

SISM2 UPDATE



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

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SIP Appraisal: A milestone to improve learning achievement

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DoE in collaboration with SISM2 has been intensively working to help community schools to formulate and update SIP, which is a tool for improving school management to improve learning environment and increase learning achievement of students. The four materials- "SIP Formulation Guidebook", "School Level Workshop Manual", "SSA Checklist", and "Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School" were developed and distributed to all community schools (around 30,000 schools) in the country so far. SIP training were conducted in Regional, District, RC and School-level using cascade approach.

Through the SIP training, schools have realized the importance and benefits of SIP that leads to improvement of school management, and it could enhance students' learning achievement. However, there are some issues that SIPs are unrealistic, financially non-feasible, and prepared only for the sake of submission to DEO. Addressing these issues, DoE/SISM2 has initiated technical support to appraise SIP to improve the quality of SIP. DoE/SISM2 reviewed SIP appraisal procedure based on the practice in Gorkha, and designed SIP Appraisal Workshop for the remaining earthquake most affected district. District-level workshop was conducted in following districts to enhance the capacity of SSs/ RPs in SIP Appraisal.

Summary of SIP Appraisal

SN	DEO	Date of District Orientation	Participants of District Orientation	No. of RC	No. of total Schools	No. of SIP reviewed*	
						5 year	Annual
1	Kathmandu	07/08 Dec 2016	51	23	182	91	-
2	Dhading	17 Nov 2016	29	20	577	192	-
3	Nuwakot	19 Dec 2016	27	13	460	330	2
4	Rasuwa	20 Dec 2016	22	8	88	87	84
5	Ramechhap	18/19 Jan 2017	30	16	419	419	157
6	Dolkha	19/20 Jan 2017	31	16	360	344	-
7	Sindhupalchowk	01/02 Feb 2017	39	17	541	317	68
8	Kavre	14/15 Feb 2017	35	26	527	163	-
9	Lalitpur	02/03 Mar 2017	41	15	186	168	154
10	Okhaldhunga	27/28 Mar 2017	32	14	331	24	99
Total			337	168	3,671	2,135	564

*RPs were instructed to bring updated SIPs in the orientation and due to time constraints, only few SIPs were reviewed during orientation.

After district level workshop, trained RPs were instructed to conduct RC level SIP Appraisal in their RCs. The results of SIP Appraisal were shared to Head Teachers and SMC members.

General observation:

Overall, SIPs are developed following standard format of SIP-FGB. However, it is realized that careful monitoring by SS/RP and feedback to schools is required to improve the quality of SIPs. The following are some observations/reflections;

- The problems and issues identified by the stakeholders should be reflected in the SIP.
- The linkage between the activities planned in 5-year SIP and the annual implementation plan are necessary.
- The target settings of the activities should have done through utilizing SSA checklist.



- The program and activities planned in SIP should be implemented.
- The technical support from SS/RPs is crucial particularly for calculation of learning achievement of class wise and subject wise to set the target.
- Through the workshop, SS, RP and Head Teachers realized the need of SIP appraisal for its better implementation.

SIP Implementation: an eye of end line survey

The End Line Survey was conducted from June 2016 to February 2017 that was carried out by RPs and the SISM2 Project Team. The data entry, data compilation, analysis and preparation of report were undertaken by the SISM2 Project Team. The below table indicates a situation of SIP implementation regarding planned activities such as student enrollment, internal efficiency, etc., and whether or not these activities implemented fully, partially or not implemented based on the head teachers response.

Glance of SIP Implementation

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

Regarding the total number of activities planned, "Physical Facilities Management" has the largest number (289 activities), although the implementation rate of the budgetary activities is very low. "Educational Materials (225 activities)" comes the second, and "Learning Achievement (202 activities)" comes the third, which indicates SMC's high interests in improving the quality of education. Moreover, if limited to the category of non-budget activity, "Learning Achievement" has the most number of planned activities (125 activities) and fully or partially implemented activities (119 activities), and the implementation rate (fully and partially) is as high as 95%. It is also noteworthy that 103 disaster preparedness activities were planned, and as high as 94% of non-budget disaster preparedness activities were fully or partially implemented after the introduction of STM (Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School).

SIP Study

The formulation of five-year School Improvement Plan (SIP) and updating of Annual Implementation Plan (AIP) is mandated to every school in Nepal since 2058/59 (2001/02). The Project of Support for Improvement of School Management (SISM) have been implemented jointly by Ministry of Education (MoE), Department of Education (DoE), National Centre of Education Development (NCED), Curriculum Development Centre (CDC) with technical and financial support of JICA to strengthen the capacity of all stakeholders in formulation and updating SIP/AIP along with required training material. As a result, SIP is now better recognized as the “must” for the schools and internalized as well. Similarly, School Sector Development Program (SSDP) also emphasizes SIP and plan to “Strengthen the use of SIPs as critical tools for quality improvement at the school level and establish a mechanism to link them with resource allocation to districts.” Thus, the close examination of the SIP was needed urgently in sampling bases in order to extract the lessons for the improvement of SIP in the days to come.

Ultimate goal of the study is to help schools improve the quality of education through improving school management using SIP as a tool. The specific objectives are to find out the real state of SIP, its strengths, weaknesses, issues and potential areas of improvement to extract the lessons and recommendations for making the SIP more realistic and usable tool for the future, and to analyze the linkage of SIP and its implementation through analyzing the data concerning account of income and expenditure.

For the purpose of this Study, two districts, one from Terai and another from mid-hills were selected jointly with DoE/NCED/CDC by developing certain criteria while one RC from each district were selected for the study purpose with



Interviewing with stakeholders for SIP Study

concerned DEO staff. All schools of selected RC, i.e., 40 schools from Terai district and 36 schools from the mid-hills district were covered under the Study. Four documents namely 1) 5-year SIP, 2) Annual Implementation Plan of 2073, 3) Report of Income and Expenditure of the previous year 2015/16 (2072/73), and 4) School Management Questionnaire were collected for analyzing the data. DoE/NCED/CDC and concerned DEOs were involved in the study process, and series of meeting/discussion/visits were also conducted.

The major findings of the Study are following. (a) There is still confusion about SIP and Annual SIP formulation process as many schools do not seem to understand the relation between 5-year SIP and Annual Implementation Plan (AIP). Many schools make their AIP same way as their 5-year SIP. (b) Schools are very aware of their problems and causes of problems. (c) Schools lack information and guidance about budget/grants. (d) Planned activities mentioned in SIP are not given priority for funding by DEO and/or other organizations.

“BOSAI Mapping” Orientation in Bhaktapur

The orientation of “BOSAI Mapping” was held in all 8 Resource Centers in Bhaktapur in February 2017. It aimed to train Head Teachers and teachers so that they can conduct “BOSAI Mapping” in their schools. RPs facilitated the orientation in collaboration with DoE/DEO Officers. The participants were instructed how to proceed the steps; 1) Recognizing pictograms, 2) Setting up (placing school and Himalaya's pictogram), 3) Landmark mapping 4) Identifying unsafe and gathering places 5) Going out and placing banners, 6) Wrap-up. RP emphasized the meaning of “BOSAI”- It is a Japanese terminology on Disaster Risk Reduction (DRR) through “Self-help”, “Mutual help”, and “Public help”.



BOSAI Mapping Orientation at RC in Bhaktapur

During the orientation, it was also discussed what school, SMC, and guardian should do to save their students and minimize the human casualties. The facilitators instructed Head Teachers and teachers to integrate DRR activities in SIP and have action plan accordingly.

Also, the facilitators and participants discussed the following points that need to be considered while conducting “BOSAI Mapping” at schools.

- A. To get technical and administrative authorization, concern individuals and institutions such as local government, Red Cross, Police, NSET (National Society for Earthquake Technology-Nepal), DEO engineers, DDC engineers etc. should be invited.
- B. Make sure that only drawing a map is not the objective of "BOSAI Mapping". The raising common understanding among stakeholders (students, guardians, teachers, SMC/PTA members, local community people) about 'Unsafe' and 'Gathering places' around a school is important so that their awareness of DRR are enhanced.
- C. The consensus of among all stakeholders and official authorization are necessary when the banner like 'Gathering places' will be located at public places.
- D. RP should utilize regular Head Teacher meeting as a forum for sharing and interaction of latest information about DRR.



"Map is ready...now, let us reviewed!"

After the orientation, all 131 community schools in Bhaktapur will conduct "BOSAI" Mapping by the end of this fiscal year. Also, schools are recommended to do "BOSAI" Mapping next year when they update SIP. In addition, they may conduct "BOSAI" Mapping as an extracurricular activity, too.

An Experience of SIP Appraisal in Dhading

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In the past, many community schools were unaware of SIP and did not know its importance. They considered SIP was just a document required for government offices, not for schools as that of "the motorcycle rider feel that a helmet is for the use of traffic control office not for the safety of the rider.

Upon the technical and financial support from SISM2, all stakeholders of community schools in Dhading were strengthened their capacity for SIP formulation and implementation. Also, their ownership was enhanced. All stakeholders realized the necessity of SIP for quality education in the schools. As a result, schools have started to formulate 5-year SIP and Annual SIP, and schools are focusing on SIP implementation.

In this fiscal year 2072/73 (2016/17), DEO Dhading conducted one-day SIP Appraisal Workshop in all 20 RCs. The objectives of the workshop are; 1) reviewing prepared SIP to check relevance in the present context, 2) Self-evaluation of SIP to improve SIP for next updating.



Reviewing the SIP with SIP-FGB



and weakness in calculation and analysis of the data.

After the workshop, participants committed to preparing realistic and implementable SIP based on this self-evaluation result and it would be submitted to DEO through RC.

Head Teachers and SMC Chairs from all 577 schools attended one-day "SIP appraisal meeting" at their RCs conducted from November 2016 to February 2017. They received feedbacks from RPs.

In the workshop, it was noticed that some SIPs prepared by the schools are different from that of the standard format. It may be due to the unavailability of the latest revised SIP-FGB, 2071. All schools have tried to follow the format prescribed in the SIP-FGB. However, some of the schools were unable to prepare SIP with analysis of the data and information of the 1-9 tables of Annex2. Also, problem identification and possible action plan were not prepared well. The workshop made all participants realize mistakes