

# SISM2 UPDATE



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

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

## THANK YOU FOR COLLABORATING IN THE 1<sup>ST</sup> YEAR; AND LET'S CONTINUE OUR CHALLENGES TOGETHER

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Namaste. First of all, on behalf of the DoE/NCED/CDC-JICA SISM2 Project, please let me congratulate our successful completion of the 1<sup>st</sup> 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 1<sup>st</sup> 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).



Opening of the Workshop

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



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## 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 exposé 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.

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## 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-Dhunde Highway 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

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## 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.



School Level Workshop

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

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## 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

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## 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

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## 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 1<sup>st</sup> 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.

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

Based on what we achieved in the 1<sup>st</sup> project year, the SISM model including cascade training program, contents and training materials have been updated. In the 2<sup>nd</sup> 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.

