

SISM2 UPDATE



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

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SISM2 Project for Strengthening School Governance

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

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

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

Counterpart Training in Japan

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



Introduction / Background:

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

The aim and objective:

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

The workshop materials, Methods and Steps:

The facilitator or trainer of the workshop showed the materials such as 3×3 feet whiteboard sheet paper, A3 sized Pictogram sheets, 9×6 cm Pictogram cards, and their uses in the workshop. Prior to the technical session, the facilitator also informed about activities and the steps to be followed in the workshop accordingly.



Session one: Card Identification.

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

Session Two: Setting up the session for mapping.

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



Session three: Landmarks mapping of the School.

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

Session four: Discussion completing the landmarks around the school.

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



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

SIP Follow-up Workshop in Earthquake Affected Districts

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

(1) WORKSHOPS IN SINDHULI AND MAKWANPUR

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

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

Mapping Educational Program/Activities in the District:

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



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

(2) WORKSHOP IN GORKHA: SIP APPRAISAL

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

SIPs are mostly locked up and not used:

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

The decision to conduct SIP Appraisal:

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



SIP Appraisal Workshop in Gorkha

SIP Appraisal Workshop at District level was conducted:

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

SIP Appraisal Workshop was conducted at RC level:

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

SIP appraisal is a "Must":

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

ToT on SIP for ETC Trainers

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

Schedule and Participants of ToT on SIP for ETC trainers

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

End Line Survey

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