

SIP – Based Development Programme

A Status Statement

Submitted to

EC Education Coordination Office

And World Bank/Nepal

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Summary

Introduction

The summary of policy statements of BPEP II has provided ten points guidelines for operating SIPs (Annex 2, PIP, 1999). These include Promotion of SIP as a time-based plan of action prepared by the school itself for its physical and academic upgrading, Preparation of SIP through micro-planning exercise, consolidation of SIP the district level, flow of funds as per the SIP, and so on. With the introduction of the local Self-Government Act and the 7th Amendment of Education Act, the Department of Education (DoE) has been attempting to develop a practical model of SIP and a set of training materials to promote the preparation of SIP at school level. Earnest efforts in adopting SIP began with the piloting of "Bottom-up" planning in five districts: Jhapa, Chitwan, Syanja, Bardiya and Dadeldhura.

The Mid-term Review (MTR) (2002) recommended to organise SIP-Based Development Programme as a component in the structural programme for 2002/03. Within the SIP-based programme, fund flow to individual school will take place under a block grant model. Under these circumstances, it is important to assess the programme made in the implementation of SIP-Based Development Programme in line with the spirit of the MTR Report and in the direction of improving school performance. This review is undertaken as a step towards determining the status of the component, stocktaking the achievements made so far and identifying a way forward.

State of the art..

The Programme Implementation Plan (PIP) of BPEP II projected School Improvement Plan (SIP) as a comprehensive micro-planning exercise. Subsequently, DoE developed an SIP format which included a wide range of contextual factors, current status of school, identification of problems and priorities, action plan, resources identification, etc., etc. (SIP Training Manual, 2001). Since there were several shortcomings associated with the format driven SIP with respect to the decision, focus and modality, SIP was introduced as a bottom-up planning exercise where each school would prepare a School Improvement Plan (SIP)" and SIP as a time-bound plan of action would be prepared by the school itself. Hence, it is clear that the base of SIP preparation will be at school involving key

stakeholders. However, the preparation of SIP has been dictated again by a format developed at the centre. Instead of allowing each school evolve a realistic, prioritised plan of action in line with the spirit of bottom-up planning, the filling of SIP form provided by DoE continued.

BPEP Support

In fiscal year 2001/02, the piloting of SIP and formula funding was undertaken in 5 bottom-up planning districts; Jhapa, Chitwan, Syanja, Bardiya and Dadeldhura. Five Resource Centres (RCs), one in each of three districts were selected for intensive action. Schools in these RCs prepared action plan within the funding allocation of resources in the proportion of 30: 40:30 to Access, Quality and Management improvement. A cursory review of SIPs revealed that they focused on discrete activities such as distribution of incentives to disadvantaged groups, improving physical facilities, distribution of instructional materials, sports materials, and meeting with parents. They failed to adopt a holistic approach to school improvement. There was a clear lesson to be learned from this piloting experience, i.e., "telling them what to do does not help".

Attempts to consolidate the preparation and implementation of SIP continued. In fiscal year 2002/03, a new block grant system at the rate of NRS 150/- per students Terai and NRS 170/- per student in the Hills has been adopted as the funding modality for the revised SIP that focuses on quality improvement. This shift in SIP funding and focus has been communicated in 3-day workshops in Chitwan, Jhapa and Syanja. All the schools in the five bottom up planning districts are expected to revise their SIPs with focus on quality improvement within the amount of funding to be received under the new block grant (per child allocation) system. Whether schools will be allowed to evolve their own vision of school quality improvement and embark upon a simple prioritised plan of action is not clear yet. The exercises carried out in this regard in different layers are as follows:

Development of SIP Training Manual by a Team in the centre.

Orientation of Master Trainers (RPs) by the Team in the districts (This was done in the form of workshop in three districts).

RPs Train the Head-teachers in the districts and resource centres.

The table below presents the scenario of the SIP-based Development Plan exercise the against the MTR Expectations:

SIP Based Development Programme	Status
Integrated Model	Not achieved yet (no concrete efforts towards integration)
Focus on school and children	Focus still on components
Consultation with HMG Agencies	Initiated with MOLD
Capacity building at different levels (NRS. 10 million for capacity building)	Inadequate
Block grant on the basis of SIP	Block grant at the rate of NRS. 150 and 170 per student in Terai and Hills.

Financial status

The total fund allocated for SIP-Based Development Programmes in the current fiscal year is 6,11,14,000/- of which Rs. 2,38,99,000/- has been already disbursed from the DoE. The amount disbursed in the five districts is as follows:

SN	District	Amount Disbursed in NRS	Remarks
1.	Jhapa	83,49,000	
2.	Chitwan	44,13,000	
3.	Syanja	46,46,000	
4.	Bardiya	46,59,000	
5.	Dadeldhura	18,32,000	
Total		2,38,99,000	

As far as the utilisation is concerned, the fund is there in the district education office. The DEO will conduct training for the head-teachers to prepare SIP –based development plan and the budget would then be released as per the criteria developed at the central level i.e. per child allocation. Thus, the fund has not yet been utilised.

Assumptions and risks

The main assumption of this SIP-Based Development Plan programme is that the community will assume the responsibility and extend cooperation and support in the school improvement activities. Eventually, a strong partnerships will be built between government and community towards providing relevant and quality education to all children of Nepal.

A major risk in the programme is the limited delegation of authority/devolution of power and inadequate allocation of resources due to centralised planning and management system. Similarly, timely unavailability of resources on the one hand and inadequate local capacity building on the other may jeopardise the efficacy and effectiveness of the programmes.

Recommendations

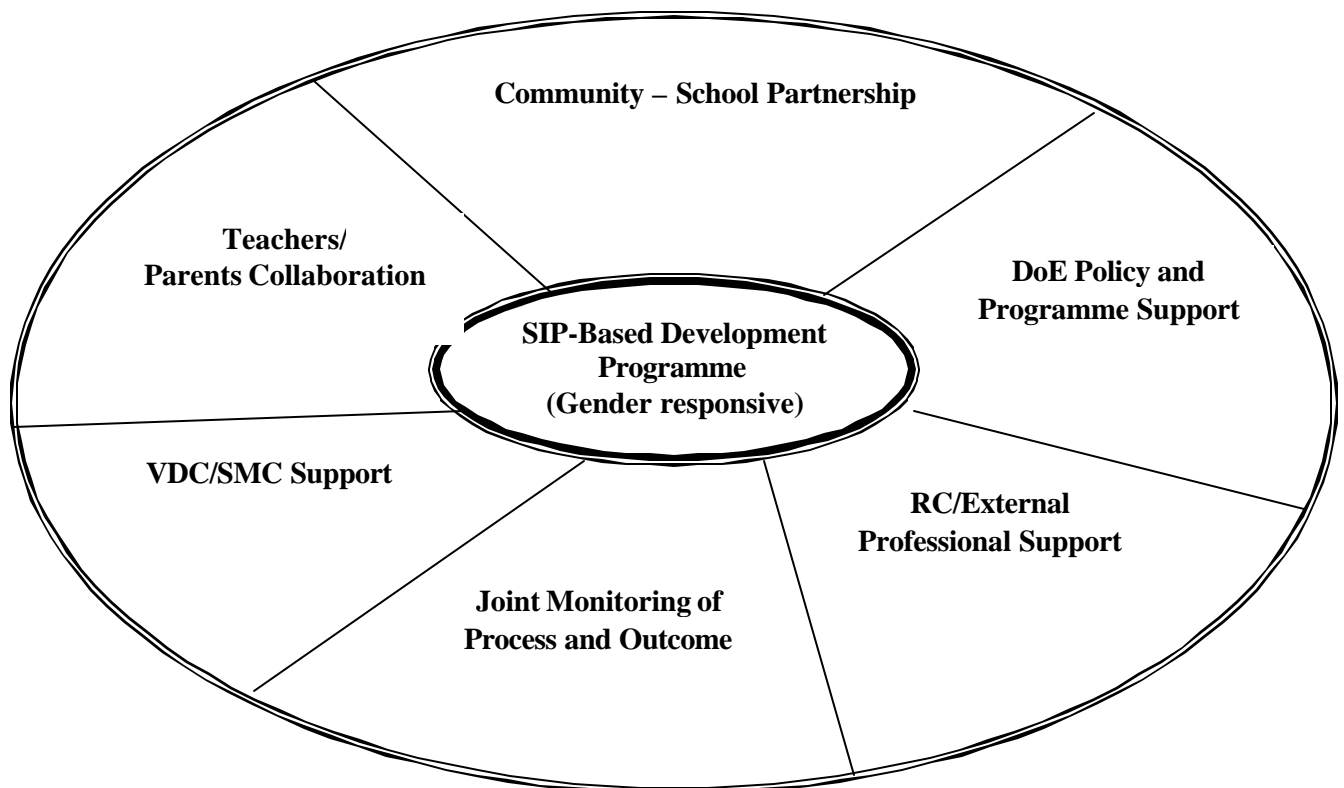
Outstanding issues

- SIP has remained fund – driven rather than guided by a vision.
- SIP as a strategy of bottom-up planning must facilitate the evolution of reform program in the local context of the schools rather than impose a predetermined structure.
- Efforts towards developing an integrated model of school quality improvement must be started simultaneously at all levels in a spirit of partnership and mutual trust. (Components integrated into SIP. SIP-driven BPEP rather than Component-driven).
- The origin of SIP must be the vision, aspirations and pledge of the key stakeholders of the school.
- Facilitation model rather than cascade model should guide SIP implementation, and horizontal expansion rather than vertical multiplication should be the mode of SIP expansion.

- The process of SIP should be institutionalised at the school level by fostering a new partnership between school and community towards continued efforts at improving quality of schooling.
- The funding modality of SIP, based purely on the number of students, may require some adjustments to adequately respond to the needs of low enrolment schools and reinforce good performance of small size schools of Nepal.
- The indicators and criteria of monitoring and evaluation of SIP-based development programme should be flexible enough to recognise and reward good performance of schools in different contexts and at different stages of development.
- Gender issue has not been addressed in the existing SIP as it is expected in the policy documents.

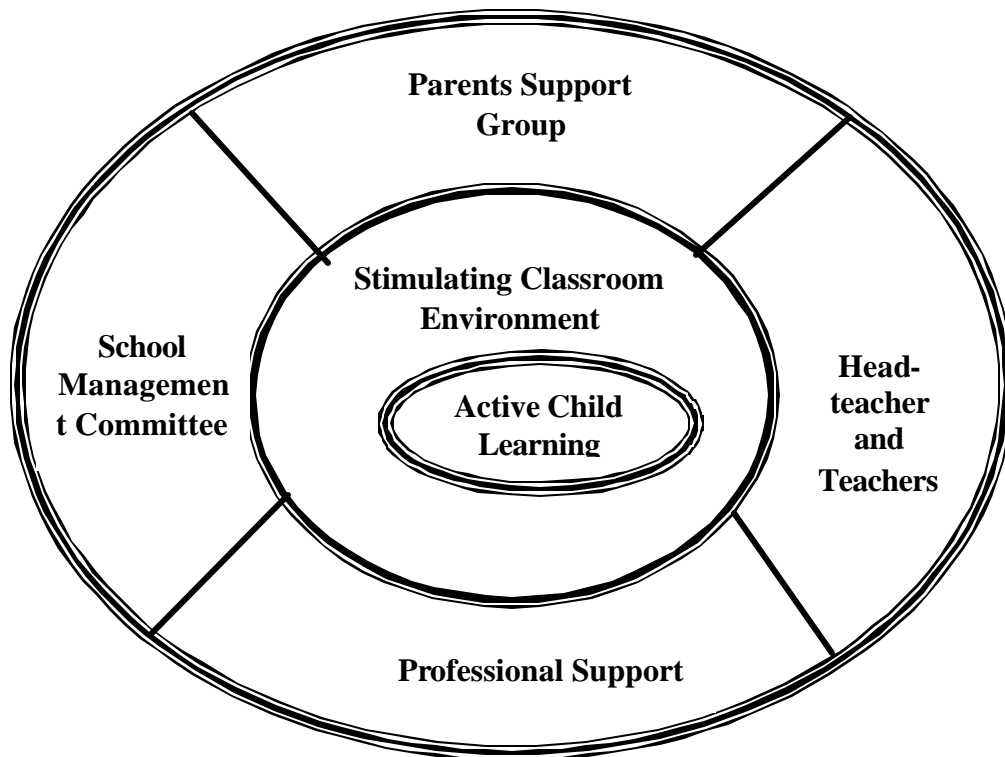
Recommendations on the system(s) to be introduced

- Adopt a gender responsive SIP-based development programme as a central focus of school reform. (see figure below)



- Adopt a conceptual framework for teaching learning environment in school that will stimulate cooperative efforts in enhancing the quality and level of child learning. Such a framework is mentioned below:

Conceptual Framework for Teaching Learning Improvement in School



- Conceptualise and design SIP-based development programme as a composite set of activities and gender main streaming as a cross-cutting priority them rather than disjoint set of component-related activities.
- Strategic steps to address the widening gender gaps in education by capacity building both at institutional as well as implementation level is urgent.
- Promote SIP-based development programme as a process of transformation from centre-dependant school to self-sustaining progressive school.

- Enable and allow key stakeholders of school to identify and prioritise school reform activities within a broad framework of SIP-based development programme

1. INTRODUCTION

1.1. Context

The summary of policy statements of BPEP II has provided ten points guidelines for operating SIPs (Annex 2, PIP, 1999).

These include:

- ☒ Promotion of SIP as a time-based plan of action prepared by the school itself for its physical and academic upgrading. SIP will allow schools to judge the quality of their work through self-evaluation, identify key issues and problems, establish priorities and targets, prepare future plan of action and mobilise external and internal resources.
- ☒ Preparation of SIP through micro-planning exercise involving SMC members, parents, teachers etc.
- ☒ School SIPs consolidated at the district level to prepare District Education Plan.
- ☒ Adoption of limited funding approach.
- ☒ Expanded coverage of SIP as the capacity of the district to manage SIP-based funding develops.
- ☒ After the approval of SIPs by DEOs, flow of funds to school accounts.

The changed context brought about by the local Self-Governance Act (1999) and the 7th Amendment of Education Act have provided a new context for meaningful participation of local communities and local government institutions. These provisions have paved the way for new forms of partnership at local school and community level which may lead to meaningful interaction, and shared responsibility and accountability.

BPEP has been presented as a major programme in the 10th Plan within Education for All (EFA) framework of actions with greater emphasis on improving the quality of education and increasing the participation of disadvantaged groups. Expectations from BPEP in improving school performance are obvious. There are several compelling political,

economic and educational reasons for the promotion of SIP (Acharya, et al 2002). Above all, if BPEP fails to produce positive results at school level, its credibility is in jeopardy.

Evidence from projects such as Community Owned Primary Education (COPE), Quality Education Project, Dhulikhel and Save the Children Japan suggest that school community partnership and a new sense of responsibility and accountability on the part of school constitutions will lead to positive improvement in school atmosphere as well as in the quality of education provided therein. These evidences provide additional reasons for the promotion of SIP.

Department of Education (DoE) has been attempting to develop a practical model of SIP and a set of training materials to promote the preparation of SIP at school level. Earnest efforts in adopting SIP began with the piloting of "Bottom-up" planning in five districts: Jhapa, Chitwan, Syanja, Bardiya and Dadeldhura.

A rapid assessment of SIP in May, 2002 reveals "current status of the implementation of SIP is that the preparatory phase of the SIP is going to be completed shortly. Therefore, budget is not released yet and SIP implementation is not on the way".

While the Programme Implementation Plan (PIP) intent has been to achieve convergence of inputs through the SIP, Village Education Plan (VEP) and District Education Plan (DEP), little has been achieved in this area. The top-down planning process and compartmentalisation of inputs continue (TP, 2001). Hence the Mid-term Review (MTR) (2002) has recommended to organise SIP-Based Development Programme as a component in the structural programme for 2002/03. Within the SIP-based programme, fund flow to individual school will take place under a block grant model.

Under these circumstances, it is important to assess the programme made in the implementation of SIP-Based Development Programme in line with the spirit of the MTR Report and in the direction of improving school performance. This review is undertaken as a step towards determining the status of the component, stocktaking the achievements made so far and identifying a way forward.

1.2. Objectives

The objectives of this assessment are:

- a) To review the conceptual evolution of SIP and its efficacy in meeting the related objectives of BPEP;
- b) To review the modality of implementation of this component;
- c) To review the progress to date since the MTR;
- d) To identify outstanding issues including gender equity in relation to SIP-based development programme; and
- e) To make recommendations for improving the performance in line with the recommendations of the MTR and the BPEP II goals.

1.3. Procedures

This assessment study adopted the following procedures:

Document Review:

The study team reviewed the documents made available by DoE as well as related documents available at European Commission Education Coordination Office (ECECO) and World Bank/Nepal. A list of documents consulted and reviewed is given in Annex 1.

Consultation with Related DoE Officials:

At the very outset, the study team consulted with senior DoE officials about the evolution of SIP, preparations made at the centre and their expectations at the field level.

Field Visits:

Members of the study team prepared a field visit plan and interaction guidelines for the field. The plan and guidelines are attached in Annex 2. The team then visited Jhapa, Syanja and Chitwan districts, 3 districts among the five, in order to gain an insight into the adoption of SIP at the school level. Team members consulted and organised interaction programmes with the related District Education Officers (DEO), Resource

Persons (RPs), other Officials at the DEO Office, School Teachers, Head-teachers, School Management Committee (SMC) members, Ex-VDC/Municipality Chairs/Mayors and Ward Chairs, Secretaries of the Municipality/VDC, Community Members, and Students. During the discussions, efforts were made to draw on their perception and implementation of SIP-based development programme. A list of the persons consulted both at the central and district level is given in Annex 3.

Synthesis of Information and Observation:

The study team has attempted to arrive at a syntheses of information contained in the document, perception and expectations of concerned personnel, and field observations in order to identify a way forward.

1.4. Organisation of the Report

This report is organised in the following manner:

Section 2 – Presents an overview of conceptual evolution of SIP in Nepalese context.

Section 3 – Presents a review of modality of implementation.

Section 4 – Assesses the status of implementation.

Section 5 – Examines outstanding issues.

Section 6 – Provides a set of recommendations to improve both implementation and impact of this component.

2. SIP: CONCEPTUAL EVOLUTION

2.1. SIP as a Micro-Planning Exercise

The Programme Implementation Plan (PIP) of BPEP II projected School Improvement Plan (SIP) as a comprehensive micro-planning exercise. Subsequently, DoE developed an SIP format which is very complex and data-overloaded. It is complex in the sense that SIP format included a wide range of contextual factors, current status of school, identification of problems and priorities, action plan, resources identification, etc., etc. (SIP Training Manual, 2001). It is data-overloaded because it included almost all items of the school survey form.

There are several shortcomings associated with the current SIP with respect to the decision, focus and modality. The single design of the SIP does not take into consideration the diverse settings, requirements and possibilities that prevail in schools. The focus of SIP is on management and governance of school rather than on the child and quality of schooling. It is expected to have a very comprehensive 5-year improvement plan as a product of one-shot planning exercise rather than fostering an improvement process through participatory approaches.

2.2. SIP as a Bottom-up Planning

One of the two-pronged strategy adopted in the decentralised planning guidelines of the PIP (1999) is the "Bottom-up planning where each school would prepare a School Improvement Plan (SIP)" and SIP as a time-bound plan of action would be prepared by the school itself. (page xv). Hence, it is clear that the base of SIP preparation will be at school involving key stakeholders. However, the preparation of SIP has been dictated by a format developed at the centre. Instead of allowing each school evolve a realistic, prioritised plan of action in line with the spirit of bottom-up planning, the filling of SIP form provided by DoE continued.

2.3. Piloting in five Bottom-Up Planning Districts

In fiscal year 2001/02, the piloting of SIP and formula funding was undertaken in 5 bottom-up planning districts; Jhapa, Chitwan, Synja, Bardiya and Dadeldhura. Five Resource Centres (RCs), one in each of three districts were selected for intensive action. Schools in these RCs prepared action plans within the funding allocation of resources in the proportion of 30: 40:30 to Access, Quality and Management improvement. These schools were allowed some freedom in prioritising activities. A cursory review of SIPs revealed that they focused on discrete activities such as distribution of incentives to disadvantaged groups, improving physical facilities, distribution of instructional materials, sports materials, and meeting with parents. They failed to adopt a holistic approach to school improvement. There was a clear lesson to be learned from this piloting experience, i.e., "telling them what to do does not help". School reform has to evolve and grow from within the school milieu.

2.4. Consolidating the Focus of SIP

Attempts to consolidate the preparation and implementation of SIP continue. In fiscal year 2002/03, a new block grant system at the rate of NRS 150/- per students Terai and NRS 170/- per student in the Hills has been adopted as the funding modality for the revised SIP that focuses on quality improvement. This shift in SIP funding and focus has been communicated in 3-day workshops in Chitwan, Jhapa and Syanja. All the schools in the five bottom up planning districts are expected to revise their SIPs with focus on quality improvement within the amount of funding to be received under the new block grant (per child allocation) system. Whether schools will be allowed to evolve their own vision of school quality improvement and embark upon a simple prioritised plan of action is not clear yet.

3. IMPLEMENTATION MODALITY

3.1. Cascade Model of SIP Implementation

Development of SIP Training Manual by a Team

In order to orient the head-teachers about the format of SIP, DoE has prepared a manual in the Nepali language (). This manual talks about the SIP, school management, educational information management system, planning for school improvement and a format of SIP. This was the situation until last year i.e. before MTR.

Orientation of Master Trainers (RPs) by the Team

After the package was prepared, orientation programmes for the selected head-teachers and RPs were conducted and the master trainers were produced. In the training the manual was discussed and how an SIP prepared in the school level was practised.

RPs Train the Head-teachers

The master trainers then conducted SIP preparation training in the districts. The head-teachers were also given the format prepared at the central level and discussion was held on the format itself. During the discussion in the field, the head-teachers said that they then just filled in the format and submitted the SIP to the respective resource centres.

3.2. Consistency with the Spirit of MTR

☞ MTR Expectations

SIP Based Development Programme	Status
Integrated Model	Not achieved (no concrete efforts towards integration)
Focus on school and children	Focus still on components
Consultation with HMG Agencies	Initiated with MOLD
Capacity building at different levels (NRS. 10 million for capacity building)	Inadequate
Block grant on the basis of SIP	Block grant at the rate of NRS. 150 and 170 in Terai and Hills.

4. PROGRESS TO DATE

4.1. Achievement Status at Central Level

After the MTR in March 2002, DoE has taken the initiative in the restructuring of the management system for the effective implementation of the BPEP programmes in a co-ordinated manner. DoE has discussed the restructuring proposal at the department level and it has been sent to the Ministry for approval. In the department, efforts are being made to include different sections in the SIP-based development programme related discussions. The department has made a decision that the schools will be supported on the basis of the SIP prepared at the school level and the grant would be given on the basis of the number of children enrolled in the school. From the discussion with the DoE personnel it was found that a formal mechanism of how SIP-Based Development Programme as suggested by MTR should be implemented has not fully evolved yet.

4.2. Achievement Status at District Level

Among the five districts selected for the first phase, DoE organised 3 day workshops in three districts viz. Chitwan, Jhapa and Syanja. Personnel at the District Education Office participated in the workshop as the participants and the resource persons from the DoE conducted the workshops. In the three-day workshops discussion was made on the changes to be made in the SIP with a focus on quality enhancement activities. Some sample SIPs were revisited and the participants were asked to make changes in them according to the input given by the resource persons. The workshops ended with a format to be distributed to the head-teachers. The participants of the workshop are now expected to give training to the head-teachers and then the SIPs will be revised in the line of the input given to them by the trainers.

4.3. Achievement Status at VDC/School Level

Since the DoE has just conducted the workshops, not much activity has been conducted at the VDC/School level. The trainers in the district will conduct training for the head-teachers.

4.4. Fund Allocation and Utilisation

The total fund allocated for SIP-Based Development Programmes in the current fiscal year is 6,11,14,000/- of which Rs. 2,38,99,000/- has been already disbursed from the DoE. The amount disbursed in the five districts is as follows:

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Total		2,38,99,000	

As far as the utilisation is concerned, the fund is there in the district education office. The DEO will conduct training for the head-teachers to prepare SIP –based development plan and the budget would then be released as per the criteria developed at the central level i.e. per child allocation. Thus, the fund has not yet been utilised.

5. MAJOR ISSUES AND CONCERNS

5.1. SIP has remained fund – driven rather than guided by a vision.

The allocation and availability of fund has dictated the focus and scope of SIP activities. For example, in fiscal year 2001/02, funds received by schools in Chitwan, Syanja and Jhapa districts for SIP activities were supported to spend on access, quality and management improvement activities at a ratio of 30:40:30 respectively. This type of funding arrangement encouraged the adoption of a uniform format of action plan and almost uniform set of activities in access, quality and management improvement. Such uniform approach in SIP implementation is contradictory to schools with different needs and at different stages of development.

Further, SIP has remained a not-so-clear concept at different levels. In the interaction the participants use different terms such as SIP, Bottom-up planning and now SIP-based development plan and they find it difficult to explain whether they are the same or different.

5.2. SIP as a strategy of bottom-up planning must facilitate the evolution of reform program in the local context of the schools rather than impose a predetermined structure.

True to the spirit of SIP as a bottom-up planning strategy, the DoE/DEO should promote the evolution of a reform programme that is relevant and practical in the local context of a school. However, district education and school personnel are more inclined to follow the SIP structure presented by DoE than evolve their own prioritised plan of action.

5.3. Efforts towards developing an integrated model of school quality improvement must be started simultaneously at all levels in a spirit of partnership and mutual trust. (Components integrated into SIP. SIP-driven BPEP rather than Component-driven).

The adoption of SIP-based development programme calls for a SIP-driven BPEP rather than components-driven BPEP. However, as yet, there have been no concentrated efforts in

developing an integrated model of school quality improvement with clear division of responsibility and accountability. Moreover, a shift in the loyalty of DoE from their higher authority to school is yet to occur.

5.4. The origin of SIP must be the vision, aspirations and pledge of the key stakeholders of the school.

The vision, aspirations, and improvement potential differ widely from one school to another. To expect that all schools will progress a uniform rate towards an expected direction is simply unrealistic. Hence, the origin and base of SIP must be the unique context of the school with potential improvement envisioned and shared by key stakeholders of the school.

5.5. Facilitation model rather than cascade model should guide SIP implementation, and horizontal expansion rather than vertical multiplication should be the mode of SIP expansion.

In the cascade model, the expectations and aspirations of the personnel at the top remain very high, on the one hand, and the personnel at the bottom feel subservient to the personnel at the upper levels, on the other. Hence, spontaneous and dedicated efforts rarely occur at the grassroots level in a cascade model. In brief, cascade model is not the best practice for SIP promotion. DoE/DEO should develop facilitation model for horizontal expansion of SIP.

5.6. The process of SIP should be institutionalised at the school level by fostering a new partnership between school and community towards continued efforts at improving quality of schooling.

SIP is not a one-shot affair. It is a continuous process of involvement, interaction, identification, prioritisation and implementation of quality improvement activities. Hence, initial efforts should be designed to foster a new partnership between school and community in the direction of sustained improvement in school condition and teaching learning standards.

5.7. The funding modality of SIP, based purely on the number of students, may require some adjustments to adequately respond to the needs of low enrolment schools and reinforce good performance of small size schools of Nepal.

The direct flow of available fund to schools is a step in the right direction. However, given a very diverse needs of schools in Nepal, a uniform funding formula may not be the best options. Hence, there should be a room for appropriate adjustment or a provision of some additional funds for needy schools.

5.8. The indicators and criteria of monitoring and evaluation of SIP-based development programme should be flexible enough to recognise and reward good performance of schools in different contexts and at different stages of development.

In SIP, every school should get an opportunity to progress on their own. Progress in the school should be monitored on the basis of indicators and criteria established by a joint school/community team. SIP monitoring and evaluation should be constructive and future oriented.

5.9. Gender issue has not been addressed in the existing SIP as it is expected in the policy documents.

The policy document has made certain commitments to incorporate gender in the programmes. But in practice it has not been addressed the way it should be addressed. Participation of women in the SIP preparation has still remained a matter of ritual and their contribution has not yet been fully recognised in the school level.

In the school level, for example, the head-teachers consider the fathers as the parents of the children and invite the fathers in the school programmes. When they organised mothers group meeting the head-teachers and teachers consider the mothers who would:

- a) send their girls to school
- b) feed them nutritious food

c) keep them neat and clean

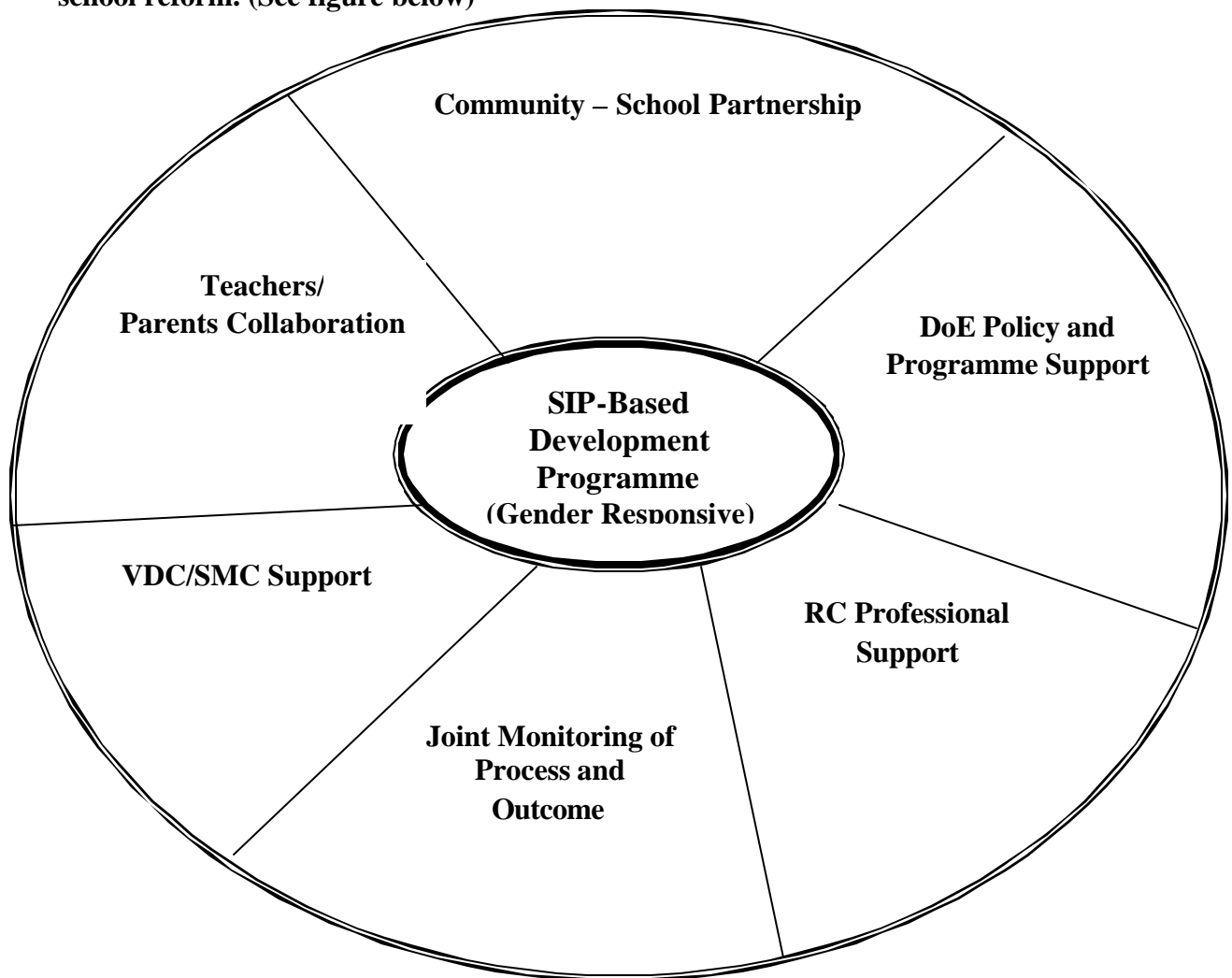
d) send the school on time and regularly

This kind of practice further perpetuates the stereotypical roles of women.

6. RECOMMENDATIONS

In order to improve the planning, preparation and implementation of SIP-based development programme, following recommendations are forwarded:

6.1. Adopt a gender responsive SIP-based development programme as a central focus of school reform. (See figure below)



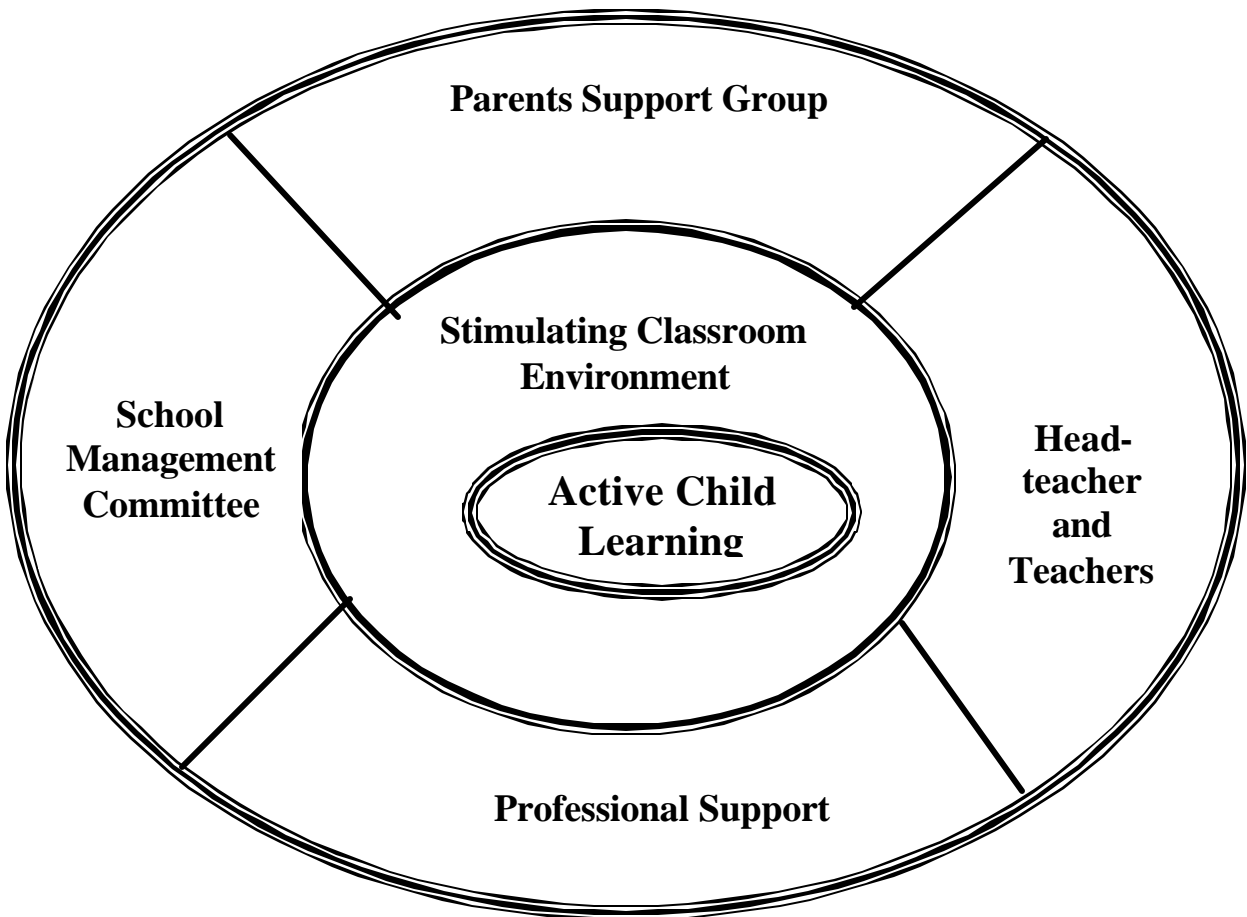
This would require simultaneous efforts at different levels to really promote this fundamental shift in BPEP II programme structure such as:

- a) Adopt an integrated programme structure, instead of the current components-based one, to promote school-based development programme;

- b) Develop RC as a resource pool, and RP as a facilitator to promote local evolution of school-based development programme;
- c) A change in the attitude of parents and community people towards establishing a new partnership with schools; and
- d) A change in the attitude and skill of teachers in working with parents towards promoting active child learning.

6.2. Adopt a conceptual framework for teaching learning environment in school that will stimulate cooperative efforts in enhancing the quality and level of child learning. Such a framework is mentioned below:

Conceptual Framework for Teaching Learning Improvement in School



6.3 Conceptualise and design SIP-based development programme as a composite set of activities and gender main streaming as a cross-cutting priority rather than disjoint set of component-related activities.

As Gender Issues cuts across all levels, strata and structures, it must be internalized and prioritized as one of the most critical issues and, therefore, should be mainstreamed into policy, process and implementation of BPEP II program. Since gender mainstreaming demands a high level of commitment, advocacy and strategic planning this project also requires to move forward beyond mere policy statement. Therefore in order to achieve gender equal educational output, SIP should be based on participatory process oriented approach which will have developed gender equality achievement and performance indicators at all levels and steps. At the same time consistent and continuous advocacy of the issue is also equally important to have achieved the goal of gender equal society.

6.4. Strategic steps to address the widening gender gaps in education by capacity building both at institutional as well as implementation level is urgent.

Going beyond gender sensitisation training, actual capacity building of women/girls to bring them up to the leadership and decision making level should be given a priority. Just the focus in certain programmes such as incentives for poor and underprivileged girls like uniform distribution, organisation of mothers gathering etc. would just remain as isolated events. Since the SIP-Based Development Plan is prepared at the school level, it provides a good opportunity to incorporate gender right from the grass root level. Thus, gender issue should be incorporated from the school level in preparation, planning, participation, implementation and monitoring of the SIP-based Development Plan.

6.5. Promote SIP-based development programme as a process of transformation from centre-dependant school to self-sustaining progressive school.

6.6. Enable and allow key stakeholders of school to identify and prioritise school reform activities within a broad framework of SIP-based development programme. Major pillars of such a framework include :

- a) School community partnership,
- b) Improved learning conditions including reorganisation of classroom to provide stimulating environment,
- c) Teacher preparation for a shift from traditional teaching to activity-based joyful learning in the classroom mainly through hands-on experience,
- d) Effective communication and interaction between school and parents,
- e) Active and supportive SMC, and
- f) Joint monitoring of the process and outcomes of school-based development programme based upon locally agreed indicators and criteria.
- g) Community mobilisation for sustained support to school improvement.

Annexure

Annex 1

LIST OF THE DOCUMENTS REVIEWED:

1. Acharya, S. Sibbons, M. and Bailey, J. (2002). Supporting School Improvement Planning in Nepal.
2. Belbase, L. and Sharma, T. (2001). Quality Education Project: Terminal Evaluation Report, Dhulikhel Municipality.
3. BPEP (1999). BPEP II Program Implementation Plan. Kathmandu: MOE/HMG.
4. BPEP (2002). Annual Strategic Implementation Plan.

5. BPEP (2002). BPEP joint government-donor Mid Term Review Report.
6. BPEP. Block Grant Funding Based on School Improvement Plan (theme paper)
7. Dahal, P. (2002). A study on school improvement program: a positive deviance study.
A draft report submitted to Save the Children Japan.
8. DoE, MOES. (Oct. 2002). Chitwan Workshop Report.
9. DOE/MOES (2001). BPEP: Report of technical panel. Kathmandu:.
10. DOE/MOES (2001). SIP Training Manual for SIP. Third Revision. Kathmandu:.
11. HMG, Nepal, (1971) Education Act, 7th Ammendment.
12. MOLD/HMG & UNDP (2001). Getting COPE schools complete first year: Annual
report 2000/2001. Kathmandu:
13. SEDP (2000). Promoting gender equity in secondary education: School action
planning program. Kathmandu.

Bottom-up Planning SIP of:

- 1) Shree Dipendra Primary School, Jalthal – 3, Jhapa.
- 2) Shree Shanti Primary School, Jalthal – 9, Jhapa.
- 3) Shree Mahendra Primary School, Jalthal – 6, Jhapa.
- 4) Shree Panchayat Lower Secondary School, Jalthal – 3, Jhapa.
- 5) Shree Janata Primary School, Haldibari – 8, Jhapa.
- 6) Shree Amili Thum Primary School, Waling Municipality – 3, Syanja.

SIP Based Development Plan

Field Visit Plan

Jhapa:

Person: Mr. Ganga Ram Gautam

Dates: 29th October to 3rd November 2002

Syanja:

Person: Dr. Gajendra Pradhan

Dates: 8th to 9th November 2002

Chitwan:

Person: Ms. Saloni Singh

Dates: 11th November to 15th November 2002

Field Activities:

- Visit to the Resource Centres (Haldibari of Jhapa and Dibyanagar of Chitwan) and plan the field activities with the help of the Resource Centre Manager/Incharge,
- Participate in the workshop in Jhapa and Syanja organized by Department of Education and observe the activities: how the idea of SIP-Based Development Plan is communicated from the Central Level to the District Level.
- Visit to the schools: at least one primary, one lower secondary and one secondary with primary classes,
- Focus Group Discussion/interview with
 - District Education Officer
 - Resource Persons
 - Head-teachers
 - Teachers
 - Parents
 - School Management Committee Chairs
 - Village Education Committee Chairs/Members
 - Ex-VDC Chair
- School and class observation
- Collect information from these sources and record them as appropriate,

Discussion Guidelines:

The discussion in the field will revolve around the following questions:

- Whether the true meaning of SIP Based Plan, as it is recommended by MTR, has been communicated to the field office i.e. to the resource centre, head-teachers, teachers etc. or not. If yes, how it has been communicated, through workshops, letters, guidelines, or ?????.
- Support and Capacity building for SIP Based Development: Has there been any support provided? If yes, what are the support? Any capacity building related activities carried out either in the centre or in the district?
- SIP Preparation Process: a number of issues will be explored here. Has this been done the way it MTR expects? If yes, what are the processes followed? Who were the participants? Who selected the participants? Level of participation of various stakeholders? What contribution did various participants made? Has the participants' view/contribution reflected in the SIP? Has it well addressed/incorporated the gender issue?
- Quality of SIP: Format, ownership.
- Implementation status of SIP as of now.

Resources: budget, expenses, grants, per student allocation as said by the Department of Education.

List of the People Met/Consulted**a) Central Level:**

1. Mr. Lava Prasad Tripathi, Director, Training Division, DoE, MOES.
2. Mr. Tekendra Bahadur Karki, Deputy Director, DoE, MOES.
3. Mr. Ram Balak Singh, Deputy Director, DoE, MOES.
4. Ms. Neera Shakya, Deputy Director, DoE, MOES.
5. Mr. Hari Lamsal, Section Officer (SIP Resource Person for the workshops in Chitwan, Jhapa and Syanja).

b) Field Level: Jhapa, Synja and Chitwan**Jhapa:**

SN	Name	Address
1.	Mr. Sushil Pandey	DEO, Jhapa
2.	Mr. Yuba Raj Pandey	Section Officer, Programme, DEO, Jhapa
3.	Mr. Paramananda Mishra	Resource Person, Haldibari Resource Centre
4.	Mr. Nandan Baral	Head-teacher, Kalbalgudi Primary School
5.	Ms. Meera Poudel	Teacher, Kalbalgudi Primary School
6.	Ms. Parvati Niraula	Teacher, Kalbalgudi Primary School
7.	Ms. Manju Sharma	Teacher, Kalbalgudi Primary School
8.	Ms. Laxmi Pokhrel	Teacher, Kalbalgudi Primary School
9.	Ms. Durga Poudel	Teacher, Kalbalgudi Primary School
10.	Ms. Kalpana Khatiwada	Teacher, Kalbalgudi Primary School
11.	Mr. Yuba Raj Kafle	Former SMC Chair, Kalbalgudi Primary School
12.	Mr. Dirgha Raj Acharya	Head-teacher, Dipendra Prim. School, Jalthal.
13.	Ms. Narmada Khanal	Teacher, Dipendra Prim. School, Jalthal.
14.	Mr. Ratan Kr. Mechche	Teacher, Dipendra Prim. School, Jalthal.
15.	Mr. Keshav Kr. Chudal	Teacher, Dipendra Prim. School, Jalthal.
16.	Mr. Rudra Ghimire	Teacher, Dipendra Prim. School, Jalthal.
17.	Mr. Khem Raj Niraula	Resource Teacher, Haldibari Secondary School
18.	Mr. Bisnu Datta Gautam	Secretary, Mechinagar Municipality
19.	Mr. Rajendra Rajbansi	Mechinagar Municipality – 11
20.	Mr. Eka Raj Nepal	Mechinagar Municipality – 6
21.	Mr. Ram Chandra Uprety	Mechinagar Municipality – 10
22.	Mr. Ganesh Pd. Subedi	Bal Kumari Lower Secondary School, Mechinagar.
23.	Mr. Ghanashyam Pokhrel	Ka. Primary School, Salghari, Jhapa.
24.	Mr. Yogendra Khanal	Mahananda Primary School, Mechi.
25.	Mr. Chudamani Baral	Kakad Bhatta Secondary School, Jhapa.
26.	Mr. Chandra Bhandari	Ex-Deputy Mayor, Mechinagar Municipality.
27.	Mr. Lal Prasad Sapkota	Kabi Shiromani Secondary School, Jhapa.
28.	Mr. Tanka Pd. Bhattarai	Chair, Kabi Shiromani Secondary School, Jhapa.
29.	Mr. Rabin Koirala	Ex-Mayor, Mechinagar Municipality.

30.	Mr. Ananta Prakash Wosti	Mechinagar Municipality
31.	Mr. Bandhan Kr. Munda	Mechinagar Municipality
32.	Mr. Surya Prasad Sharma	Adarsha Secondary School, Ayabari
33.	Mr. Tulsi Ram Poudel	Adarsha Secondary School, Ayabari
34.	Mr. Mohan Kr. Sharma	Mechinagar Municipality
35.	Mr. Ranga Lal Giri	Bal Kalyan Lower Secondary School
36.	Mr. Tulasi Giri	Mechinagar Municipality
37.	Mr. Kul Prasad Ghimire	Chair, Salghari Primary School.
38.	Mr. Mahendra Jha	Head-teacher, Dhulabari Secondary School, Jhapa
39.	Mr. Chandra Sapkota	Head-teacher, Sishu Sal Primary School, Jhapa.
40.	Mr. Chandra Mani Chhetri	Head-teacher, Mechi Bidyodaya Primary School, Jhapa
41.	Mr. Rajan Kr. Bhetwal	Mechinagar Municipality
42.	Mr. Gopal Basnet	Ex-ward Chari, Mechinagar Municipality
43.	Mr. Basu Dev Rajbansi	Chair, Mechi Lower Secondary School, Jhapa
44.	Mr. Iswori Pd. Bhandari	Mechinagar Municipality

Syanja:

1. District Education Officer
2. Resource Persons
3. School Management Committee Members
4. Head-teachers
5. Teachers
6. NGO Representatives
7. Ex-VDC/Municipality Representatives

Chitwan:

Dibya Nagar Resource Centre area:

Meeting and Focus Group Discussions with

1. Mr Harish Chandra Yadav, DEO, Chitwan
2. Mr. Ram Chandra Khaniya Section Officer
3. Mr. Hari Bhakta Adhikari RP Dibya Nagar
4. Ms Danu Maya Gurung and team* Head Teacher (HT), Jaman Singh Primary School, Jyoti nagar, Chitwan
5. Mr Shovakar Timilsina SMC Chair " "
6. Ms. Bishnu Pande ECD Facilitator " " "
7. Mr. Chandra Dutta Subedi and team* HT, Adarsha M. School
8. Mr. Kul Pd. Chapagai " " " "
9. Mr. Babu Ram Paudel and team* HT, Rastriya. Primary School, Khadrauli
10. Mr . Krishna Pd. Bhurtel Ex. VDC Chair, Khadrauli
11. Mr. Tej Raj Subedi and team* HT Ra. Pra. Bi, Meghauli
12. Met with District Education Committee members, Chitwan*
13. Meeting with most RPs and School Supervisors of Chitwan District*

* Focus Group Meeting