18	18-20 Magh	1-3 Feb	
	Batch-2	17	25-27 Magh	8-10 Feb	
9	Khurkot	35			Yagya Bdr Rai -RP
	Batch-1	18	18-20 Magh	1-3 Feb	
	Batch-2	17	25-27 Magh	8-10 Feb	
10	Dungrebas	33			Surendra Misra -RP
	Batch-1	17	20-22 Magh	3-5 Feb	
	Batch-2	16	23-25 Magh	6-8 Feb	
11	Gaumat	30			Bishnu Pd Dahal -RP
	Batch-1	15	15-17 Magh	29-31 Jan	
	Batch-2	15	19-21 Magh	2-4 Feb	Ganesh Bdr Thapa- RT
12	Phostretar	31			Ram Akwal Pandit -RP
	Batch-1	16	13-15 Magh	27-29 Jan	
	Batch-2	15	18-20 Magh	1-3 Feb	
13	Kapilakot	47			Achyut K Dahal -RP
	Batch-1	16	18-20 Magh	1-3 Feb	
	Batch-2	16	21-23 Magh	4-6 Feb	
	Batch-3	15	25-27 Magh	8-10 Feb	
14	Hayautar	35			Noj Hari Subedi -RP
	Batch-1	19	23-25 Magh	6-8 Feb	
	Batch-2	16	18-20 Magh	1-3 Feb	
15	Bakhafar	50			Chandra Pd Pahadi -RP
	Batch-1	17	13-15 Magh	27-29 Jan	
	Batch-2	17	18-20 Magh	1-3 Feb	
	Batch-3	16	21-23 Magh	4-6 Feb	
16	Kusheswar Dun	35			Sarad Chandra Aryal -RP
	Batch-1	15	20-22 Magh	3-5 Feb	
	Batch-2	20	25-27 Magh	8-10 Feb	

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D10. Makwanpur					
S.N	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Raigaon	29			
	Batch-1	15	Magh 18-20	1-3 Feb	Rabindra Prasad Chaudhary
	Batch-2	14	Magh 21-23	4-6 Feb	Rabindra Prasad Chaudhary
2	Phaparbari	33			
	Batch-1	17	Magh 24-26	7-9 Feb	Lalan Chaudhary
	Batch-2	16	Magh 27-29	10-12 Feb	Lalan Chaudhary
3	Chhatiwan	50			
	Batch-1	13	Magh 12-14	26-28 Jan	Narayan Prasad chapagain
	Batch-2	12	Magh 12-14	26-28 Jan	Narayan Prasad Bhandari
	Batch-3	13	Magh 15-17	29-31 Jan	Narayan Prasad chapagain
	Batch-4	12	Magh 15-17	29-31 Jan	Narayan Prasad Bhandari
4	Hatiya	17			
	Batch-1	17	Magh 12-14	26-28 Jan	Uma Subedi
5	Churiyama	24			
	Batch-1	12	Magh 18-20	1-3 Feb	Keshav Prasad Sanjel
	Batch-2	12	Magh 21-23	4-6 Feb	Keshav Prasad Sanjel
6	Hetauda	27			
	Batch-1	14	Magh 8-10	22-24 Jan	ramsagar
	Batch-2	13	Magh 8-10	22-24 Jan	mohon sharma
7	Bastipur	30			
	Batch-1	15	Magh 18-20	1-3 Feb	Govinda Prasad Chaulagair
	Batch-2	15	Magh 21-23	4-6 Feb	Govinda Prasad Chaulagair
8	Namtar	26			
	Batch-1	13	Magh 18-20	1-3 Feb	Rajesh Ghimire
	Batch-2	13	Magh 22-24	5-7 Feb	Rajesh Ghimire
9	Mak. Gadhi	27			
	Batch-1	14	Magh 5-7	19-21 Jan	Dorje Lama Syangtan
	Batch-2	13	Magh 8-10	22-24 Jan	Dorje Lama Syangtan
10	Aambhanjyang	20			
	Batch-1	10	Magh 18-20	1-3 Feb	Bishnu Prasad Subedi
	Batch-2	10	Magh 21-23	4-6 Feb	Bishnu Prasad Subedi
11	Bhainse	19			
	Batch-1	10	Magh 11-13	25-27 jan	Janak Raj Pant
	Batch-2	9	Magh 14-16	28-30 jan	Janak Raj Pant
12	Bhimphedi	30			
	Batch-1	15	Magh 16-18	30 jan-1 Feb	Kiran Kumar Acharya
	Batch-2	15	Magh 19-21	2-4 Feb	Kiran Kumar Acharya
13	Markhu	27			
	Batch-1	14	Magh 13-15	27-29 jan	Purna Bhadra Bhusal
	Batch-2	13	Magh 18-20	1-3 Feb	Purna Bhadra Bhusal
14	Bajrabarahi	28			
	Batch-1	14	Magh 19-21	2-4 Feb	Buddha Ratna Tuladhar
	Batch-2	14	Magh 19-21	2-4 Feb	Thakur Prasad Bartaula
15	Palung	17			
	Batch-1	17	Magh 15-17	29-31 jan	Arjun Prasad Bartaula
16	Aagra	36			
	Batch-1	12	Magh 9-11	23-25 Jan	Thakur Prasad Bartaula
	Batch-2	12	Magh 9-11	23-25 Jan	Buddha Ratna Manadhar
	Batch-3	12	Magh 12-14	26-28 jan	Thakur Prasad Bartaula
17	Manahari	41			
	Batch-1	14	Magh 14-16	28-30 jan	Ramu Darai
	Batch-2	14	Magh 17-19	31 Jan-2 Feb	Ramu Darai
	Batch-3	13	Magh 17-19	31 Jan-2 Feb	Matrika Dhungana
18	Sarikhet	39			
	Batch-1	13	Magh 5-7	19-21 Jan	Ramesh Sharma
	Batch-2	13	Magh 8-10	22-24 jan	Ramesh Sharma
	Batch-3	13	Magh 11-13	25-27 jan	Ramesh Sharma

D11. Ramechhap					
S.N.	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Khimati	47			
	Batch-1	16	2071/10/13-15	27-29 Jan	Satya Narayan Mahato
	Batch-2	16	2071/10/18-20	1-3 Feb	
	Batch-3	15	2071/10/21-23	4-6 Feb	
2	Majhuwa	29			
	Batch-1	15	2071/10/12-14	26-28 Jan	Ram Krishana Shrestha
	Batch-2	14	2071/10/15-17	29-31 Jan	Ram Krishana Shrestha
3	Tokarpur	22			
	Batch-1	12	2071/10/13-15	27-29 Jan	Baldev Singh Dham
	Batch-2	10	2071/10/16-18	30 Jan-1 Feb	
4	Gunsi	25			
	Batch-1	12	2071/10/20-22	3-5 Feb	Baldev Singh Dham
	Batch-2	13	2071/10/23-25	6-8 Feb	
5	Manthali	30			
	Batch-1	15	2071/10/20-22	3-5 Feb	Birendra Sahani
	Batch-2	15	2071/10/23-25	6-8 Feb	
6	Bethan	29			
	Batch-1	15	2071/10/12-14	26-28 Jan	Sambahari Dahal
	Batch-2	14	2071/10/18-20	1-3 Feb	
7	Pakarwas	39			
	Batch-1	13	2071/10/14-16	28-30 Jan	Dev Chandra Mishra
	Batch-2	13	2071/10/17-19	31 Jan- 2 Feb	Dev Chandra Mishra
	Batch-3	13	2071/9/20-22	3-5 Feb	Dev Chandra Mishra
8	Doramba	31			
	Batch-1	15	2071/10/21-23	4-6 Feb	Kedar Prasad Dhungel
	Batch-2	16	2071/10/24-26	7-9 Feb	
9	Chisapani	27			
	Batch-1	13	2071/10/13-15	27-29 Jan	Kedar Prasad Dhungel
	Batch-2	14	2071/10/16-18	30 Jan-1 Feb	Kedar Prasad Dhungel
10	Those	36			
	Batch-1	12	2071/10/13-15	27-29 Jan	Raviraj Khadaka
	Batch-2	12	2071/10/18-20	1-3 Feb	Raviraj Khadaka
	Batch-3	12	2071/10/21-23	4-6 Feb	Raviraj Khadaka
11	Bamti	23			
	Batch-1	12	2071/10/18-20	1-3 Feb	Bhim Bahadur Thapa
	Batch-2	11	2071/10/21-23	4-6 Feb	
12	Duragaun	26			
	Batch-1	13	2071/10/18-20	1-3 Feb	Narayan Hari Subedi
	Batch-2	13	2071/10/21-23	4-6 Feb	
13	Sanghutar	26			
	Batch-1	13	2071/10/12-14	26-28 jan	Anirudra Subedi
	Batch-2	13	2071/10/8-10	22 24 Jan	Anirudra Subedi
14	Salu	23			
	Batch-1	12	2071/10/18-20	1-3 Feb	Madhav Prasad Subedi
	Batch-2	11	2071/10/21-23	4-6 Feb	
15	Ramechhap	27			
	Batch-1	14	2071/10/13-15	27-29 Jan	Chandra Khadaka
	Batch-2	13	2071/10/18-20	1-3 Feb	Chandra Khadaka
16	Betali	22			
	Batch-1	11	2071/10/15-17	29-31 Jan	Krishana sir
	Batch-2	11	2071/10/19-21	2-4 Feb	

D12. Dolkha					
S.N	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Kalinchok	12			Ram Pd. Bhandari
	Batch-1	12	Magh 7-9	21- 23 Jan	Ram Pd. Bhandari
2	Kavre	22			Ratna Dahal
	Batch-1		Magh 8-10	22-24 jan	
	Batch-2		Magu 11-13	25-27 Jan	
3	Jiri	30			Ratna Dahal
	Batch-1		Magh 16-18	30 Jan-1 Feb	
	Batch-2		Magh 19-21	2-4 Feb	
4	Melung	24			Keshav Chapagain
	Batch-1		Magh 8-10	22-24 Jan	
	Batch-2		Magh 15-17	29-31 Jan	
5	Khopachagu	23			Krishna Mainali
	Batch-1		Magh 8-10	22-24 jan	
	Batch-2		Magh 12-14	26-28 Jan	
6	Jhule	19			Naval Jha
	Batch-1		Magh 11-13	25-27 Jan	
	Batch-2		Magh 14-16	28-30 Jan	
7	Namdu	21			Som Tincari
	Batch-1		Magh 11-13	25-27 Jan	
	Batch-2		Magh 14-16	28-30 Jan	
8	Makaibari	19			Janax Rai
	Batch-1		Magh 7-9	21-23 Jan	
	Batch-2		Magh 10-12	24-26 Jan	
9	Pabarti	38			Krishna Karki
	Batch-1		Paush 28-30	12-14 Jan	
	Batch-2		Magh 8-10	22-24 jan	
	Batch-3		Magh 15-17	29-31 Jan	
10	Bhim	23			Shesh Nath
	Batch-1		Magh 12-14	26-28 Jan	
	Batch-2				
11	Luduk	20			Durgilal Shah
	Batch-1		Magh 11-13	25-27 Jan	
	Batch-2				
12	Lamabagar	17			Rajendra Laximi
	Batch-1		Magh 14-16	28-30 Jan	
	Batch-2				
13	Suri	28			Rojan Neopane
	Batch-1		Magh 8-10	22-24 jan	
	Batch-2		Magh 11-13	25-27 Jan	
14	Sunkhani	31			Ram Chimoriya
	Batch-1		Magh 15-17	29-31 Jan	
	Batch-2		Magh 22-24	5-7 Feb	
15	Maya	21			Rammohan Salhaita
	Batch-1		Magh 11-13	25-27 Jan	
	Batch-2		Magh 14-16	28-30 Jan	
16	Malu	21			Haridahal
	Batch-1		Magh 11-13	25-27 Jan	
	Batch-2		Magh 14-16	28-30 Jan	

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D13. Kaski					
S.N	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Lamachaur	18			Lekhnath Lamichhane
	Batch-1	9	14-16 Falgun	26-28 Feb	
	Batch-2	9	21-23 Falgun	5-7 March	
2	Makaikhola	10			Krishna Pd Paudel
	Batch-1		15-17 Magh	29 -31 Jan	
3	Amarsingh	20			Bishnu Pd. Tiwari/bishnu Pd Dahal-HT
	Batch-1	10	13-15 Magh	27-29 Jan	
	Batch-2	10	18-20 Magh	1-3 Feb	
4	Deurali	19			Tilak Bdr. Khadka
	Batch-1		15-17Falgun	27 Feb- 1 March	
5	Gorje	12			Bishnu Pd. Tiwari
	Batch-1		9-11 Magh	23-25 Jan	
6	Hemja	19			Krishan Bdr Thapa/Hari K.Shrestha-HT
	Batch-1	11	21-23Falgun	5-7 March	
	Batch-2	8	25-27Falgun	9-11 March	
7	Birethanti	12			Mohadatta Pokhrel
	Batch-1		9-11 Falgun	21-23 Feb	
8	Bhandaridhik	36			Gobindamani Achary
	Batch-1	18	20-22 Falgun	4-6 March	
	Batch-2	18	25-27 Falgun	9-11 March	
9	Lahachok	23			Sivaram lamsa
	Batch-1	11	14-16 Falgun	26-28 Feb	
	Batch-2	12	28-30 Falgun	12-14 March	
10	Bhurjung Khol	19			Nilraj Gautam
	Batch-1	9	10-12 Falgun	22-24 Feb	
	Batch-2	10	15-17 Falgun	27 Feb- 1 March	
11	Chandrakot	17			Shivaram Lamsal Purushotta Bhandari-RT
	Batch-1	9	28-30 Magh	11-13 Feb	
	Batch-2	8	23-25 Magh	6-8 Feb	
12	Naudanda	20			Krishna Bdr. Thapa
	Batch-1	10	7-9 Falgun	19-21 Feb	
	Batch-2	10	24-26 Magh	7-9 Feb	
13	Ghandruk	10			Purnabadra Subedi
	Batch-1		10-13 Magh	24-26 jan	
14	Tundikhel	22			Bhimraj Paudel
	Batch-1	11	18-20 Fagun	2-4 March	
	Batch-2	11	25-27 Falgun	9-11 March	
15	Raylechaur	13			Krishna Pd. Paudel / Bishnu Bdr. Khatri-HT
	Batch-1		15-17 Falgun	27 Feb- 1 March	
16	Chorepatan	24			Bodhray Bhattarai
	Batch-1	12	15-17 Magh	29-31 Jan	
	Batch-2	12	18-20 Magh	1-3 Feb	
17	Thulakhet	25			Thakur Pd. Subedi / Thakur Pd. Parajuli-RT
	Batch-1	14	26-28 Magh	9-11 Feb	
	Batch-2	11	20-22 Magh	3-5 Feb	
18	Barpandethum	14			Bijayanath Sapkota
	Batch-1		27-29 Magh	10 -12 Feb	
19	Ramkot	20			Tol Pd. Aryal
	Batch-1	11	7-9 Magh	21-23 Jan	
	Batch-2	9	18-20 Magh	1-3 Feb	
20	Soda	18			Tulsi Pd Gautam
	Batch-1	10	15-17 Magh	29-31 Jan	
	Batch-2	8	20-22 Magh	3-5 Feb	
21	Jhaajharmare	26			Mina Pandeya
	Batch-1	13	21-23 Magh	4-6 Feb	
	Batch-2	13	26-28Magh	9-11 Feb	
22	Kristi	17			Thakur Pd. Subedi
	Batch-1	11	11-13 Magh	25-27 Jan	
	Batch-2	6	18-20 Magh	1-3 Feb	

D14. Myagdi					
1	Reema	10			Bharat Kumar Pun
	Batch-1	10	2071/10/15-17	29-31 Jan	
2	Darbang	28			
	Batch-1	14	2071/10/8-10	22-24 jan	Jagat Kumar Sapkota
	Batch-2	14	2071/10/12-14	26-28 jan	
3	Bhrum Tatopati	14			
	Batch-1	14	2071/10/15-17	29-31 Jan	Jayram Subedi
4	Bhakunde	19			
	Batch-1	9	2071/10/11-13	25-27 Jan	Durgaram Subedi
	Batch-2	10	2071/10/18-20	1-3 Feb	
5	Marang	13			Krishana Lal Sapkota
	Batch-1	13	2071/10/18-20	1-3 Feb	
6	Singa	29			
	Batch-1	14	2071/10/17-19	31 jan-2 Feb	Khimnath Sharma
	Batch-2	15	2071/10/20-22	3-5 Feb	
7	Sibang	27			
	Batch-1	13	2071/10/12-14	26-28 jan	Giri Prasad Chhantwal
	Batch-2	14	2071/10/15-17	29-31 Jan	
8	Beni	18			
	Batch-1	18	2071/10/18-20	1-3 Feb	Mohan Baniya
9	Ghara	13			
	Batch-1	13	2071/10/15-17	29-31 Jan	Purna Bahadur Ghimire
10	Babiyachauri	27			
	Batch-1	13	2071/10/15-17	29-31 Jan	Dek Bahadur Baniya
	Batch-2	14	2071/10/18-20	1-3 Feb	
11	Rakhu	17			
	Batch-1	17	2071/10/15-17	29-31 Jan	Dut Bahadur Garjuwa
12	Pakhapani	23			
	Batch-1	13	2071/10/18-20	1-3 Feb	Bal Krishana Upadhyay
	Batch-2	10	2071/10/22-24	5-7 Feb	

D15. Syangja					
S.N.	Name of RC	# of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP
1	Lasargha	24		5-7 Feb	Bhabiswor Pandey
	Group-1	12	Marsh 22-24	8-10 Feb	
	Group-2	12	Marsh 25-27		
2	Jaipate	23		10-12 Feb	Nilkantha Dhakal(SS)
	Group-1	12	Marsh 27-29	13-15 Feb	
	Group-2	11	Falgun 1-3		
3	Galyang	30		3-5 March	Jhabanath Neupane
	Group-1	15	Falgun 19-21	8-10 March	
	Group-2	15	Falgun 24-26		
4	Pidikhola	21		13-15 Feb	Himlal Nepane
	Group-1	11	Falgun 1-3	17-19 Feb	
	Group-2	10	Falgun 5-7		
5	Kuwakot	22		5-7 Feb	Tika Ram Regmi
	Group-1	11	Magh 22-24	11-13 March	
	Group-2	11	Falgun 27-29		
6	Ratnapur	26		10-12 Feb	Mukunda Pd Dotel
	Group-1	13	Magh 27-29	13-15 Feb	
	Group-2	13	Falgun 1-3		
7	Chinebas	20		4-6 Feb	Tanknath Puri
	Group-1	10	Magh 21-23	7-9 feb	
	Group-2	10	Magh 24-26		
8	Malyangkot	21		4-6 Feb	Top Bahadur Thapa
	Group-1	10	Magh 21-23	8-10 Feb	
	Group-2	11	Magh 25-27		
9	Magyam	14		20-22 Feb	Balaram Doranga
	Group-1	14	Falgun 8-10		
10	Biruwa	27		14-16 Feb	Dev Bahadur Rana
	Group-1	15	Falgun 2-4	17-19 Feb	
	Group-2	12	Falgun 5-7		
11	Kolma	16		3-5 Feb	Rishi Ram Pokhrel
	Group-1	16	Magh 20-22		
12	Thuladihi	21		5-7 Feb	Kapil Mani Regm
	Group-1	11	Magh 22-24	10-12 Feb	
	Group-2	10	Magh 27-29		
13	Rangethati	17		3-5 Feb	Dil Bahadur Thapa
	Group-1	17	Magh 20-22		
14	Phedikhola	23		8-10 Feb	Laxman Sharma
	Group-1	11	Magh 25-27	13-15 Feb	
	Group-2	12	Falgun 1-3		
15	Chilannebas	19		20-22 Feb	Buddhi Bdr Chhetri
	Group-1	10	Falgun 8-10	23-25 Feb	
	Group-2	9	Falgun 11-13		
16	Aruchaur	18		20-22 Feb	Chudamani Sapkota
	Group-1	9	Falgun 8-10	23-25 Feb	
	Group-2	9	Falgun 11-13		
17	Arjun Chaupari	22		4-6 Feb	Bhumilal Tiwar
	Group-1	11	Magh 21-23	8-10 Feb	
	Group-2	11	Magh 25-27		
18	Jhapakot	24		8-10 Feb	Krishna Lamichhan
	Group-1	12	Magh 25-27	11-13 Feb	
	Group-2	12	Magh 28-30		
19	Khilung	21		8-10 Feb	Khum Kanta Khanal
	Group-1	11	Magh 25-27	11-13 Feb	
	Group-2	10	Magh 28-30		
20	Syangja	29		4-6 Feb	Bhuwani Psd Dhakal
	Group-1	15	Magh 21-23	8-10 Feb	
	Group-2	14	Magh 25-27		
21	Dhumrebhanjan	19		7-9 Feb	Jaya Psd Tiwari
	Group-1	9	Magh 24-26	10-12 Feb	
	Group-2	10	Magh 27-29		
22	Dahathum	21		3-5 Feb	Krishna Kagi KC
	Group-1	11	Magh 20-22	6-8 Feb	
	Group-2	10	Magh 23-25		
23	Khahare	22		5-7 Feb	Bhoj Raj Gurung
	Group-1	11	Magh 22-24	8-10 Feb	
	Group-2	11	Magh 25-27		
24	Waling	25			Bharat Psd Bagale
	Group-1	12	Magh 20-22	3-5 Feb	
	Group-2	13	Magh 23-25	6-8 Feb	

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D16. Nuwakot					
S.N	Name of RC and Batch Numbers	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP
1	Sudari Dori	37			Min Bd. Shrestha
	Batch-1	12	1st week of Falgun	3rd week of Feb	
	Batch-2	12	1st week of Falgun	3rd week of Feb	
	Batch-3	13	2nd week of Falgun	4th Week of Feb	
2	Dewrali	27			Kanchha Shrestha
	Batch-1	10	3rd week of Magh	1st week of Feb	
	Batch-2	8	4th week of Magh	2nd Week of Feb	
	Batch-3	9	1st week of Falgun	3rd week of Feb	
3	Ratmate	34			Bishnu Raj Nepal
	Batch-1	12	Magh 6-10	20-2 Jan	
	Batch-2	11	Falgun 9-11	21-23 Feb	
	Batch-3	12	Magh 12-14	26-28 Jan	
4	Trishuri	43			Dhruba Raj Dotel
	Batch-1	11	3rd week of Magh	1st week of Feb	
	Batch-2	10	4th week of Magh	2nd Week of Feb	
	Batch-3	10	1st week of Falgun	3rd week of Feb	
	Batch-4	12	1st week of Falgun	3rd week of Feb	
5	Devighat	37			Badri Prasad Sharma
	Batch-1	10	1st week of Falgun	3rd week of Feb	
	Batch-2	10	2nd week of Falgun	4th Week of Feb	
	Batch-3	10	3rd week of Falgun	1st week of March	
	Batch-4	7	4th week of Falgun	2nd week of March	
6	Halde	41			Man Singh Chaudhari
	Batch-1	10	Magh 20-22	3-5 Feb	
	Batch-2	10	Magh 23-25	6-8 Feb	
	Batch-3	9	Magh 26-28	9-11 Feb	
	Batch-4	12	Magh 29-Fag 2	12-14 Feb	
7	Narja	38			Tula Dhwoj Khatiwada
	Batch-1	10	2nd week of Magh	4th week of Jan	
	Batch-2	9	3rd week of Falgun	1st week of Feb	
	Batch-3	10	4th week of Magh	2nd Week of Feb	
	Batch-4	9	1st week of Falgun	3rd week of Feb	
8	Tupche	40			Krishna Pd. Bhandrari
	Batch-1	10	1st week of Falgun	3rd week of Feb	
	Batch-2	9	2nd week of Falgun	4th Week of Feb	
	Batch-3	10	3rd Week of Falgun	1st week of March	
	Batch-4	11	4th Week of Falgun	2nd week of March	
9	Belkot	32			Krishna P. Pokhrel
	Batch-1	10	1st Week of Magh	3rd week of Jan	
	Batch-2	10	2nd Week of Magh	4th week of Jan	
	Batch-3	12	3rd Week of Magh	1st week of Feb	
10	Thanapati	33			Maheshwor Pande
	Batch-1	10	Magh 20-22	3-5 Feb	
	Batch-2	11	Magh 23-25	6-8 feb	
	Batch-3	12	Magh 26-28	9-11 Feb	
11	Samundratar	47			Uddhab Pd. Poudel
	Batch-1	13	3rd Week of Magh	1st week of Feb	
	Batch-2	12	4th Week of Magh	2nd Week of Feb	
	Batch-3	12	1st Week of Falghun	3rd week of Feb	
	Batch-4	10	2nd Week of Falghun	4th Week of Feb	
12	Ranipauwa	37			Rabi Pd. Thapaliya
	Batch-1	9	1st Week of Falgun	3rd week of Feb	
	Batch-2	11	2nd Week of Magh	4th week of Jan	
	Batch-3	10	2nd Week of Magh	4th week of Jan	
	Batch-4	7	3rd Week of Magh	1st week of Feb	
13	Likhu	46			Shambhu Thapa
	Batch-1	10	1st Week of Magh	3rd week of Jan	
	Batch-2	10	2nd Week of Magh	4th week of Jan	
	Batch-3	9	3rd Week of Magh	1st week of Feb	
	Batch-4	7	1st Week of Falghun	3rd week of Feb	

D17. Baglung					
S.N.	Name of RC	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP
1	Damek	23			Bishnu Prasad Sapkota
	Batch-1	12	2071/10/23-25	6-8 Feb	
	Batch-2	11	2071/10/27-29	10-12 Feb	
2	Gwalichaur	33			Ramanand Kandel
	Batch-1	16	2071/10/20-22	3-5 Feb	
	Batch-2	17	2071/10/24-26	7-9 Feb	
3	Bhim Pokhara	22			Purna Prasad Dhungana
	Batch-1	11	2071/10/24-26	7-9 Feb	
	Batch-2	11	2071/10/27-29	10-12 Feb	
4	Kusmisera	19			Ek Nath Sharma
	Batch-1	10	2071/10/14-16	28-30 Jan	
	Batch-2	9	2017/10/17-19	31 Jan-2 Feb	
5	Bhimgidhe	32			Prem Prasad Sharma
	Batch-1	16	2071/10/18-20	1-3 Feb	
	Batch-2	16	2071/10/21-23	4-6 Feb	
6	Bareng	20			Mukund Prasad Sharma
	Batch-1	10	2071/10/21-23	4-6 Feb	
	Batch-2	10	2071/10/25-27	8-10 Feb	
7	Bataka chaur	16			Yagya Prasad Neupane
	Batch-1	16	2071/10/21-23	4-6 Feb	
8	Tara	18			Uma nath Adhikari
	Batch-1	18	2071/10/25-27	8-10 Feb	
9	Ratomata	30			Dhak Bahadur Pun
	Batch-1	15	2071/10/18-20	1-3 Feb	
	Batch-2	15	2071/10/21-23	4-6 Feb	
10	Lekhani	23			Uma nath Shaarma
	Batch-1	12	2071/10/25-27	8-10 Feb	
	Batch-2	11	2071/10/28-30	11-13 Feb	
11	Bonga dovan	28			Bed Bahadur Budha Magar
	Batch-1	12	2071/10/25-27	8-10 Feb	
	Batch-2	16	2071/10/21-23	4-6 Feb	
12	Bohara gaun	36			Harichan Poudel
	Batch-1	12	2071/10/18-20	1-3 Feb	
	Batch-2	12	2071/10/22-24	5-7 Feb	
	Batch-3	12	2071/10/26-28	9-11 Feb	
13	Behun	27			Shree Prasad neupane
	Batch-1	13	2071/10/23-25	6-8 Feb	
	Batch-2	14	2071/10/26-28	9-11 Feb	
14	Burtiwang	42			Tham Prasad Chhantyal
	Batch-1	15	2071/10/18-20	1-3 Feb	
	Batch-2	15	2071/10/22-24	5-7 Feb	
	Batch-3	12	2071/10/26-28	9-11 Feb	
15	Kandevas	35			Bam Bahadur Thapa
	Batch-1	12	2071/10/18-20	1-3 Feb	
	Batch-2	12	2071/10/22-24	5-7 Feb	
	Batch-3	11	2071/10/26-28	9-11 Feb	
16	Hari Chaur	29			Dinesh Pant
	Batch-1	14	2071/10/18-20	1-3 Feb	
	Batch-2	15	2071/10/22-24	5-7 Feb	
17	Tityang	24			Ek Nath Sharma
	Batch-1	12	2071/10/20-22	3-5 Feb	
	Batch-2	12	2071/10/24-26	7-9 Feb	
18	Rangkhani	20			
	Batch-1	10	2071/10/23-25	6-8 Feb	Dhak Bahadur Pun
	Batch-2	10	2071/10/27-29	10-12 Feb	
19	Belbagar Jaidi	26			
	Batch-1	13	2071/10/24-26	7-9 Feb	Shankar Poudel
	Batch-2	13	2071/10/27-29	10-12 Feb	
20	Narayanthan	26			Uma nath Shaarma
	Batch-1	13	2071/10/18-20	1-3 Feb	
	Batch-2	13	2071/10/21-23	4-6 Feb	

D18. Lamjung											
S.N	Name of RC and Batch Numbers	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP	S.N.	Name of RC	# of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP
1	Bichour	11	Falgun 8-10	20-22 Feb	Tek Nath Dawadi	10	Baglungpani	22			
	Batch-1	11	Falgun 8-10	20-22 Feb	Tek Nath Dawadi		Batch-1	11	Falgun 22-24	6-8 March	Devi Bhakta Sedai
	Batch-2	10	Falgun 11-13	23-25 Feb	Tek Nath Dawadi		Batch-2	11	Falgun 25-27	9-11 March	Devi Bhakta Sedai
2	Pyarajung	22				11	Gilung	15			
	Batch-1	11	Falgun 6-8	18-20 Feb	Kumar Nath Neupane		Batch-1	15	Magh 25-27	8-10 Feb	Dipak Poudel
	Batch-2	11	Falgun 9-11	21-23 Feb	Kumar Nath Neupane	12	Bhorletar	23			
3	Dhamilikuwa	25					Batch-1	12	Falgun 4-6	16-18 Feb	Gobinda Prasad Soti
	Batch-1	13	Magh 22-24	5-7 Feb	Tej Narayan Mandal		Batch-2	11	Falgun 7-9	19-21 Feb	Gobinda Prasad Soti
	Batch-2	12	Magh 25-27	8-10 Feb	Tej Narayan Mandal	13	Suryapal	21			
4	Bharte	21					Batch-1	11	Falgun 7-9	19-21 Feb	Kashi Nath Sankhi
	Batch-1	11	Magh 24-26	7-9 Feb	Baburam Adhikari		Batch-2	10	Falgun 10-12	22-24 Feb	Kashi Nath Sankhi
	Batch-2	10	Magh 27-29	10-12 Feb	Baburam Adhikari	14	Kunchha	17			
5	Chiti	34					Batch-1	9	Falgun 14-16	26-28 Feb	Bharat Bahadur Adhikari
	Batch-1	13	Magh 25-27	8-10 Feb	Jhendra Neupane		Batch-2	8	Falgun 17-19	1-3 March	Bharat Bahadur Adhikari
	Batch-2	10	Magh 28- Falgun 10	11-13 Feb	Jhendra Neupane	15	Chandreshwor	23			
	Batch-3	11	Falgun 3-5	15-17 Feb	Jhendra Neupane		Batch-1	12	Falgun 3-5	15-17 Feb	Huma Nath Dawadi
6	Pachock	18					Batch-2	11	Falgun 7-9	19-21 Feb	Huma Nath Dawadi
	Batch-1	10	Falgun 22-24	6-8 March	Tikaram Thapa	16	Bhotewodar	22			
	Batch-2	8	Falgun 25-27	9-11 March	Tikaram Thapa		Batch-1	11	Falgun 10-12	22-14 Feb	Nabaraj Adhikari
7	Besisahar	30					Batch-2	11	Falgun 13-15	25-27 Feb	Nabaraj Adhikari
	Batch-1	15	Magh 15-17	29-31 Jan	Yagyna Prasad Ghimire						
	Batch-2	15	Magh 18-20	1-3 Feb	Yagyna Prasad Ghimire						
8	Khudi	39									
	Batch-1	13	Falgun 8-10	20-22 Feb	Rishiram Shrestha						
	Batch-2	13	Falgun 15-17	27 Feb-1 March	Rishiram Shrestha						
	Batch-3	13	Falgun 22-24	6-8 March	Rishiram Shrestha						
9	Ghermu	19									
	Batch-1	10	Falgun 5-7	17-19 Feb	Ash Bahadur Gurung						
	Batch-2	9	Falgun 9-11	21-23 Feb	Ash Bahadur Gurung						

D19. Manang					
1	Mananggaun	8	Chaitra 25-27	8-10 Apr	Amrit Bahadur Thapa
2	Chame LRC	8	Chaitra 15-17	29-31 March	Ram Bahadur Thapa
3	Thonche	11	Falgun 24-26	8-10 March	Ramji Murti Panta

D20. Sindhupalchowk					
S.N	Name of RC	No of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP
	Batch-1	12	18-20 Magh	1-3 Feb	
	Batch-2	13	22-24 Magh	5-7 Feb	
2	Bhotechaur	30			Uddav Psd Chaulagain
	Batch-1	16	10-12 Fagun	22-24 Feb	
	Batch-2	14	14-16 Fagun	26-28 Feb	
3	Chanaute	27			Naresh Kmr Bhandari
	Batch-1	14	23-25 Magh	6-8 Feb	
	Batch-2	13	27-29 Magh	10-12 Feb	
4	Karthali	20			Ram Kaji Pandey
	Batch-1	10	21-23 Magh	4-6 Feb	
	Batch-2	10	25-27 Magh	8-10 Feb	
5	Khadichaur	31			Krishna Psd Acharya
	Batch-1	15	18-20 Magh	1-3 Feb	
	Batch-2	16	22-24 Magh	5-7 Feb	
6	Lisankhu	19			Keshav Kmr Karki
	Batch-1	10	27-29 Magh	10-12 Feb	
	Batch-2	9	7-9 Fagun	19-21 Feb	
7	Thulo Pakhar	28			Shyam Kmr Thapa
	Batch-1	14	20-22 Magh	3-5 Feb	
	Batch-2	14	24-26 Magh	7-9 Feb	
8	Melchaur	19			Krishna Bdr Gurung
	Batch-1	19	8-10 Fagun	20-22 Feb	
	Batch-2				
9	Barhabise	47			Padam Bdr Basnet
	Batch-1	16	26-28 Magh	9-11 Feb	
	Batch-2	16	6-8 Fagun	18-20 Feb	
	Batch-3	15	11-13 Fagun	23-25 Feb	
10	Jalbire	45			Ganga Psd Paudel
	Batch-1	15	15-17 Magh	29-31 Jan	
	Batch-2	15	25-27 Magh	8-10 Feb	
	Batch-3	15	28 Magh-1 Fagun	11-13 Feb	
11	Aiselukharka	32			Bhakta Bdr Khadka
	Batch-1	16	6-8 Fagun	18-20 Feb	
	Batch-2	16	10-12 Fagun	22-24 Feb	
12	Sangachok	27			Khika Devi Nepal
	Batch-1	13	3-5 Fagun	15-17 Feb	
	Batch-2	14	11-13 Fagun	23-25 Feb	
13	Melamchi	38			Bharat Psd Nepal
	Batch-1	19	24-26 Magh	7-9 Feb	
	Batch-2	19	6-8 Fagun	18-20 Feb	
14	Thokarpa	22			Hikmat Bdr Khatri
	Batch-1	11	16-18 Magh	30 Jan-1 Feb	
	Batch-2	11	20-22 Magh	3-5 Feb	
15	Kiul	23			Yog Bdr Thapa
	Batch-1	11	13-15 Fagun	25-27 Feb	
	Batch-2	12	17-19 Fagun	1-3 March	
16	Chautara	26			Dambar Bdr Shrestha
	Batch-1	13	13-15 Fagun	25-27 Feb	
	Batch-2	13	17-19 Fagun	1-3 March	
17	Jhirpu	42			Nahakul KC
	Batch-1	14	20-22 Magh	3-5 Feb	
	Batch-2	14	24-26 Magh	7-9 Feb	
	Batch-3	14	6-8 Fagun	18-20 Feb	
18	Thangpaldhap	26			Manahari Sigdel
	Batch-1	13	26-28 Magh	9-11 Feb	
	Batch-2	13	3-5 Fagun	15-17 Feb	
19	Sipapokhare	25			Narayan Aryal
	Batch-1	13	21-23 Magh	4-6 Feb	
	Batch-2	12	10-12 Fagun	22-24 Feb	

D21. Parbat					
S.N.	Name of RC	No of Schools	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Lekhpahat	17			
	Batch-1		Falgun 11-13	23-25 Feb	Bhawani Shankar Paudel
2	Majhpahant	20			
	Batch-1		Falgun 8-10	20-22 Feb	Kamal Nayan Acharya
3	Pang	22			
	Batch-1		Falgun 23-25	7-9 March	Subhantha Nath Subedi
4	Siwalaya	20			
	Batch-1		Falgun 4-6	16-18 Feb	Narayan Sharma
5	Tilahar	38			Prem Sharma Subedi
	Batch-1		Falgun 8-10	20-22 Feb	
	Batch-2		Falgun 12-14	24-26 Feb	
6	Ramja	28			Ram Psd Lamichhane
	Batch-1		Falgun 19-21	3-5 March	
	Batch-2		Falgun 25-27	9-11 March	
7	Pipaltari	22			
	Batch-1		Falgun 23-25	7-9 March	Megh Nath Acharya
8	Shankar Pokhar	18			
	Batch-1		Falgun 8-10	20-22 Feb	Dhak Psd Tiwari
9	Khanigaun	8			
	Batch-1		Falgun 4-6	16-18 Feb	Bishnu Sharma Lamsa
10	Devasthan	20			
	Batch-1		Falgun 23-25	7-9 March	Kul Bdr Kshetri
11	Thanamaula	13			
	Batch-1		Falgun 19-21	3-5 March	Bharat Sharma Lamsal
12	Lunkhu	18			
	Batch-1		Falgun 19-21	3-5 March	Bom Bdr Chhetri
13	Bhoksing	12			
	Batch-1		Falgun 23-25	7-9 March	Kumar Upadhyay
14	Huwass	19			
	Batch-1		Falgun 11-13	23-25 Feb	Tika Ram Kafle
15	Tribeni	15			
	Batch-1		Falgun 23-25	7-9 March	Ram Psd Kafle
16	Ranipani	22			
	Batch-1		Falgun 19-21	3-5 March	Ram Psd Kafle

Appendix-11

D22. Gorkha											
S.N.	Name of RC	No of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP	S.N.	Name of RC	No of Schoo ls	Dates (Nepali)	Dates (Gregorian)	Responsible RP/Roster teacher
1	Akala, Dhuwak	25	Falgun		Ramkagi Adhikari	11	Himalaya, Barpa	23	Falgun		Dhruba Raj Aryal
	Batch-1		3rd week Falgun	1st week of March			Batch -1		3rd week	1st week of March	
	Batch-2		3rd week	1st week of March			Batch-2		4th week	2nd Week of March	
2	narjyoti, Palung	33			Chitra Psd Devkota	12	Himalaya, Saurpa	24			Mohan Bista
	Batch-1		3rd week	1st week of March			Batch-1		2nd week	4th Week of Feb	
	Batch-2		3rd week	1st week of March			Batch-2		2nd week	4th Week of Feb	
3	hagati, Ghairun	20			Shyam Psd Lamichhane	13	nashakti, Namju	24			Bisha Nath Wagle
	Batch-1		3rd week	1st week of March			Batch-1		3rd week	1st week of March	
4	Bhawani, Manb	28			Padam Bdr Dhakal		Batch-2		3rd week	1st week of March	
	Batch-1		2nd week	4th Week of Feb		14	hendrajyoti, Gor	25			Mohan Bista
	Batch-2		2nd week	4th Week of Feb			Batch-1		1st week	3rd week of Feb	
5	imodaya, Arug	39			Rajendra Dhakal		Batch-2		1st week	3rd week of Feb	
	Batch-1		2nd week	4th Week of Feb		15	ahendralila, Har	31			Khila Psd Ghimire
	Batch-2		3rd week	1st week of March			Batch-1		3rd week	1st week of March	
	Batch-3		3rd week	1st week of March			Batch-2		3rd week	1st week of March	
6	habaseni, Nares	28			Bishanath Wagle	16	Manakamana	29			Dhurba Raj Aryal
	Batch-1		2nd week	4th Week of Feb			Batch-1		2nd week	4th Week of Feb	
	Batch-2		3rd week	1st week of March			Batch-2		2nd week	4th Week of Feb	
7	adhasidhi, Sirdi	24			Rajendra Babu Dhakal	17	Paropakar, Jaub	26			Dol Man Shrestha
	Batch-1		4th Week	2nd Week of March			Batch-1		2nd week	4th Week of Feb	
	Batch-2		5th Week	3rd Week of March			Batch-2		2nd week	4th Week of Feb	
8	ullav, Ghampes	38			Nanda Psd Dhakal	18	Saraswoti, Bork	24			Rishi Ram Khana
	Batch-1		3rd week	1st week of March			Batch-1		3rd week	1st week of March	
	Batch-2		3rd week	1st week of March			Batch-2		3rd week	1st week of March	
	Batch-3		4th Week	2nd Week of March							
9	anjyoti, Hamsa	25			Bharat Psd Devkota						
	Batch-1		3rd week	1st week of March							
	Batch-2		3rd week	1st week of March							
10	amargha, Gyalc	30			Rishi Ram Khana						
	Batch-1		3rd week	1st week of March							
	Batch-2		4th week	2nd Week of March							

Draft Monitoring Plan for National Dissemination of Cascade Training of SIP Formulation and Updating

Objective:

- To monitor the progress and the level of achievement of national dissemination on Cascade Training of SIP Formulation and Updating.
- To draw lessons learned from the national dissemination and collect good practices, which can be reflected in the next activities.

Monitoring Approach:

1. DOE will monitor the progress of D-ToT and RCW through *Implementation Progress Report (IPR)* and annual *Status Report*.
2. DOE will monitor the progress of D-ToT, RCW and SLW through DOE's regular monitoring activities.
3. DOE and SISM2 will jointly conduct field visit to monitor D-ToT, RCW and SLW in the 5 sample districts (i.e. Dadeldhura, Kalikot, Kapilbastu, Bhaktapur and Sankhuwasabha) using *Monitoring Format*.
4. DOE and SISM2 will monitor the progress of RCW by reviewing *RCW-Report* in the 5 sample districts during the monitoring visit.
5. DOE and SISM 2 will monitor the progress of SLW and SIP from *SLW and SIP Information Format* prepared by SIP-CP in the 5 sample districts.
6. If time allows, DOE and/or SISM2 will monitor RCW and SLW in non-sample districts to collect good practices.
7. DOE and SISM2 will organize *Monitoring Review Meeting* in 5 sample districts to share the monitoring result of RCW and SLW in the district (May, 2015).
8. DOE and SIMS2 will organize *Central-level Review Workshop* to share the achievement of National Dissemination Program (late July 2015).

Monitoring Questions, Indicators and Data Source:

	Monitoring Questions	Key Data	Data Source
D-ToT	• D-ToT was conducted or not?	• Date of D-ToT • Number of participants	• DEO Monitoring Report • D-ToT Report (OG2) • IPR and Status Report
	• How was D-ToT conducted?	• Training process • Participants' understanding	• DEO Monitoring Report • D-ToT Report (OG2) • Evaluation Form • Observation
	• Was RCW Plan prepared?	• RCW Plan	• RCW Plan
RCW	• RCW was conducted or not?	• Date of RCW • Number of participants	• RP's Monitoring Report • RCW Report (OG3)
	• How was RCW conducted?	• Training process • Participants' understanding	• RP's Monitoring Report • RCW Report (OG3) • Observation
	• Was SLW Plan prepared?	• SLW Plan	• SLW Plan
SLW	• Was SLW conducted or not?	• Date of SLW • Number of participants	• RP's Monitoring Report • SLW & SIP Information Format
	• Was SIP formulated/ updated?	• Number of updated SIP	• RP's Monitoring Report • SLW & SIP Information Format

Monitoring Plan:

	39 Districts by SSRP		30 Districts by SISIM2		(5 Sample Districts)	
	Method	Time Frame	Method	Time Frame	Method	Time Frame
D-TOT	<ul style="list-style-type: none"> Monitoring by RED/DEO DEO reviews D-ToT Report, Attendance List, RCW Plan and Evaluation Forms DOE reviews IPR and Status Report 	<ul style="list-style-type: none"> Dec 2014 – Feb 2015 April 2015 Nov 2015 	<ul style="list-style-type: none"> SISIM2 takes part in D-ToT SISIM2 reviews D-ToT Report, Attendance List, RCW Plan and Evaluation Forms 	Dec 2014 - Feb 2015	<ul style="list-style-type: none"> Joint Monitoring Team (JMT) observes D-ToT in 5 districts using Monitoring Format 	Dec 2014 – Feb 2015
	69 Districts by SSRP					
	Method		Time Frame		(5 Sample Districts)	
	Method	Time Frame	Method	Time Frame	Method	Time Frame
RCW	<ul style="list-style-type: none"> Monitoring by RED/DEO DEO reviews RCW Reports, Attendance Lists, and SLW Plan 		<ul style="list-style-type: none"> Feb – March 2015 		<ul style="list-style-type: none"> JMT observes RCW using Monitoring Format JMT reviews RCW Reports 	<ul style="list-style-type: none"> Feb – March 2015 April 2015
SLW	<ul style="list-style-type: none"> Monitoring by DEO/RP 		<ul style="list-style-type: none"> March – April 2015 		<ul style="list-style-type: none"> JMT observes SLW using Monitoring Format SIP-CP collects SLW and SLW information JMT reviews SLW and SIP Information Formats 	<ul style="list-style-type: none"> March – April 2015 May 2015

Time Table and Member of Joint Monitoring in Sample Districts:

District	D-ToT	RCW	SLW
	DOE, RED, SISM2	T5, DEO, SISM2	T5, DEO/RP, SISM2
Dadeldhura	25-27 Dec 2014	Feb-March 2015	March-April 2015
Kalikot	30 Jan-1 Feb 2015	Feb-March 2015	March-April 2015
Kapilbastu	3-5 Feb 2015	Feb-March 2015	March-April 2015
Bhaktapur	29-31 Jan 2015	Feb-March 2015	March-April 2015
Sankhuwasabha	6-8 Jan 2015	Feb-March 2015	March-April 2015

Monitoring Instruments:

- D-ToT Report (OG2)
- D-ToT Monitoring Format
- RCW Report (OG3)
- RCW Monitoring Format (still to be developed)
- SLW Monitoring Format (still to be developed)
- SLW and SIP Information Format

Information Collection Sheet of School-level Workshop and SIP

Name, position and contact number of person collected below information:

Date of Submission to DEO: _____

[illegible]

No	(1) School name	(2) SMC formed? (1. Yes, 2. No)	(3) Who attended RCW? (1. HT, 2. SMC Chairperson, 3. Teacher, 4. other)	(4) SLW conducted? (1. Yes, 2. No)	(5) Dates of the SLW	(6) Number of SLW participants	(7) Who facilitated SLW? (1. HT, 2. SMC Chairperson, 3. Teacher, 4. Other)	(8) Has the SIP formulated/ updated? (1. Yes, 2. No)

Memo of Joint Monitoring of Dadeldhura District-level ToT on SIP Formulation and Updating

Masami Watanabe (SISM2)

Objective:

To monitor the progress and the level of achievement of national dissemination of CD on SIP Formulation and Updating and to reflect the lessons learnt to the next activities.

Date: 25-27 December 2014

Place: Dadeldhura, Far Western Region

Monitoring Team (MT) for Dadeldhura D-ToT:

No.	Name	Position and Organization
1	Mr. Megha Nath Sharma	Section Officer, Program and Budget Section, DOE
2	Mr. Ramhari Das Shrestha	Director, RED Far Western
3	Ms. Masami Watanabe	Team Member, SISM2
4	Mr. Bishnu Prasad Acharya	National Manager, SISM2

DEO, Facilitator Team and Participants of Dadeldhura D-ToT:

Position	Persons	Remarks
DEO	Mr. Durga Bista	
Facilitators	1. Keshav Gyawali, SS (SIP-CP) 2. Narendra Kathi, SO/SS	<ul style="list-style-type: none"> Both were participants of R-ToT Keshav-ji was SS in Doti during the SISM2 testing and attended the Central-level ToT as well
Participants	1. RP (7) 2. SS (4) 3. HT/Teacher (2) Altogether 13 as expected	<ul style="list-style-type: none"> There are 8 RPs but one was absent due to his wife's illness. To cover the absent RP one teacher attended HT who presented the school data also attended the training for 3 days All participants were male

Main Activities during the Monitoring Visit:

Date	Activity	Stay
Dec. 24 (Wed.)	<ul style="list-style-type: none"> Megha-ji, Bishnu-ji and Masami flew from Kathmandu to Danghadi and moved to Dadeldhura by car Ramhari-ji moved from Doti to Dadeldhura by car 	Dadeldhura
Dec. 25 (Thu.) Holiday	<ul style="list-style-type: none"> Monitoring Team (MT) held a meeting and discussed the monitoring objective, process and instruments MT had a short meeting with DEO Dadeldhura and explained the objective and process of monitoring MT observed the 1st day of D-ToT 	Dadeldhura
Dec. 26 (Fri.)	<ul style="list-style-type: none"> Bishnu-ji and Masami observed the 2nd day of D-ToT Megha-ji visited schools nearby with DEO In the afternoon Megha-ji and Ramhari-ji attended the head teachers' meeting and discussed some issues and explained government policies After the training, MT discussed with the Facilitators and collected the information (Part 2 of Monitoring Format) 	Dadeldhura
Dec. 27 (Sat.)	<ul style="list-style-type: none"> MT observed the 3rd day of D-ToT Each member of MT wrote a monitoring report and handed over to Masami for compilation Megha-ji, Bishnu-ji and I moved to Danghadi by car Ramhari-ji left Dadeldhura for other task in the region 	Danghadi
Dec. 28 Sun.)	<ul style="list-style-type: none"> Megha-ji, Bishnu-ji and I visited DEO Kailali, discussed the training budget issue and observed the 3rd day of D-ToT for about half an hour Megha-ji, Bishnu-ji and I flew from Danghadi back to Kathmandu 	

Main Observation and Remarks:

- It was the first Joint Monitoring of cascade training in 5 sample districts. A team of DOE, RED and SISM2 was formed and completed the monitoring.
- The training was well prepared and went well thanks to strong leadership and commitment of DEO Durga Bista-ji and competent Facilitators, Keshav-ji and Narendra-ji.
- Many sessions were managed within the planned time. A small number of participants (13 as expected) might have been one factor for that but also most participants were well engaged but seemed quiet type, thus no lengthy discussions on various issues.

- The facilitators seemed confident and enthusiastic. They followed the OG2 well though sometimes they seemed to cover the subject a little too fast (for example SSA checklist).
- The atmosphere of the training was very nice and logistic arrangement was also good.
- DEO discussed with Megha-ji about the inadequate budget for RCW and SLW and Megha-ji explained that a letter will be circulated concerning this matter.
- For the monitoring, a monitoring format prepared together with the DOE was used. In general the format was fine but it was decided to make it into 2 parts: Part 1 for individual use through monitoring of the training and Part 2 for discussion with the Facilitators as a team. Also the column for remarks was added for Part 1 Question 2.
- During the monitoring it was discussed with Megha-ji that it will be better to organize T5 meeting after monitoring of D-ToT and ask their involvement for RCW and SLW monitoring.
- Though it was not planned, as we had time in Danghadi while waiting for our flight back to Kathmandu, Megha-ji, Bishnu-ji and I visited Kailali DEO. DEO Ganesh-ji (former DEO Doti) also wanted to know how the budget for RCW and SLW was calculated as the budget is inadequate according to his calculation. When we visited the DEO, it was the 3rd day of D-ToT so we observed a session on SSA checklist. The training hall at DEO office was packed with participants and the facilitator was going through the SSA checklist one by one. The participants seemed actively engaged in the session though some were in and out of the hall. There were some questions and remarks from the participants regarding the indicators. The facilitator explained the view of the DEO/DOE.

Summary of individual monitoring report (Part 1) and the discussion with the Facilitators (Part 2) are found below.

Joint Monitoring of National Dissemination of CD on SIP Formulation and Updating (Monitoring Format of District-level ToT)

PART 1

District: Dadeldhura

Venue: LRC Dadeldhura

Date of D-ToT: 25-27 December 2014 Date of Monitoring: 25-28 December 2014

Facilitator' Name and Position: Keshab Gyawali (SS) and Narendra Kathi (SO/SS)

1. Summary of Participants:

	DEO Office	ETC	RP	I/NGO	Others (Specify)	Sub-total
Number of Participants	4	0	7	0	2 (HT and teacher)	13

2. Your Observations

Please tick (v) one box for each of the descriptions from 1 to 13 in the following table.
[the numbers below mean the number of people given the rating out of 4 people]

Aspect	Extremely Agree	Agree	Partly Agree	Disagree	Remarks
2-1. Participants were actively participating		4			On the 1 st day participants were a little shy
2-2. Participants understood the importance of SIP.		4			
2-3. Facilitators were well prepared.		4			
2-4. Facilitators were good at mobilizing and facilitating the participants.		4			
2-5. Training materials/ tools were effectively used.	2	2			
2-6. School Self-assessment was good for discussion.		3	1		
2-7. Facilitators conducted training following the Training Plan	2	2			
2-8. Participants are now ready to conduct RC-W in their own RC	2	1	1		
2-9. D-ToT was conducted effectively in accordance with the objectives.	1	3			
2-10. D-ToT was conducted with strong leadership and supervision of DEO.	4				

Aspect	Extremely Agree	Agree	Partly Agree	Disagree	Remarks
2-11. A clear plan of RC-W was prepared.	3	1			
2-12. Training materials for RC-W was properly distributed.	4				SLW bags were packed and will be distributed on the next day (RP meeting)
2-13. The overall management of the D-ToT was satisfactory.	1	3			

3. Please write your observation and remarks on the training.

(3-1) Sessions and Facilitation:

- Facilitators are very confident, energetic and well prepared.
- Sessions were facilitated following the OG2. However, many sessions were completed in less time than what prescribed in OG. Due to fewer participants (13) the content was mostly covered in short time.
- Facilitators prepared most of the training materials in advance. However, some newsprint and meta-cards were prepared in the training venue during the training.
- On the 2nd day (working day) as Mr. Kathi was busy in the meeting with some other participants, Mr. Gyawali almost single handedly facilitated the sessions.

(3-2) Participants' understanding and involvement:

- On the 1st day the participants were a little quiet but on the 2nd and 3rd day involvement was good. Participants understanding seemed good.
- Participants understood the importance of SLW and they realized that many activities can be carried out without budget or with low budget to improve teaching and learning and learning achievement.
- Although most of the participants, especially HT and teacher, seem to understand the content of the training well, some old RPs did not seem following the session well.
- 2-3 participants asked questions and made remarks but majority were rather quiet.

(3-3) Overall management:

- Ownership and leadership of DEO and his team is highly appreciable.
- The training was conducted purposefully on a holiday (Christmas), Friday

and Saturday to avoid other work commitment and it worked well.

- Time management and logistic arrangement (including tea and snacks) were also good.
- Newsprints were displayed in the training hall.
- Sitting arrangement was also good.

(3-4) Good Practice:

- Participants' reflection: material for each school, OG for conducting RCW, and easy format are important. We are looking for coming days!

Others:

- All Participants and facilitators were punctual on time and attended in the whole sessions in 1st and 3rd day.
- Since there was Regular HT meeting in host RC, Two participants were absent in all session of the second day. One facilitator also in and out in the second day session.
- A budget issue is discussed. Participants also shared there might be no participation from SMC in RCW due to less per-diem rate. The Rs 150 is very few amount and not good enough even for the local transportation cost i.e. in some RC participants need to pay Rs300 bus fare one way to participate in the RCW.

PART 2

Please discuss the following with the District Facilitators and find out the situation.

1. Have all the community schools in the district formulated SIP?

1-1 Yes (), No (✓)

1-2 If “No”, about how many percentages of schools have formulated SIP? 90%

2. Do all the community schools in the district update SIP annually?

2-1 Yes (), No (✓)

2-2 If “No”, about how many percentage of schools update SIP? 25%

3. Have all the community schools in the district formed SMC?

3-1 Yes (), No (✓)

3-2 If “No”, about how many percentage of schools have SMC? 99% as 2 schools have not formed SMC due to internal conflict

4. Has training on school management been conducted? If so, please describe them.

No.	Training Content	When and how many days?	Who organized it?	Who participated it?
4-1	SMC management and leadership training	3 days in the 2 nd trimester of last year	RC	PTA chairperson, SMC chairperson, HT

5. What are the main challenges and constraints for SIP formulation and implementation?

- It is difficult for schools with Grade 1-3 to prepare SIP
- SIP is prepared but not implemented

6. What are positive aspects of R-ToT?

- Due to the presence of officers from DEO, RED, and DOE, clear messages were given when questions were raised
- School visit provided an opportunity of an interaction with real stakeholders, which was very valuable
- Sessions were practical with hands on activities

7. What aspects of R-ToT could be improved?

- There were many subjects to cover for 4 days and some went too fast

8. How do you utilize what you learned in R-ToT?

- To conduct D-ToT
- While preparing the session I am referring to my notes made during the R-ToT

9. How do you evaluate your understanding and skills on the following?

	Content	Excellent	Good	Normal	Poor
9-1	To train in SIP formulation and updating		✓		
9-2	To train in SIP implementation and monitoring		✓		
9-3	To prepare and facilitate D-ToT		✓		

- The facilitator says training hall management, material preparation could have been improved

10. What do you think of training materials?

- School-level material is user friendly and good to make the participants realize the importance of school management
- OG2 is excellent with objectives clearly stated and steps explained

11. What do you think of D-ToT Program?

- Working on SSA checklist without school visit is not as effective as with school visit as in R-ToT
- Good but it is better to include school visit

12. How are you going to monitor RC-W and SLW?

- DEO requested all SS attend the RCW of responsible RC so all SS will be involved in RCW

- DEO and Facilitator will visit some RCW
- RP will give the schedule of SLW to DEO
- SIP-CP had a plan of making a format to collect SLW information.
- SIP-CP reviewed the format we have drafted and found good. They will use the format for collecting information by RP using SMS and phones
- Information about SLW (Q. 1-5) will be collected by the end of April and that about SIP (Q. 6) will be collected by the end of June.

Monitored by:

Megha Nath Sharma (DOE)

Ramhari Das Shrestha (RED)

Bishnu Prasad Acharya (SISM2)

Masami Watanabe (SISM2)

Date: 27 December 2014

Memo of Joint Monitoring of Sankhuwasabha District-level ToT on SIP Formulation and Updating

Masami Watanabe (SISM2)

Objective:

To monitor the progress and the level of achievement of national dissemination of CD on SIP Formulation and Updating and to reflect the lessons learnt to the next activities.

Date: 6-8 January 2015

Place: Sankhuwasabha, Eastern Region

Monitoring Team (MT) for Sankhuwasabha D-ToT

No.	Name	Position and Organization
1	Mr. Narayan Krishna Shrestha	Section Head, Program and Budget Section, DOE
2	Mr. Tulashi Prasad Thapaliya	Director, RED Eastern
3	Mr. Yasumasa Nagaoka	Education Advisor, DOE/JICA
4	Mr. Bishnu Prasad Acharya	National Manager, SISM2
5	Ms. Masami Watanabe	Team Member, SISM2

DEO, Facilitator Team and Participants of Sankhuwasabha D-ToT

Position	Persons	Remarks
DEO	Mr. Ram Prasad Pande Mr. Chaitanya Prasad Niraula	• DEO changed on 8 th Jan, the third day of the D-ToT. Mr. Pande was the outgoing DEO and Mr. Niraula was the incoming DEO.
Facilitators	1. Komol Bahadur Khadka, SS (SIP-CP) 2. Santosh Kumar Baral, (TA)	• Both were participants of R-ToT Eastern
Participants	1. RP (13) 2. SS (2) 3. RT (5) and teacher (1) Altogether 21 as expected	• There are 15 RCs but two RP positions are vacant. • Among 21 only one participant was female (one female teacher).

Main Activities during the Monitoring Visit:

Date	Activity	Stay
Jan. 5 (Mon.)	<ul style="list-style-type: none"> Tulashi-ji moved from Dhankhuta to Khadbari, Sankhuwasabha by office vehicle 	Khadbari
Jan. 6 (Tues.)	<ul style="list-style-type: none"> Tulashi-ji observed the D-ToT in the morning and visited some schools in Khadbari in the afternoon. Monitoring Team (MT) from Kathmandu arrived at Khadbari at 15.40 due to a flight delay by 3 hours. MT from Kathmandu joined the D-ToT at 16.00 and observed the training together with Tulashi-ji till the end of the 1st day's session at 17.00. MT had a short meeting with DEO and two facilitators where we explained the objective and the process of monitoring and listened to the reflection of the day by the facilitators. 	Khadbari
Jan. 7 (Wed.)	<ul style="list-style-type: none"> In the morning Narayan-ji, Bishnu-ji and I had a short meeting about the overall monitoring plan. In the morning all MT members observed the 2nd day of D-ToT. In the afternoon Nagaoka-san, Bishnu-ji and I observed the training but Tulashi-ji and Narayan-ji were out of the training hall due to other business including an issue of DEO transfers. After the training, two DEOs, Facilitators, and MT had a meeting and discussed the day's progress for 45 minutes. 	Khadbari
Jan. 8 (Thur.)	<ul style="list-style-type: none"> Tulashi-ji left for Dhankuta in the morning. Bishnu-ji and I observed the 3rd day of D-ToT. Narayan-ji and Nagaoka-san visited Himalaya Higher Secondary School for 10.30 -12.55 and observed the training in the afternoon. After the training, MT had a meeting with Facilitators, DEO, and some longer serving SS to gather information (Part 2) 	Khadbari
Jan. 9 (Fri.)	<ul style="list-style-type: none"> Narayan-ji, Nagaoka-san, Bishnu-ji and I walked for 3 hours to Tumlingtar Airport due to bandh and flew back to Kathmandu. 	

Main Observation and Remarks:

- It was the second Joint Monitoring of cascade training of SIP Formulation and Updating.

- Active involvement and leadership of Narayan-ji, Head of Program and Budget Section DOE, together with Tulashi-ji, Director, RED Eastern, was instrumental. They led a reflection session with the facilitators and the DEO each day after the training.
- The two district facilitators were active in preparing and facilitating the whole training and completed the training effectively following the OG2.
- Altogether 21 participants (2 SS, 13 RP and 6 teachers) attended the training and most of them were actively involved in the session including group work and presentation, eager to share their experiences, opinions and ideas.
- Participants expressed that the training was interactive, participatory and practical and it was a good opportunity for them to learn how to prepare simple and implementable SIP in participatory way.
- Although RCW Plan was prepared, they were not sure how many RCW could be conducted as the budget for RCW and SLW was yet to be calculated.
- The district has been practicing monthly mobile phone monitoring over a year. RCW and SLW will also be monitored using this method as well as physical monitoring.
- During the stay in Sankhwasabha, overall monitoring plan was discussed with Narayan-ji and SISM2 team, which should be shared and discussed at the next T5 meeting.

Summary of individual monitoring report (Part 1) and the discussion with the Facilitators (Part 2) are found below.

Joint Monitoring of National Dissemination of CD on SIP Formulation and Updating (Monitoring Format of District-level ToT)

PART 1

District: Sankhuwasabha Venue: DEO Sankhuwasabha
 Date of D-ToT: 6-8 January 2015 Date of Monitoring: 6-8 January 2015
 Facilitator' Name and Position: 1. Komol Bahadur Khadka (SS),
 2. Santosh Kumar Baral (TA)

1. Summary of Participants:

	DEO Office	ETC	RP	I/NGO	Others (Specify)	Sub-total
Number of Participants	2	0	13	0	6 (5 RT and 1 teacher)	21

2. Your Observations

Please tick (v) one box for each of the descriptions from 1 to 13 in the following table.

[for example, 2/5 means 2 people selected the box out of 5 people who have responded]

Aspect	Extremely Agree	Agree	Partly Agree	Disagree	Remarks
2-1. Participants were actively participating	1/5	4/5			
2-2. Participants understood the importance of SIP.		5/5			
2-3. Facilitators were well prepared.	3/5	2/5			
2-4. Facilitators were good at mobilizing and facilitating the participants.	3/5	2/5			
2-5. Training materials/ tools were effectively used.	3/5	2/5			
2-6. School Self-assessment was good for discussion.	4/5	1/5			
2-7. Facilitators conducted training following the Training Plan	4/5	1/5			
2-8. Participants are now ready to conduct RC-W in their own RC		4/4			One member did not answer
2-9. D-ToT was conducted effectively in accordance with the objectives.	1/5	4/5			
2-10. D-ToT was conducted with strong leadership and supervision of DEO.		4/5	1/5		
2-11. A clear plan of RC-W was prepared.		3/3			Two members did not answer
2-12. Training materials for RC-W was properly distributed.	1/3	2/3			Two members did not answer
2-13. The overall management of the D-ToT was satisfactory.	3/5	2/5			

3. Please write your observation and remarks on the training.

(3-1) Sessions and Facilitation:

- Facilitators prepared and facilitated each session well in accordance with OG2.
- Both facilitators were active in preparation and facilitation and conducted the training effectively.
- Facilitators referred to SIP Formulation Guidebook when participants faced confusion.
- Outputs written on large paper were displayed on the wall in good order for reference.
- Between the two facilitators responsibility was clearly defined and conducted the sessions accordingly.
- Some sessions took more time than allocated in OG2 but most sessions were covered adequately.
- Facilitators spent time for group work and presentation but not much for plenary discussion.
- On the 3rd day, OG3 was not explained (maybe it was covered enough on the 1st day) and the content of SLW bag was not shown to the participants.

(3-2) Participants' understanding and involvement:

- All 21 participants were present for 3 days.
- Participants were keen to learn and engaged actively in the training including group work and presentation.
- Some participants raised relevant questions when they were not sure about the session.
- Many participants wanted to share good practices of schools which raised fund through different means.
- Participants' understanding regarding SIP has changed; "Before training, we asked HT to fill and submit the SIP, in this training we learned SIP should be prepared and updated, not filled in.
- Participants seemed to have understood the importance of SLW realizing that many activities can be carried out without or low budget to improve teaching and learning and learning achievement.

(3-3) Overall management:

- The training was well prepared and managed without any disruptions even though it coincided the change of DEO.
- Room and sitting arrangement was good. Outputs on large paper were displayed

nicely in the room.

- Each participant received the training materials.
- Time was tight as many participants wanted to express their ideas, opinions or examples.
- For the planning of RCW, a Section Officer led the session. The number of batches for each RC was not decided during the planning as the budget was yet to be calculated.

(3-4) Good Practice:

- Participants shared good practices of some schools to generate resources locally, such as asking each student to bring a maize to school once a month to sell, or growing cardamom in school ground by students and parents.
- The joint monitoring team's presence has probably worked positively and encouraged both the facilitators and participants to make the training effective.

(3-5) Others:

- Participants shared that the CAS and Social Audit are not functioning well in the districts. The intention of the CAS hasn't been realized by the many teachers.
- Facilitators were not well prepared with the cost estimation for RC-W (how much budget needed for RC-W and how many batches of RC-W, etc).
- On the 3rd day the DEO changed.

PART 2

Please discuss the following with the District Facilitators and find out the situation.

1. Have all the community schools in the district formulated SIP?

1-1 Yes (✓), No ()

There are altogether 379 community schools and all schools submitted SIP but one school submitted the previous year's SIP.

1-2 If "No", about how many percentages of schools have formulated SIP?

2. Do all the community schools in the district update SIP annually?

2-1 Yes (✓), No ()

2-2 If "No", about how many percentage of schools update SIP?

3. Have all the community schools in the district formed SMC?

3-1 Yes (✓), No ()

3-2 If "No", about how many percentage of schools have SMC?

4. Has training on school management been conducted? If so, please describe them.

No.	Training Content	When and how many days?	Who organized it?	Who are participants?
1	CD training	3 days, April-May 2014	RC	PTA and SMC chairpersons

5. What are the main challenges and constraints for SIP formulation and implementation?

- Schools tend to focus on physical aspect, not quality of education.
- Many SIPs are prepared for formality and too ambitious lacking reality.
- Not properly linked to education performance.
- Current situation is not analyzed before preparing SIP.
- Some schools have low capacity to analyze the situation and prepare SIP
- SIP is prepared without consultation of parents; no participatory approach

6. What are positive aspects of R-ToT?

- R-ToT uses the same contents as D-ToT
- Including school visit to internalize the learning

- OGs and reference documents are instrumental to follow
- The training was practical with group exercise which is also applied during D-ToT
- Good time management

7. What aspects of R-ToT could be improved?

- Sitting arrangement was too tight and the room was crowded
- Facilitator should have announced next day's activity in advance
- For job responsibility, day manager was easily decided but nobody wanted to be a reporter for the second day. It might have been better for the facilitator to decide who should take the responsibility.

8. How do you utilize what you learned in R-ToT?

- Ha Pa Ma (hand written on large paper) was introduced in R-ToT and followed in D-ToT so that it can be used in RCW.
- Dividing groups by counting 1, 2, 3 and changing the groups was used.
- Conduct the training following OG.
- Time gap between R-TOT and D-TOT made them rely on OG, not on their memory only.

9. How do you evaluate your understanding and skills on the following?

No.	Content	Excellent	Good	Normal	Poor
9-1	To train in SIP formulation and updating		✓		
9-2	To train in SIP implementation and monitoring			✓	
9-3	To prepare and facilitate D-ToT		✓		

10. What do you think of training materials?

- Quite useful, effective. If you read the documents 2-3 times, you understand them well.
- SIP FG is the most important document.
- OG and SLW Manual are clear.
- SIP FG, Annex 8, it has trimester only but it could be better for monthly

11. What do you think of D-ToT Program?

- Almost all sessions were covered based on the OG, achieving the objectives.
- Participants were interactive and done well.
- Presence of Joint Monitoring Team was incentive for all to do it well.
- Expected outputs are met.

12. How are you going to monitor RC-W and SLW?

- The district is geographically divided into 6 clusters and one person from DEO is assigned to supervise each cluster and monitor some RCW.
- Over a year monthly mobile monitoring (using mobile phone) is practiced from school to RP and from RP to DEO.
- The SLW and SIP Information Sheet will be collected during the Regular RP meeting.

Monitored by: Narayan Krishna Shrestha (DOE)
Tulashi Prasad Thapaliya (RED)
Yasumasa Nagaoka (JICA/DOE)
Bishnu Prasad Acharya (SISM2)
Masami Watanabe (SISM2)

Date: 9 January 2015

SISM2 UPDATE



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

September 2014 / Issue 3

INSIDE THIS ISSUE

P1: Message from SISM2

P2: Very best practice school stories from Dhading, Rasuwa and Solukhumbu

P3: Very best practice school stories from Rupandehi, Jumla and Doti

P4: More good practices from the testing districts

2nd year mission: Regional/national dissemination of the capacity development model

THANK YOU FOR COLLABORATING IN THE 1ST YEAR; AND LET'S CONTINUE OUR CHALLENGES TOGETHER

*Yoko Ishida, Ph.D.
Team Leader, SISM2 Project*

Namaste. First of all, on behalf of the DoE/NCED/CDC-JICA SISM2 Project, please let me congratulate our successful completion of the 1st project year mission. These achievement could be done with the huge efforts from all of our stakeholders; therefore, we would like to express our sincere gratitude to you all for your continuous contribution since SISM Phase 1.

As part of SSRP, the final goal of SISM2 is to improve student performance as a result of reduced repetition rates, reduced dropout rates, and better learning outcomes, which cannot be realized without appropriate support and collaboration among the central/local education administration, schools, and communities.

To achieve the goal, SISM2 has worked with central/local educational officers, schools and communities by encouraging them to discuss their school, their roles and responsibilities, and “what they can do to improve their school for their children” with their local resources.

During the 1st project year, SISM2 collaborated with the 4 districts; namely, Solukhumbu, Rupandehi, Jumla and Doti; together with the 2 districts of Dhading and Rasuwa, the pilot districts of the SISM Phase 1. So far, SISM2 has trained around 150 trainers (central-level to RC-level) and worked with around 2,000 schools in these 6 districts.

On July 25 (Fri), 2014, “SISM2 Testing Result Sharing and Networking Workshop” was conducted with the 136 participants from the central and local relevant agencies.

The experiences and good practices were reported by the 6 districts mentioned above, which evidenced that we had been heading in the right direction. 1 very best practice school and 2 best practice schools chosen by each of the 6 districts were awarded, which are introduced in the following pages (P2 and P3).

Based on the 1st year achievement, we would like to request you to further collaborate with us for our children to complete the 2nd project year mission: “The Regional/National Dissemination of the Capacity Development Model”, which is briefly introduced in the last page (P4) of this UPDATE.



Opening of the Workshop

GOOD PRACTICES IN DHADING

In Dhading, **Dol Bhanjyang Higher Secondary School** (Pida VDC) was selected as the very best school. Dol Bhanjyang HSS regularly updates SIP with active participation of all stakeholders. In that process, they identified and prioritized new initiatives with low budgets, which included:

- 1) Improvement in child friendly teaching environment for active and lively participation of students and teachers;
- 2) Strengthening of child club activities focusing on teachers' records keeping: such as teachers' attendance record, lesson plans, daily and monthly teaching work assessment, homework and punishment record etc.;
- 3) Promoting students/mothers' group activities including cleaning of school premises, child friendly gardening, producing goods from solid waste (plastic bags), publishing regular wall-magazine, and exposer visit program; and
- 4) Conducting ICT classes/training and extracurricular activities with stable power supply through a solar power system.



Child Club Meeting

Their Child Club was recognized as '*Best Child Club*' in Dhading. Furthermore, through the activities above, Dol Bhanjyang HSS has reduced dropout rate and improved learning achievement and received Best Chairperson Award, Social Action Project winner, International School Award held by British Council in 2071.

Bal Mandir Lower Secondary School (Dhadingbesi) and **Salyantar Higher Secondary School** (Salyantar VDC) were chosen as best practice schools in Dhading.

GOOD PRACTICES IN RASUWA

In Rasuwa, **Bhuvaneshwori Primary School** (Laharepauwa VDC) was chosen as the very best practice school. Bhuvaneshwori Primary School was established in 1989. When the Nuwakot-Dhunge High-way was widened, the school facilities were renovated by the joint efforts of community members, the road construction committee and DEO.

In the discussions during the school-level workshop to update SIP, the community members and the school management recognized that the social, ritual and household events and activities had positive and negative influence to the students' absenteeism and learning achievement. To improve the situations, they identified and prioritized the possible activities with low or no budget. And not only planning, they have implemented accordingly.

The school organizes birthday events for students, takes care of plants in the garden created by the parents, conducts an orientation for disaster mitigation programs, and monitors the school performance together with all stakeholders.

The Child Club has been revitalized to keep the record of stationaries & scholarship distributed to the students. The students become more attentive in their study, complete their homework in time and regularly attending the school with clean and tidy school uniform. Even after completing this primary school, the students have had good performance, which might be the outcome of the updated SIP.

Nirkubhume Higher Secondary School (Saramthali VDC) and **Grya Lower Secondary School** (Getlang VDC) were chosen as best practice schools in Rasuwa.



Recently Renovated Classrooms

GOOD PRACTICES IN SOLUKHUMBU

Through the capacity development initiatives carried out together with DEO and SISM2 in Solukhumbu district, the majority of the community schools have yielded positive results in the SIP formulation and updating process. Out of 271 community school, **Shree Kalika Primary School**, under Birendrodarya Higher Secondary Resource Centre of Mukli (Deusa VDC) was selected as the very best school as per the DEO evaluation process in Solukhumbu.

The reasons for selecting this school are the followings:

- 1) The school prepared the SIP and submitted to DEO in time, with more realistic activities with low or no budget included.
- 2) Following the resource person's guidance, the school and SMC members actively participated in the workshop.
- 3) The stakeholders of the school, mainly the parents' attitudes, have been dramatically changed after they understood the SIP was to improve quality of their school education, which would lead to their children's future.

As the activities are identified and prioritized based on the school self-assessment process, the stakeholders assured that the SIP is simple and realistic. They have become ready for implementing the SIP activities.

Beni Lower Secondary School (Beni VDC) and **Garma Secondary School** (Garma VDC) were chosen as best practice schools in Solukhumbu.



School Level Workshop

GOOD PRACTICES IN RUPANDEHI

Janapriya Secondary School (Devdaha VDC) was chosen as the very best practice school in Rupandehi.

Mr. Gayetri Prasad Kharel, head teacher and Mr. Keshav Raj Sharma Parajuli, SMC Chairperson attended the RC-level ToT and realized the importance of participatory and consultative SIP process. They organized a school-level workshop with parents, SMC/PTA, students, mothers' group representatives, community leaders and social workers. The participants analyzed the problems of the school and prioritized the activities as per the need of the school in SIP.

In the updated SIP, there are low/no budgetary activities: such as home visit; teacher-parents interaction; parents gathering; facility maintenance; soil conservation; and day tiffin etc. They prepared action plan to improve the river bank to address the flood damages, also.

After SIP updating, they took immediate action to generate the funds both from the community and from the local service providers. Due to strong facilitation from SMC and head teacher, they succeeded to collect NPR 387,666.00 from the local inhabitants for the implementation of above mentioned SIP activities.

The keys of their success were SMC Chairperson and head teacher's strong sense of leadership and the teachers' good team-work. Mr. Parajuli said that due to the participatory SIP updating process, the parents became more aware of their roles and participated actively.

Himalaya Lower Secondary School (Rudrapur VDC) and **Meudihawa Primary School** (Siddarthanagar) were chosen as best practice schools in Rupandehi.



Resource Mobilization

GOOD PRACTICES IN JUMLA

Bhagawati Primary School (Chandan Nath) was chosen as the very best practice school in Jumla. The school faced difficulties in bringing children to the school. To address this critical problem of the students' low attendance rate and low education performance, the SMC and school team conducted the school level workshop, envisioned good school image with all stakeholders, and made commitment to bring all ideas into action.

Consensus was made by illustrating good school for children's better learning. An action plan was prepared to address the issues and reflected in SIP. The physical structure was considered as good enough; so, most of the priority activities were not directly related to facility improvement. As immediate actions, improvement in school management and teaching approaches and creating child friendly environment were chosen. By reviewing the previous SIP, extra-curricular events were identified to increase the student's attendance with better learning achievements by 60% improvement from the present.

With more practical and implementable SIP, the school is becoming more child friendly. Students and parents are cooperative and participate every events of the school. The school is well managed by community. The student's enrolment increased, because 7 children joined the school from the private school. The school believes that SIP is an important tool of school management and enables them to improve the education quality and to shape the children's future.

Setibada Secondary School (Kudari VDC) and **Dev Laxmi Lower Secondary School** (Ghodemaddev VDC) were chosen as best practice schools in Jumla.



School Level Workshop

GOOD PRACTICES IN DOTI

When selecting the best practice schools, it was found that all community school had already updates the SIP following the SIP Formulation Guidebook. Base on the selection criteria, **Radha Krishna Higher Secondary School** (Gopgaht VDC) was selected as the very best school in Doti.

Mr. Arjun Kumar Balayar, head teacher and Mr. Harka Bahadur Balayar, SMC Chairperson, who attended the RC-level ToT, well facilitated the participants in discussing and identifying the priority problems through school observation and by using the school self-assessment checklist. When preparing the plan, special attention was given by the participants to "whether these activities can be done with low or no budget". "To prepare a realistic, innovative and implementable plan" was considered as the basic rule during the workshop. Most seriously, the participants discussed how to improve the students and teachers' absenteeism and the students' learning achievement.

The teachers/students' attendance record is monitored by Child Club by giving special attention to weaker students. Child Club has become more active, which makes class room clean and tidy. There is harmonized relationship built among the parents, teachers, students and local community. The school garden with a variety of flowers watered by students and teacher regularly. It improves teaching environment and inspire the students to learn & study well.

Mahakali Secondary School (Mudegaun VDC) and **Durga Secondary School** (Dewali VDC) were chosen as best practice schools in Doti.



Radha Krishina HSS

MORE GOOD PRACTICES FROM THE TESTING

In addition to the very best practices school stories, during the SISM2 field visit, RPs monitoring, and wrap-up meeting with the target schools of the 1st project year, there were various good practices reported from the other schools, as well. The following are some of the sample cases:

(1) Learning from Participatory and Consultative Experiences:

SIP updating process with participatory and consultative approaches encourages information sharing a community participation to school management. In the past SIP was developed without information and participation of the stakeholders. Now it is prepared with active participation of all stakeholders.

(2) Awareness of SIP Objectives and Functions:

Parents and SMC members realize SIP as an effective tool to improve school management to achieve the good future of their children. Furthermore, with SIP, they may get funds from VDC, DDC, NGO etc.

(3) More Community Members Mobilized:

More parents and students are involved in SIP formulation and update activities; therefore, their needs are reflected to the plans. Schools have practiced to mobilized representatives of Child Club and students for collecting out of school children data. Additionally, most of the schools focus on the mobilization of mother group to the school activities, which create good results.

(4) Revitalized Communication among Schools, Parents and Community Members:

Many schools respond that they hold guardian meeting at least twice a year. If any student is absent more than 2 days class teacher contacts to his/her guardian. Some schools organize a regular meeting with the parents of dalit and the other ethnic groups to discuss challenges they face.

(5) SIP Activities Planned and Implemented:

There are various low and non-budgetary activities planned in SIP. Those activities are home visit, no mobile phone in a classroom, teacher-parents interaction, parents gathering, facility maintenance, soil conservation activity, school lunch (snacks) etc. Not only they plan, but also they raise funds and implement the activities.

The important thing for us is to encourage them to continue these good practices, instead of making these activities only one time event.

2ND YEAR MISSION: REGIONAL/NATIONAL DISSEMINATION OF CAPACITY DEVELOPMENT MODEL TO IMPROVE SCHOOL MANAGEMENT

Based on what we achieved in the 1st project year, the SISM model including cascade training program, contents and training materials have been updated. In the 2nd project year, DoE, NCED and CDC will conduct the Regional/National Dissemination of the capacity development model (updated SISM model) to achieve the goals of the School Sector Reform Plan (SSRP), in collaboration with SISM2 Project.

The Dissemination aims at nation-wide capacity development of central and local educational officers, schools, and SMCs/PTAs in school management for realizing child friendly school environment and for improving students' academic performance.

It include the components of 1) cascade trainers' training, 2) school level workshop, and 3) distribution of key training materials and cover the remaining 69 districts which are not yet covered by SISM Phase 1, together with our 6 mentor districts (testing districts and follow-up districts). More detailed information will be provided through the next issue of UPDATE.



SISM2 UPDATE



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

December 2014 / Issue 4

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Education Shapes the Values, Skills, and Knowledge – SISM2 Team Leader

P2-3: Reflections of Regional-level ToT for capacity development in SIP formulation and updating in five regions

P4: District-level ToT schedule
Upcoming Activities

Experience Sharing of UNESCO ESD World Conference in Japan

Ms. Chitrlekha Yadav, Minister for Education

I joined the World Conference on Education for Sustainable Development (ESD) held by UNESCO on November 10-12, 2014 in Japan. Some 1,000 participants from all around the world attended at this UNESCO conference.

In this conference, on 10th of November, JICA organized a side-event titled “Creating Enabling Environments for Successful ESD: Practices and School-based Management (SBM) in Asia and Africa”.

As one of the panelists of the JICA side-event,

I had an opportunity to introduce our efforts in strengthening SBM in Japan to the audience (60-70 education specialists from all over the world). In my message, I particularly stressed the SMC’s important role in improving the teaching and learning environment which was proved by various evidences produced by many schools through the activities to develop capacity in SBM, such as SISM2, in Nepal in the past couple of years.

I also joined a tour of visiting some schools and universities in Nagoya City on November 13th, organized by JICA, where I could have good cultural exchanges with the teachers and the students.

Finally, I would like to thank UNESCO and JICA for arranging this opportunity.

Additionally, I appreciate SISM2’s efforts and request all of the stakeholders in basic education to further strengthen the collaborative efforts to strengthen SBM for providing better teaching/learning environment for our children in Nepal.



Minister’s Presentation

Education Shapes the Values, Skills and Knowledge

Yoko Ishida, Ph.D.

Team Leader, SISM2 Project

“Education shapes the values, skills and knowledge required to build sustainable societies”, which was mentioned by Ms. Irina Bokova, Director-General of UNESCO at the very beginning of her message at the UNESCO World Conference. UN Decade of ESD (2005 to 2014) has been promoted by aiming at integrating the principles and practices of sustainable development into all aspects of education and learning.

As introduced in Honorable Education Minister’s message above, JICA organized a side-event on 10th November during the UNESCO ESD World Conference to share their good experience in strengthening SBM with community participation: one is SISM2 in Nepal and the other is the School for All Project in Niger. Since these projects have produced various evidence how SBM could contribute to the improvement in teaching/learning environment, the JICA side-event was successful with many UNESCO-Conference participants actively attended.

At the end of the UNESCO-Conference, “Aichi-Nagoya Declaration on ESD” was made by the UNESCO member states by agreeing to reflect ESD in the post-2015 agenda.



National Dissemination of Capacity Development Model to Improve School Management Started!

SISM2 conducted “Regional-level ToT (R-ToT) for capacity development in SIP formulation and updating” in five development regions, Central, Western, Eastern, Mid-Western and Far-Western, in November 2014 collaborating with DoE, MoE, CDC and NCED. R-ToT is followed by District-level ToT (D-ToT) in Dec. 2014 and Jan. 2015 as shown on the last page.

R-ToT's participants were 2-3 officers from each district. Mainly they were DEO, Acting DEO, Section Officer, ETC trainer and School Supervisors. All participants seriously participated to the four-day training.

MoE and DoE officers, who received the Central-level ToT in the previous year, played an important role as facilitators and actively facilitated some sessions during the R-ToT.

The following are the reflections by all REDs about R-ToT, expressing their learnings and showing willingness to their next steps.

CENTRAL: Mr. Krishna Prasad Kapri, Director, and Balakrishna Chapagain, Deputy Director, RED

RED in Central region conducted R-ToT from November 6 to 9, 2014. Participants were district level trainers who would conduct the D-ToT in their respective districts. Two persons participated from each district except Rasuwa and Dhading.

The R-ToT was implemented in an interactive mode. Although the participants were very heterogeneous in nature, the contents of the program and the delivery design of the facilitators made the training lively.

It was like a refresher type training because there was training of micro educational planning such as DEP, VEP, and SIP fourteen years ago. At that time, trainers were upgraded enabling them to conduct ToT on micro educational planning. Also, capacity development activities for stakeholders and the member of SMC, PTA, VDC, as well as students were implemented. The training focused on planning approaches and documentation format based on the issues they had explored in the training.

In this R-ToT, however, school data and statistics were analyzed, and it made common understanding on the issues and needs of the school. In addition, during the training, participants visited schools and roughly drafted SIP based on the discussion with SMC and PTA members, as well as teachers and students. Their active participation showed that we needed corrective action to formulate the chart and table regarding different information indicators.

Through the training, the participants improved their skills for SIP, and they were able to design their SIP by themselves. They have more confidence now and are able to demand more resources to strengthen their capacity, and ultimately their motivation must bring better schools in their villages. RED Hetauda is planning to monitor D-ToT for an effective outcome and smooth implementation in the respective districts.



Group work at R-ToT in Central Region

EASTERN: Dr. Tulashi Prasad Thapaliya, Director, RED

It is believed that schools make a lot of differences to student's life. One happens to get enrolled in a school, and that determines many possibilities of his/her life. So, improving and running schools in the best possible ways are the prime concerns of educational management.

Since each school is unique in terms of its context, every school should have the way of its improvement. School Improvement Plan (SIP) is a tool for that purpose. While formulating SIP, schools follow a strategic process for the transformation of the school. In the end, a strategic plan is prepared, but the process itself is considered more important than the final document.

Schools need to take initiatives for its improvement. Sometimes such initiatives come from the school leadership or propelled by external pressures: increased parental demand, performance evaluation, presence of some competitors, etc. In any case, the realization and drive for change and improvement should come from school itself.



Group work facilitated by Dr. Tulashi Prasad Thapaliya at R-ToT

Capacity of schools for taking initiatives, improvement of SIP formulation process, and implementation of a school development program are critical. To cope with these challenges, R-ToT was organized so as to develop capacity of the District level trainers. The main features of the four-day capacity development workshop can be summarized as below:

- Following a logical sequence from situation analysis to visioning for school development and gaining practical insights through school level workshop;
- Utilizing the practical tools, formats and meticulously-designed program;
- Utilizing the experiences of the participants through their active involvement in the process.

Finally, the participants finalized the tentative D-ToT schedule and shared it with RED and SISM2 team. RED is planning to monitor D-ToT to ensure effective delivery of the training.

WESTERN: Mr. Khem Raj Poudel, Deputy Director, and Ms. Basundhara Thapa, Section Officer, RED

RED in Western region conducted four days SIP Regional Trainers Training on 12-15 November, 2014 in Pokhara, Kaski. There were altogether 34 participants. For the first two days the training focused on the experience sharing, discussion, identifying the key issues and concerns on SIP formulation by the participants. The program covered situation analysis, student's absenteeism, and learning achievement under the technical aspect of the SIP as well. On the third day, the field visit was carried out to have a practical experience at school. On the last day of the training, D-ToT schedule of this region was prepared and shared it to DEO to prepare accordingly.

General observation of the R-TOT:

- Participants were well covered. D-ToT is realistic and practical.
- It is realized that it can be linked with DEP and VEP
- SIP can address some indicators of Child-friendly School program
- SIP formulation format is a simple and applicable to a grassroots level as well. But only following format, the creativity of the school might be lost.



School data analysis at R-ToT

MID-WESTERN: Mr. Surya Kiran Bhandari, Deputy Director, RED

R-ToT on School Improvement Plan formulation and updating was conducted on 23-26 November, 2014. There were 31 participants from 15 Districts. The four-day R-ToT focused on analysis of a present situation, SIP formulation and implementation, challenges and efforts to improve SIP. The program also contained reviewing SIP Guidebook to strengthen and enhance the participants' analytical skills on school data.

The participants gained technical knowledge, skills and experiences in analyzing student attendance, achievement record, School Self-Assessment, and practiced facilitation skills. The training was very realistic and practical as participants interacted, discussed with all stakeholders during a school visit. The regional director has been monitoring the ToT and providing guidance, it is believed that the training accomplished the following achievements:

- SIP formulation process has become more effective and practical than in the past.
- Upgraded human resources are developed on SIP formulation
- Since it is completed package reflecting the result and lesson learned of the past, the trainers' participation was meaningful.
- School Self-Assessment made situation analysis prioritization process and steps easier and simpler.
- The active participation of the stakeholders increased ownership in the SIP process.
- RED will support DEO to conduct D-TOT, follow up and monitoring the progress linking with other programs being implemented in this region.



Preparation Meeting for R-ToT

It is true that the active participation of stakeholders in SIP formulation process will make them more responsible and accountable in school management. Therefore, SISM model of SIP formulation should be integrated with another program under Ministry of Education that improves the students' absenteeism, a dropout rate, and learning achievement.

FAR-WESTERN: Mr. Ram Hari Das Shrestha, Director, RED

School Improvement Plan is implemented in all community schools across the nation since 2001/2002. It is an ongoing process with regular updating based on the result and lesson learned of SIP over the period.

R-ToT was conducted on 23-26 November, 2014 to train the trainers of this region. The training inspired the trainers enabling them to conduct district level training on SIP formulation and updating. It also improved their ownership on SIP formulation process and internalized SIP accordingly. Moreover, the training focused active participation of the stakeholders through the discussion and interaction with the situation analysis of the school. The participants realized that the ToT program is very realistic and practical that reflects the real situation.

All participants can utilize the skills and knowledge learned through the training to make SIP more effective. RED will commit to making D-ToT credible and fruitful with technical support.



School data analysis by students at school visit during the R-ToT

DISTRICT-LEVEL TOT HAS STARTED

District-level ToT (D-ToT) for capacity development in SIP formulation and updating will be held in 69 districts this year except Dhading, Rasuwa, Rupandehi, Doti, Jumla and Solukhumbu where D-ToT was already conducted during SISM1 and the first year of SISM2.

SISM2 will conduct D-ToT in 30 districts in Central and Western regions, while DoE is responsible for the remaining 39 districts. Some districts have already started D-ToT soon after R-ToT.

SISM2 is to dispatch the training material package, consisting of SIP Formulation Guidebook, School Level Workshop Manual, SSA Check List, Supplemental Book, and Child-Friendly Poster, to all 69 districts before D-ToT. The training package contains RC-level and School-level training materials as well.

The schedule of D-ToT in 69 districts are shown below.

Central	Date	Eastern	Date	Western	Date	Mid-Western	Date	Far-Western	Date
Mahottari	Dec 2-4	Okhaldhunga	Dec 17-19	Kaski	Dec 28-30	Pyuthan	Jan 2-4	Darchula	Dec 21-23
Kavrepalanchok	Dec 2-4	Dhankuta	Dec 19-21	Mustang	Dec 28-30	Banke	Jan 6-8	Kailali	Dec 21-23
Dhanusha	Dec 5-7	Bhojpur	Dec 19-21	Myagdi	Jan 2-4	Dang	Jan 9-11	Bajhang	Dec 23-25
Bara	Dec 8-10	Udayapur	Dec 19-21	Syangjya	Jan 2-4	Dailekh	Jan 17-19	Baitadi	Dec 24-26
Rautahat	Dec 9-11	Taplejung	Dec 21-23	Baglung	Jan 7-9	Surkhet	Jan 18-20	Dadeldhura	Dec 24-26
Sarlahi	Dec 12-14	Terhathum	Dec 21-23	Lamjung+Manang	Jan 7-9	Jajarkot	Jan 18-20	Kanchanpur	Dec 25-27
Parsa	Dec 12-14	Khotang	Dec 21-23	Parbat	Jan 11-13	Salyan	Jan 22-24	Bajura	Dec 25-27
Chitwan	Dec 16-18	Panchthar	Dec 30-Jan	Gorkha	Jan 16-18	Bardiya	Jan 25-27	Achham	Dec 25-27
Kathmandu	Dec 17-19	Ilam	Dec 30-Jan	Palpa	Jan 16-18	Kalikot	Jan 29-31		
Sindhuli	Dec 18-20	Jhapa	Dec 30-Jan	Tanahun	Jan 21-23	Rukum	Feb 4-6		
Makwanpur	Dec 19-21	Morang	Jan 4-6	Gulmi	Jan 21-23	Rolpa	Feb 7-9		
Ramechhap	Dec 22-24	Sankhuwasabha	Jan 6-8	Nawalpalsi	Jan 26-28	Dolpa	Feb 8-10		
Dolakha	Dec 23-25	Saptari	Jan 6-8	Arghakhanchi	Jan 26-28	Mugu	Feb 8-10		
Nuwakot	Jan 4-6	Sunsari	Jan 11-13	Kapilbastu	Jan 31 to Feb 2	Humla	Feb 17-19		
Sindhupalchok	Jan 7-9	Siraha	Jan 11-13						
Lalitpur	Jan 12-14								
Bhaktapur	Jan 29-31								

UPCOMING ACTIVITIES (January-March 2015)

No	Activity	Month	Place
1	D-ToT and RC-W in 69 Districts	Dec. 2014-March 2015	69 Districts
2	Joint field monitoring in selected five districts and other districts	Dec. 2014-March 2015	Dadeldhura, Sankhuwasabha, Kalikot, Bhaktapur, Kapilbastu, etc.



“Dream School Project” is....

a newly developed education campaign
to collect “Dream School” ideas from the children
and to learn from them by asking:

*“If you were a head teacher,
what type of “Dream School” would you create?”*

This campaign aims to bridge schools and communities and to
motivate community members to come to school.



We need toilet!



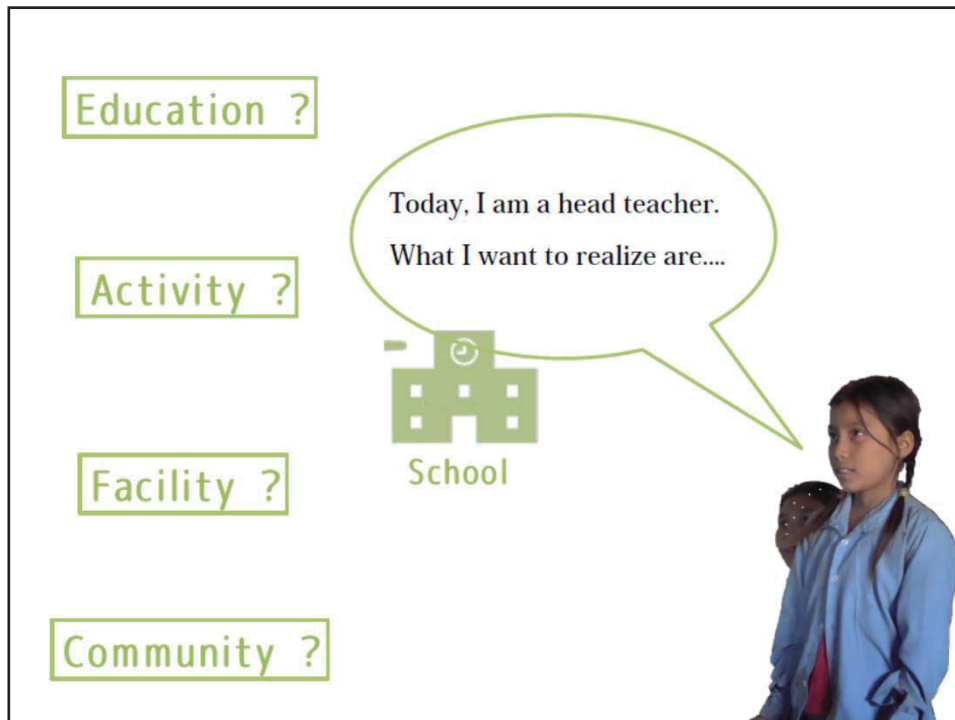
We need library!



We need lunch!



We want playground!

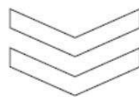






Approach

Instead of only following top-down instruction,
We will challenge to build children's Dream School.

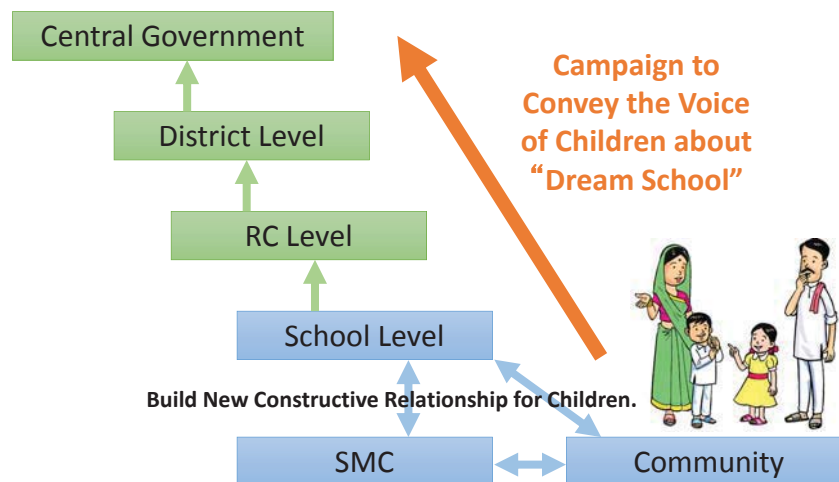


Think and Change School from Children's Viewpoints

Kids' S I P

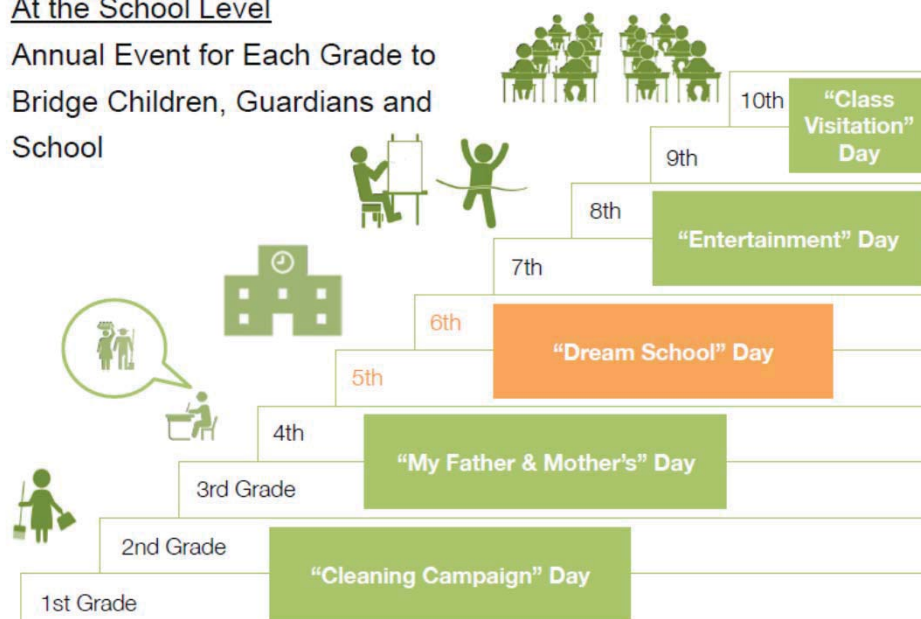
Ideas from Children, Actions from Grown-ups

Cascade Model from School to Government



At the School Level

Annual Event for Each Grade to Bridge Children, Guardians and School





List of Equipment Procured

No.	Item	Quantity	Funded by	Custody
1	Desktop Computers (assembled I3)	2	JICA	Office
2	Laptop (Lenovo I5, thinkpad)	5	JICA	Office staff
3	Laptop (HP, ultrabook)	1	JICA	Office staff
4	Kyosera FS 6025(Printer - Multipurpose)	1	JICA	Office
5	Canon 6300dn(Printer)	2	JICA	Office
6	Pixma ip100 Printer	2	JICA	Office
7	LCD Projector (Epson-EB-S11)	2	JICA	Office
8	Mitsubishi Pajero Sports Car	1	JICA	Office
Stationaries/Consumables				
9				
10	Canon A4000 Camera with 8GB Memory	3	JICA	Office
11	Telephone Sets	2	JICA	Office
12	CANON MX377 Fax Machine	1	JICA	Office
13	Mobile Set (SAMSUNG-E120s)	3	JICA	Japanese Expert
14	Microsoft Office 10 Student Version	5	JICA	Office
15	Anti-virus(Quick Heal)	7	JICA	Office
16	TP-link(Wi-fi router)	1	JICA	Office
17	UPS, perfect(for desktop)	2	JICA	Office
18	Wi-Max Outdoor CPE	1	JICA	Office
19	Stabilizer	1	JICA	Office
20	Ncell Data	5	JICA	Office
21	NTC Post Paid SIM card	1	JICA	Sato
22	NTC Pre Paid SIM card	2	JICA	Tsurumine
23	USB Flash Drive 8GM	4	JICA	Office
24	USB Flash Drive 4GM	2	JICA	Office
25	Samsung External HDD (1TB) 2.0 USB	1	JICA	Office
26	Inverter(3 KVA)	1	JICA	Office
27	Exide Battery	8	JICA	Office
28	Dectaphone ic recorder	2	JICA	Office
29	Flipchart board stand	1	JICA	Office
30	Extension Cord, Multiple outlet	4	JICA	Office
31	Multi-pin Sockets	6	JICA	Office
32	Water Dispenser	1	IDCJ	Office
33	Aqua Jars	3	IDCJ	Office
34	EXM Thermopot 6.8Litter.	1	IDCJ	Office
35	Table lamp	2	IDCJ	Office
Furniture				
36	Working Desks	9	JICA	Office
37	Revolving Chairs, Small	10	JICA	Office
38	Cabinet with locker	1	JICA	Office

List of Documents and Reports

S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
A. Policy, Act, Rule and Strategies Planning Documents					
1	Information and Communication Technology(ITC)in Education Master Plan 2013	English	MoE, ITC	Jan 2013	Soft copy
2	NCED Policy, The Policy Provision, Teacher Training	English	NCED	Jan 2005	Soft copy
3	National Planning(2067/68–2069/70)	Nepali/Eng.Unofficial translation	NPC	Jul 2013	Soft copy
4	National Planning(2070/71–2072/73)	Nepali/Eng.Unofficial translation	NPC	Jul 2013	Soft copy
5	Education Act 2028 and Education Rules, 2059	English, Nepali	Govt.web	Jan 2010	Hardcopy, Original book in Nepali
6	Preparation for Effective Implementation of SSRP 2009–2015, Teacher Development Policy Guideline	English	NCED	Jan 2011	Hard copy
7	SSRP, Annual Strategic Implementation Plan, Annual Work Plan and Budget(2013–14)	English	MoE	2070/71(2013/14)	Hard copy
8	National Framework on Child Friendly School	Nepali/Eng.Unofficial translation	MoE	2067(2010–11)	Original book,Soft copy
9	Non-Formal Education Policy	English,Nepali	MoE	2007	Original book
10	Curriculum QDC Framework (Class 9–12)	Nepali	GDC	2068(2011–12)	Original book
12	SSRP, Vulnerable Community Development Framework(VCDF)	English	MoE	Jul 2009	Hard copy
13	Curriculum Format Class 9–12, 2069	Nepali	GDC, Sanathimi	2069(2012–13)	Hard copy
14	Non-Formal Education Policy 2063	English	Non-Formal Education Center	2007	Hard copy
15	Non-Formal Education Policy 2063	Nepali	Non-Formal Education Center	2063(2006–07)	Hard copy
16	The program conducted by Ministry of Education	Nepali	DEO, Doti	2069/070 (2012–14)	Hard copy
17	Childfriendly Local Governance National Strategy	Nepali	Ministry of Local Development	2068(2011–12)	Softcopy
18	SSRP Status Report-2012	English	DoE	2012	Original book, Hard copy
19	Strategy Paper for ECD in Nepal	English	UNESCO, DoE	2004	Original book, Hard copy
20	Status Report-2012-SSRP,Second Higher Education Project, EFA, Community School Capacity Development Program	English	MoE, DoE	2011	
21	Function, Duties and Power of DG,DEO,DEC,VEC,RP	English	Education Rules(2002)		Complied by SISM2
22	SSRP Annual Strategies Implementation Plan and Annual Work Plan and Budget 2014–15(2071/71)	English	MoE	2014–15	Soft copy, Hard copy
23	Strategy and Action Plan to bring out of school children into basic education	Nepali	DoE		Soft copy
B SISM2 1st Year Reports					
1	Record of discussion on SISM2 between MoE, DoE and JICA	Language	Publisher/writer SISM2	Year Jul 2013	Remarks Hard copy
2	Inception report, Project SISM 2	Japanese, English	SISM2	Jul 2013	Hard copy
3	1st Project Year Completion Report-SISM2	English	IDCJ.SISM2	Jul 2014	Original
4	Baseline Survey Report of the Regional National Dissemination of SISM Model	English, Japanese	IDCJ.SISM2	Jul 2014	Original
5	Program Implementation Manual(Summary),School Level Workshop Manual Annex	Eng.Unofficial translation	SISM2	Feb2014	Soft copy, Hard copy
6	SISM2 Testing Result Sharing and Networking Workshop	English	SISM2	July 25 2014	Soft copy, Hard copy
7	Testing Achievement Report	English, Japanese	IDCJ.SISM2	Jul 2014	
8	C-To-T for SIP Formulation/Updating and Monitoring	English	SISM2	Dec 2013	Hard copy
C. Data and Statistics					
1	Flash 1, School Statistical Data Form-2070(2013/14)	Language	Publisher/writer DoE	Year 2070(2013–14)	Remarks Soft copy, Hard copy
2	Flash 2, School Data Form-2069(2012/13)	Nepali/Eng.Unofficial translation	DoE	2069(2012–13)	Soft copy
3	Flash 1,School Statically Data Form-2071(2014/15)	Nepali/Eng.Unofficial translation	DoE	2071(2014–15)	Soft copy, Hardcopy
4	Flash 2, School Data Form-2070(2013/14)	Nepali/Eng.Unofficial translation	DoE	2070(2013–14)	Soft copy, Hardcopy
5	District and VDC Profile of Nepal	English	Intensive Study and Research Center	2013	Original book,Hard copy

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S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
6	Flash 1 Report 2069(2012-013)	English	DoE	2012-13	Original book, Hard copy
7	Flash 2 Report 2068 (2011-012)	English	DoE	2011-12	Original book, Hard copy
8	School Level Educational Statistics of Nepal, Consolidated Report 2012(2069)	English	DoE	2069(2012-13)	Original book, Hard copy
9	School Level Educational Statistics of Nepal, At a glance 2069(2012-13)	English	DoE, Research and Educational Information Management Section	2069(2012-13)	Original pamphlet
10	VDOs Profile of Nepal	English	Intensive Study and Research Center	2008	Hard copy
11	Flash 1, Report 2070(2013/14)	English	DoE, MoE	Nov 2013	Original book
12	Flash 2, Report 2069(2012/13)	English	DoE, MoE	Sep 2013	Original book
13	Nepal Education in Figures 2013	English	MoE(Monitoring, Evaluation and Supervision Division, REMIS)	2013	Hardcopy
D	Manual/Guidebooks/Directives/Booklets	Language	Publisher/writer	Year	Remarks
1	SSRP Directives(Class9-12)	Nepali		2068(2011-12)	Softcopy
2	SSRP Safety Design Summary and Implementation Documents	English			Softcopy
3	Collection of Directives, Circulation and notices from Department	Nepali/Eng.Unofficial translation	DoE		Hard copy
4	RP Management Guidelines	Nepali/Eng.Unofficial translation	NCED		Soft copy
5	Format for Social Audit(at school level)/Nepali	Nepali			Hard copy
6	Guidelines for Social audit	English	AIN	2010	Original, Hard copy
7	School Accounting Manual, draft	Nepali/Eng.Unofficial translation	MoE, DoE		hard copy, soft copy
8	Enumerator Training Manual	English	WFP		Soft-web, Hardcopy
9	Head Teacher's Leadership capacity building training,Implementation Handbook	Nepali	MoE/NCED	2068(2011-12)	Hard copy, 2 copies
10	RP training guidelines	Nepali/partly English unofficial translation	NCED		Received from NCED on Aug.2013, Soft copy
11	Training course on Educational Management Training for Gaz- 3 Officers	English	NCED	2012	Hard copy, soft copy
12	School Management Committee Training Support Booklet(2062)	Nepali	DoE, COPE, SCF	2062(2005-06)	Original, Hard copy
13	SMC training TOT manual-COPE	Nepali	COPE	2005	Soft copy/obtained from DoE)
14	Resource material for effective implementation of Educational Program	Nepali	DoE	2068(2011-12)	Original book
15	School Peace Zone National Framework and Implementation Guideline	Nepali	MoE	2068(2011-12)	Original book
16	Primary Child Development Program Operation Guidebook	Nepali	MoE	2061	Original book
17	Ethiopia JICA education project, Micro Planning Training Module4-Indicators	English	Received from Ishida san		Softcopy, Hardcopy
18	Malawi JICA Project for micro planning and school mapping- Training module	English	Received from Ishida san		Soft copy, Hard copy
19	Child friendly School Self Assessment Resource Manual 2070	Nepali	DoE(School Management Section, Primary)	2070	Hard copy,2 copies
20	Informal School Operational Manual	Nepali	MoE	2065(2008-09)	Softcopy(obtained from DoE)
21	Institutional School Partnership and Support Guideline	Nepal		2066(2009-10)	Softcopy(obtained from DoE)
22	MLE Implementation Guideline	Nepali	MoE	2066(2009-10)	Softcopy(obtained from DoE)
23	SZOP National Framework and Implementation Guidelines	Nepali	MoE	2068(2011-12)	Softcopy(obtained from DoE)
24	School Grant Operation Directives	Nepali	DoE(Program and Budget Section)	2063(2006-07)	Softcopy(obtained from DoE)
25	Students Enrollment Guideline	Nepali		2068(2011-12)	Softcopy(obtained from DoE)
26	Child Friendly Local Governance operational guidelines	Nepali	Ministry of Local Development	2068(2011-12)	Softcopy(obtained from DoE)
27	CAS guidelines	Nepali	MoE		Softcopy(obtained from DoE)
28	Coaching class/Educational support center operational manual	Nepali	MoE	2063(2006-07)	Softcopy(obtained from DoE)

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S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
29	Basic Education Operational guidelines	Nepali	MoE	2066(2009-10)	Softcopy(obtained from DoE)
30	POF Teaching Staff Support Guidelines	Nepali		2066(2009-10)	Softcopy(obtained from DoE)
31	Secondary Education Model building guidelines	Nepali	MoE	2068(2011-12)	Softcopy (obtained from DoE)
32	Teacher Position Adjustment Circular	Nepali	MoE, circular letter	2068(2011-12)	Softcopy(obtained from DoE)
33	Second higher education project operational guidelines	Nepali	MoE	2064(2007-08)	Softcopy (obtained from DoE)
34	Foreign education affiliation guidelines	Nepali,English partly		2065(2008-09)	Softcopy(obtained from DoE)
35	Textbook Publication and distribution guidelines 2067	Nepali	DoE	2067(2010-11)	Softcopy(obtained from DoE)
36	Capacity Development Program for the educational stakeholders support manual	Nepali	DEO, Dhading	April 2014	Original book(obtained from DEO,Dhading)
37	Disaster management and Emergency Education Support Manual	Nepali	DEO, Dhading	April 2014	Original book(obtained from DEO,Dhading)
38	School Level Social Audit Support Guideline Manual	Nepali	DEO,Dhading	April 2014	Original book(obtained from DEO,Dhading)
39	Support Manual for Effectiveness, transparency and working capacity development for stakeholders of education	Nepali	DEO,Dhading	2070(2013-14)	Original book(obtained from DEO,Dhading)
40	Social Audit Guidelines(first amendment in 2071)Latest	Nepali/Eng,Unofficial translation	MoE	2071(2014-15)	Soft copy, Hard copy
41	Guide book for mother tongue curriculum and text book development(1-5)	Nepali	GDC	2068(2011-12)	Original book
42	Multi Grade and Multi Level Teaching Teachers guidebook(Class 1 and 2)	Nepali			
43	Continuous Assessment System Implementation Booklet 2068(nirantra bedharthi mulyankan karayan pustika)	Nepali	GDC	2068(2011-12)	Hard copy
44	Institutional School Criteria and Operation Guideline, 2068	Nepali	DoE	2070(2013-14)	Original book
45	Capacity Development Training for Resource Person, 2070	Nepali	NCED, MoE	2070(2013-14)	Original book
46	Head Teacher Leadership Capacity Development Training(Training Resource material)	Nepali	NCED,MoE	2069(2012-13)	Original book
47	Curriculum and curriculum material development guidelines	Nepali	GDC	2068(2011-12)	Original book
48	Local Curriculum resource and training materials	Nepali	GDC	2066(2009-10)	Original book
49	Compulsory and free basic education related information(including successful practices)	Nepali	DoE(School Management Section)	2070(2013-14)	Original book
50	Mother tongue curriculum and text book development Guidebook	Nepali	GDC	2070(2013-14)	Original book
E	School Improvement Plan(SIP)	Language	Publisher/writer	Year	Remarks
1	SIP Format	English, Nepali			Hardcopy, Softcopy
2	SIP Formulation Guidebook	English, Nepali	MoE, DoE		Hard copy, Soft copy
3	SIP Facilitator's Handbook	English	DoE		Hard copy, Softcopy
4	SIP of Shree, Paricham SS	Nepali	Shree Paricham SS	2070-72(2013-14)	Hard copy
5	SIP, Shree Sajendrasor HSS	Nepali	Shree Sajendrasor HSS	2070-74(2013-14)	Hard copy
6	SIP(2070)Shree Kundala devi Higher Secondary School, Dhading	Nepali	Shree Kundala Devi HSS	2070(2013-14)	Hard copy
7	SIP(2070-71) Shree Setibada Secondary School, Jumla	Nepali	Shree Setibada SS	2070/71(2013-14)	Hard copy
9	SIP(2071/72) of Shree, Girichauka, Secondary School, Doti	Nepali	Shree Girichauka SS	2070/71(2013-14)	Hardcopy
10	SIP(2071/72/73/74/75)of Shree, Sarada Higher secondary school, Doti	Nepali	Shree Sarada HSS	2070(2013-14)	
11	SIP support guideline(CD program for stakeholders)	Nepali	DEO(Dhading)	2070(2013-14)	Received from DEO,Dhading on April 06,2014
12	Jan Prabhat P.S Syafr-2,Rasuwa	English	Jan Prabhat PS	2065-69(2008-09)	
13	SIP,Shree Rastraya H.S.S, Kapilbastu,2068	Nepali	Shree Rastraya HSS	2068(2011-12)	
14	SIP,Janajibika LSS, Kalikot,2065	Nepali	Janajibika LSS	2065(2008-09)	
15	SIP, Shree Patala LSS, Solukhumbu, 2069	Nepali	Shree Patala LSS	2069(2012-13)	
16	SIP(Training Package)	English	DoE	Dec 2001	

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S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
F	VEP/DEP/ETC	Language	Publisher/writer	Year	Remarks
1	(DEP)District Education Plan, Jumla	Nepali/Eng. Unofficial translation	DEO, Jumla	2067(2010-11)	Hard copy
2	Educational Training Centre,Dhulikhel Boucher	English,Nepali	ETC, Dhulikhel	2068(2011-12)	Received from ETC,Dhulikhel
3	VEP(Village Education Plan), Rupandehi	Nepali	Rupandehi	2069/70(2012/13)	
4	Educational Training Centre,Dhulikhel	Nepali	ETC (Kabhrepalanchok)	Jul 2013	Original
G	Journal, reports and proceedings	Language	Publisher/writer	Year	Remarks
1	Girl's education in Nepal, education journalist group	English	EUG	2003	Soft copy
2	Community managed school: an innovative approach to school management	English	TU, Gerid	2009	Soft copy
3	Encounter of Shadow Education How Private Tuition, How Public Policy?	Nepali	IIEP, UNESCO	2012	Hard copy
4	Aasaman Voice-2068: A Decade Journey of Aasaman Nepal	Nepali	Aasaman Nepal	2068(2011-12)	Hard copy
5	Joint and participatory monitoring report	Nepali	DoE	2068(2011-12)	Original book
6	Guru Kul Information book	Nepali	DoE(Gurukul Management Committee)	2070(2013-14)	Original book
7	Gonpa Bihar Information book	Nepali	DoE(Gonpa management)	2070(2013-14)	Original book
8	Role of Resource Center for Improving Quality Education in Schools, Final Report	English	DoE web	Jul 2011	Hardcopy, Softcopy
9	Universal primary education in Nepal:Fulfilling the right to education	English	UNESCO,Dr. Shiva Lohani, Ram Balak Singh, Jeevan Lohani	Sep 2010	Hardcopy, Softcopy
10	Status Report 2013	English	DoE	2013	Hardcopy, Softcopy
11	A Study on Out of School Children and Verification	English	Full Bright consultancy (with agreement with DoE)		DoE website
12	Child friendly final report,2010	English	DoE, NSCEH,GMSRC	2010	DoE website
13	Out of school children,2009	English	Full Bright consultancy, DoE	2009	DoE website
14	Social Mobilization for participation in the Community Managed School Project	English	CPReC, DoE	June 2008	DoE website
15	Community School Support Project Report	English	World Bank	2009	Softcopy
16	Nepal community managed school-Impact of devolution of school management to communities	English	World Bank	2010	Softcopy
17	Teacher Management in Inclusive Education	English	(NASEC)	2007	DoE website
18	A Study on Scholarship Management and its Effectiveness in terms of Enrolment and Retention	English	(GERSOD), DoE	Jul 2010	DoE website
19	A Study on Internal Efficiency of Primary Education	English	National Environment and Health Study Center & Gorakhali Manakamana Study and Research Center	July 2010	DoE website
20	A Study on the status of teacher management in community school in Nepal	English	Santwana Memorial Academy(P) LTD Educational Research and Consultancy Center	June 2012	DoE website
21	A Study on the Status of Gender Equality in School	English	Social Development and Research Center (SDRC)	2007	DoE website
22	Comparative Study of School Cost between Community and Institutional Schools	English	Santwana Memorial Academy Educational Research Center		DoE website
23	District Level Assessment(student assessment)	English	DoE Center for Educational Research and Social Development (GERSOD)	2001	DoE website
24	Feasibility study on Restructuring of school education system	English	Center for Educational Research and Social Development	2006	DoE website
25	Financial Management of DoE, DEO, School, and tracking of school grants(especially SIP and Rahat grants)	English	Santwana Memorial Academy Educational Research Center,	Jul 2009	DoE website
26	Government Support to Community School	English	(National Council for Economic and Development Research-NAREC)	June 2008	DoE website
27	Head Teacher Efficacy and School Improvement	English	Hope Nepal	2005	DoE website
28	Mother tongue intervention at primary level	English	Center for Research Education	2005	DoE website
29	Reliability of Educational Data of Schools	English	Aasaman	June 2011	DoE website
30	The Effectiveness of the school level scholarship programs of the Government of Nepal	English	Centre for Educational Innovation and Research (GEIR)	2007	DoE website
31	A Study on Social Audit in Community School	English	NA	2012	DoE website
32	Private School Report	English	MoE web		Soft copy

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S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
33	Education in Nepal Report	English	The Nepal National Education Planning commission		Soft copy
34	Social Audit presentation at Save the Children(held on 21st and 22nd July)	Nepali, partly English	DoE,CEDA,SCF	Jul 2013	Soft copy obtained from SC
35	Social mobilization for participation in the community managed school project	English	CPR&C, DoE	June 2013	Hard copy, obtained from CPR&C
36	Our responsibility for school management	English	MoE, Unicef, WE	NA	Hard copy
37	Association of international NGOs in Nepal, membership report 2012	English	AIN	2012	Hard copy
38	A mapping of ain members contributing to education in Nepal	English	AIN	Sep 2012	Hard copy
39	Jalbir(book on resource center)	Nepali	RC Jalbir	2069(2012-13)	Original book
40	Development Cooperation Report, Foreign Aid Coordination division	English	MoF / FAOD website download	March 2013	Soft copy
41	Education Plan in Nepal, 2064	Nepali	DoE	2064(2007-08)	Original book
42	Operation method of food program for community school students	Nepali	DoE	2066(2009-10)	Soft copy obtained from DoE
43	CAS materials--draft	Nepali	MoE	2066(2009-10)	Softcopy, obtained from DoE
44	Inclusive Education Information Material	Nepali	DoE	2068(2011-12)	Original book
45	SSRP, Public Expenditure Tracking Survey/ fund flow, Tracking Survey for 2011/12	English	NK Sharma and company	May 2013	Submitted to MoE and ADB,Hard copy
46	DEO presentation from the testing districts	Nepali/Eng, Unofficial translation	DEO Annual workshop presentation		Softcopy
47	Social Audit Report, Kundala devi Higher Secondary School, Dhading	Nepali	Kundala Devi HSS	2070(2013-14)	Hard copy
48	Literate Nepal Mission concept paper	Nepali	Non-Formal Educational Center	2012	Original, 2 copies
49	Literate Nepal Special Issue	Nepali	Non-Formal Educational Center	Sep 8 2012	Original book
50	Education for All Formative Research Project, Alternative Schooling: Addressing the Unserved School age Children	English	Tribhuvan University, Research Center for Educational Innovation and Development	2009	Original book
51	World Bank Portfolio Review of School Autonomy and Accountability:Operational and Analytical Work, FY 2003-2013	English	World Bank, Human Development Department	Jun 9, 2014	Hard copy, Soft copy
52	SSRP Joint Consultative Meeting	English		Dec 2011	Hard copy, Soft copy
53	Social Audit Report-10, Gadgaed LSS, Nagarkot	Nepali	Gadgaed LSS	2070-71(2013-14,2014-15)	Hard copy
54	UNESCO Shaping the future we want, UN Decade of Education for sustainable development(2005-2014) Final Report	English		2014	Soft copy
H	Text books and Educational Series	Language	Publisher/writer	Year	Remarks
I	Reference Materials, pamphlets and others	Language	Publisher/writer	Year	Remarks
1	Trainer's Training Booklet for Fishing Business	Nepali	Non-Formal E C,	2068(2011-12)	Hard copy
2	Trainer's Training Booklet for Jam Making Business	Nepali	Non-Formal E C,	2068(2011-12)	Hard copy
3	Trainer's Training Booklet for off-seasonal vegetables	Nepali	Non-Formal E C,	2068(2011-12)	Hard copy
4	Literacy Special 2069 (Sachya rata Bisesanga 2069)	Nepali	Non-Formal E C,	2069(2012-13)	Hard copy
5	Annual Report 2012	English	Asaman Nepal	2012	Hard copy
6	Non-Formal Education Bulletin	Nepali	Asaman Nepal	2063(2006-07)	Hard copy
7	For Musahar, with Musahar (Reciprocal Scaffolding throwh Face-to-Face Engagement)	English	Embassy of Finland,Asman	2012	Hard copy
8	Educational NEWS(Saichik Samachar)	Nepali	ETC, Dipayel, Doti	2069(2012-13)	Hard copy
9	NEWS Letter(Samachar patra)	Nepali	ETC, Dipayel, Doti	2069/07(2012/13)	Hard copy
10	NEWS Letter (Samachar Patra)	Nepali	DEO, Doti	2069(2012-13)	Hard copy
11	Department of Education	English	DoE		Original pamphlet
12	Educational Scenario(Saichik Jhalak)	Nepali	NCED, Sanathimi	2070(2013-14)	Hard copy
13	Gender Equity Education	Nepali	Campaign on domestic violence	2068(2011-12)	Original book
14	Study, write and teach Teachers guide	Nepali	United Mission to Nepal(UMN)		Original book
15	Study, write and teach textbook	Nepali	United Mission to Nepal		Original book
16	Phone Diary Doti: DEO, RC and Schools contact numbers	Nepali	DEO, Dadelhdura	2069/070(2012/13)	Hard copy

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S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
17	Annual report by READ Nepal	English	READ Nepal	2011	Original book from READ
18	Library Profile 2011 (Libraries at different districts)	English	READ Nepal	2011	Original book from READ
19	Case studies(READ Nepal)	English	READ Nepal	2011	Original book from READ
20	Dadeldhura Educational Mirror(Dadeldhura Saichik Darpan)	Nepali	Dadeldhura	2070(2013-14)	Hard copy
21	Country Strategic Plan	English	Plan Nepal	Jul 2010-2015	Original book from Plan
22	Learn without fear, End violence in schools, Plan Nepal	English	Plan Nepal	2008	Original book from Plan
23	Plan Nepal Annual Report 2012	English	Plan Nepal	2012	Original book from Plan
24	Participatory Plan Process(supportive book)	Nepali	Plan Nepal	2062	Original book from Plan
25	Plan's child sponsorship Information book	Nepali	Plan Nepal	2009	Original book from Plan
26	Life learning , Status of world girls: 2012	Nepali	Plan Nepal	2012	Original book from Plan
27	Plan Nepal Newsletter, Effort for Children(2067)	Nepali	Plan Nepal	2067(2010-11)	Original book from Plan
28	Plan Nepal Newsletter, Effort for Children(2069)	Nepali	Plan Nepal	2069(2012-13)	Original book from Plan
29	Survey questionnaire(Teacher observation and Educational management efficiency survey)	English	New Era, USAID, RTI	Nov 2014	Obtained during the workshop, hard copy
30	School calendar(Shree, Janata School, Rupandehi)	Nepali	Rupandehi		Original school calendar
31	Mid-Term report on Achievement and lesson learnt(booklet)	English	Department of soil conservation and watershed management, PWMILGP, JICA	May 2010	Hard copy
32	Booklet for social mobilizes		MoLD		Hard copy
33	Booklet from GeMSIP	Nepali	GeMSIP	2070(2013-14)	Hard copy
34	An Info on Child Protection	Nepali	CWISH	May 2014	Original book
35	Rato Bangala Foundation(NGO) Booklet, Brochure	English	Rato Bangala Foundation	2013	Original book
36	From Work Place to SCHOOL-An account of educating children in the Tarai	English	Asaman Nepal		Original book
37	Educational News Bulletin(Rupandehi)	Nepali	Rupandehi DEO	Jun/Jul 2013	Original
38	Bungamati Foundation Nepal(BFN) Pamphlet	English	Bungamati Foundation Nepal	2004	Original
39	Curriculum Development Center Pamphlet	English/Nepali	CDC	2068(2011-12)	Original
40	Research Center for Educational Innovation and Development(CERID)	English	Tribhuvan University	2012	Original
41	Non Formal Education Center Pamphlet	Nepali	NFE Center, MoE	2069(2012-13)	Original
42	GeMSIP Pamphlet	Nepali	GeMSIP		Original
43	Aasaman Nepal Pamphlet	English	Aasaman Nepal		Original
44	The TEVT Soft Skills Project	English	TEVT Soft Skills Project, MoE		Original
45	School Level Educational Statistics of Nepal Pamphlet	English	DoE(REIMS)	2011/12	Original
46	SCHOOL(Monthly bulletin), October, December Issue	Nepali			Original
47	Center for Mental Health and Counseling Bulletin	Nepali	Center for Mental Health and Counseling Nepal	May 2014	Original
48	Non Formal Education Center Bulletin	Nepali	NFEC	2070 Ashad(2013 June)	Original
49	EGRA(Early Grade Reading Assessment) Research Questions	English	EGRA		Photocopy
50	The Brief English Handbook(A guide to Writing, Thinking, Grammar and Research)	English	Edward A. Dorman, Charles W.Dawe		Photocopy
51	Girl Education and Gender Inclusion-Profile of Organizations	English/Nepali	DoE	2070(2013-14)	Original book
52	SSRP Joint Consultative Meeting	English		2011	Hard copy, Soft copy
53	Educational Mapping Program	English	DoE web		Hard Soft copy
54	Makwanpur Educational Mirror	Nepali	DEO, Makwanpur	2071(2014-15)	Original book
55	Syangja Educational Mirror	Nepali	DEO, Syangja	2071(2014-15)	Original book
56	Educational Information Sindhupalchowk	Nepali	DEO, Sindhupalchowk	2070/071(2014-15)	Original book
J	JICA	Language	Publisher/writer	Year	Remarks
1	JICA Quarterly News Letter	English	JICA	April 2013	Hard copy
2	Final Report of PWMILGP(Participatory Watershed Management and Local Governance Project)	English	JICA	May 2014	Original, hard copy
3	JICA Quarterly News Letter(volume 70)	English	JICA	Sep 2013	Hard copy
4	Mundi- JICA publication(volume 36)	English	JICA	Oct 2013	Hard copy
5	JICA Office contact list(November)	English/	JICA	Nov 2013	Hard copy
6	JICA Office contact list(February)	English/Japanese	JICA	Feb 2014	Hard copy
7	Social Inclusion and Conflict sensitivity Guidebook(package 1 2)	Nepali	CDFWCP,PWMILGP,JICA	2010	Hard copy

S.N	Name of reports	Language	Publisher/Writer	Year	Remarks
8	Community Development Local Governance(package 3)	Nepali	GDFWCP,PWMLGP,JICA	2010	Hard copy
9	Community Management and Institutional Development(package 4)	Nepali	GDFWCP,PWMLGP,JICA	2010	Hard copy
10	Action Plan Management(package5)	Nepali	GDFWCP,PWMLGP,JICA	2010	Hard copy
11	School Attendance Register and SHN Checklist	Nepali	SHNP/JICA		Hard copy
K	Monitoring and Evaluation related documents	Language	Publisher/writer	Year	Remarks
1	RP Job Description and work performance evaluation indicators	Nepali/Eng.Unofficial translation	DoE	2070(2013-14)	Softcopy, Hardcopy
2	Monitoring Format used for monitoring by the Department(aungaman faram)	Nepali/Eng.Unofficial translation	DoE		Soft copy, Hard copy
3	School Monitoring/monitoring at school level by DoE staffs)	Unofficial translation to	DoE		Softcopy, Hardcopy
4	District Monitoring Form(to be filled by DEO)	unofficial translation to	DoE		Softcopy, Hardcopy
L	SISM2 Newsletter	Language	Publisher/writer	Year	Remarks
1	SISM2 Update (March 2014/Issue 1)	English/Nepali	SISM2/JICA	March 2014	Original copy
2	SISM2 Update Issue 2	English/Nepali	SISM2/JICA		Original copy
M	DoE Newsletter/DEO Newsletter/Ajako shishya/Other newsletter	Language	Publisher/writer	Year	Remarks
1	Educational News-Monthly Bulletin	Nepali	DoE	Aug-Sep 2013	Original copy obtained from DoE
2	Educational News-Monthly Bulletin	Nepali	DoE	Dec-Jan 2014	Original copy obtained from DoE
3	Ajako Shiksha(weekly news letter)	Nepali	Ajako Shiksha	June 2 2014	Original
4	Ajako Shiksha(weekly news letter)	Nepali	Ajako Shiksha	May 26 2014	Original
5	Educational Newsletter of the District	Nepali	Rupandehi DEO	Mangsir 2070(Nov 2013)	Original book
6	Educational Newsletter of the District (Successful educational representative)	Nepali	Rupandehi DEO	Ashoj 2070(Sep 1013)	Original book
7	Educational Newsletter(Rupandehi)	Nepali	Rupandehi DEO	Jun/Jul 2012	Original
8	Educational News Letter	Nepali	Bhaktapur DEO	2070/71	Original
9	Ajako Shiksha(weekly news letter)	Nepali	Ajako Shiksha	Jul 7 2014	Original, SISM2 news published
10	Ajako Shiksha(weekly news letter)	Nepali	Ajako Shiksha	Aug 18 2014	Original
11	GeMSIP Update(Volume 12)	English	GeMSIP	Jul 2013	Original
N	GD	Language	Publisher/writer	Year	Remarks
1	Quality Education for Dallekh	English/Nepali	Rato Bangala Foundation/Dallekh School Project	2013	CD original
2	Child friendly related songs and conversation	Nepali	NCED		GD original