

Field Visit Report on
District Capacity Assessment on HRD Needs at Secondary
Education Level
(Dhanusha District)

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Contents

1. Introduction	4-6
1.1 Context of SESP	4
1.2 Methodological Approach	6
1.3 Limitations	6
2. Socio-Economic and Political Context of Dhanusha District	6-7
2.1 Geographical Location	6
2.2 Cultural Background/Ethnic Composition	6
2.3 Main Development Events	7
2.4 Political Concerns	7
3. Facts and Figures about Secondary Education in Dhanusha District	7-8
4. Findings and Recommendations	8-18
4.1 School/Community	8
4.2 Resource Center	9
4.3 District Education Office	10
4.4 Secondary Education Development Unit (SEDU)	13
4.5 Primary Teacher Training Center	16
<u>References</u>	19
<u>Annexes</u>	
1: List of Stakeholders Interviewed and Met	20
2: Methodological Steps and Question Guidelines	24
3: Organization Structure of DEO	26
4: Staffing Arrangement at DEO	26
5: Organization Structure of PTTC	27
6: Staffing Arrangement at PTTC	27

List of Abbreviations

BPEP II	Basic and Primary Education Program II
DDC	District Development Committee
DEC	District Education Committee
DOE	Department of Education
EMIS	Educational Management Information System
HMG/N	His Majesty's Government, Nepal
HRD	Human Resource Development
HSS	Higher Secondary School
HT	Head Teacher
LSS	Lower Secondary School
MOES	Ministry of Education and Sports
MT	Master Trainer
NDS	National Development Service
NESP	New Education System Plan
PAT	Program Advisory Team
PTA	Parent Teacher Association
RED	Regional Directorate
RMT	Regional Master Trainer
RP	Resource Person
SESP	Secondary Education Support Program
SEPP	Secondary Education Perspective Plan
SMC	School Management Committee
SMT	Secondary Master Trainer
SRC	Secondary Resource Center
TTC	Teacher Training Center
VDC	Village Development Committee
VEC	Village Education Committee

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1. Introduction

1.1 Context of SESP

The constitution of Nepal (1990) in its directives principle provides for creating opportunities for involving people in the governance of the country and calls for transformation of the national economy into a self-reliant system. For this, all development plans emphasized that education can be economically and socially productive investment. The concept paper of the 10th development plan has tried to adopt policy objectives of making primary education compulsory, conducting nationwide literacy programs, increasing the involvement of women in accessing to education, improving the educational environment of all public schools, reducing the education quality gap between privately and publicly run schools and so on. One of the major strategies is the introduction of vocational education from Grade IX and national development service (NDS) from Grade XII (NPC, 2002:41).

Nepal's school level education system comprises five years of primary education (grades 1-5), three years of lower secondary education (grades 6-8), two years of secondary education (grades 9-10) and two years of higher secondary education (grades 11-12) (PIP, 1999:3). A four-year of secondary education program is being proposed that would build on the eight-year cycle of basic education. Government intends to integrate grades 9 to 12 under one secondary education management and the proposal to undertake the necessary legal amendments to facilitate such integration is [was] contained in the Ninth Plan (World Bank, 2001:21)

The scale of government involvement in financing education has increased over the years (Table 1) (Shrestha, 2000:29). With the introduction of NESP in 1971, the State largely took over the responsibility of financing education, especially in primary education. Following the restoration of democracy in 1990, the first elected government increased its commitment to education by initiating the policy of free secondary education whereby 100% of salaries of teachers of government-aided schools were to be met from the public sources (Lohani, 1998:47).

HMG/N has been implementing different programs at different educational levels (primary, lower secondary and secondary) to improve the quality of education for few decades. Studies have shown that physical access to primary schools is no longer a problem even in remote and very remote areas of the country as shown by school density inter-spacing of schools and commuting distance (PIP, 1999:7). However, the performance of the public schooling system in Nepal is characterized by low levels of literacy and educational attainment, inequitable distribution of the benefits of public subsidies made in education due to unequal participation in schools across income and social groups ... (MOES, 2002:1). Now HMG/N intends to integrate all educational programs in one plan so that all resources could be streamlined and mobilized through one single door system. In turn, government developed secondary

education support program (SESP) to reform lower secondary and secondary education under the main framework of Secondary Education Perspective Plan (SEPP) which covers the period from 1996 to 2011 (HMG/MOE, 1997:i).

Table 1: Trends in Public Expenditure on Education Sector (1998/099-2002/003)
(Rs in Million)

	2002/03		2001/02		2000/01		1999/00		1998/99	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Total national budget	96912.5	-	99792.2	-	91621.3	-	77238.2	-	69693.3	-
Total edu budget	14402.4	15	14072.9	14	11749.6	12.8	10176.1	13.2	8704.4	12.5
Level-wise allocation										
Primary edu	8524.8	59	7791	55	5599.8	55	4203.5	41	3880.2	44.6
Secondary edu	3017.1	21	2971	21	2432.1	20.7	2009.7	19.7	1702.2	19.6
Higher Sec. Edu	47.1	0.3	47.1	0.3	26.6	0.2	25.5	0.3	13.9	0.16
Higher edu	1471.1	10.2	1680.4	12	1915.4	16.3	1605.9	15.8	830.5	9.5
Others	1342.3	9.4	1590.2	11.3	916.5	7.8	2331.4	23	2277.6	26.2

Source: MOF, Red Book of respective years and MOES, Education Information of Nepal 2001

The main objective of SESP is to improve access and equity, quality and relevance and institutional capacity of secondary education sub-sector. Four components – learning environment; curriculum development, assessment and instructional materials; teacher education and development; and institutional management and capacity building (HMG/ADB, 2002:Section 8) – are carefully developed to achieve the objective. The additional objective of the SESP is to strengthen the involvement of local communities to manage their own schools with the technical support of the Ministry of Education and Sports (MOES) and Department of Education (DOE). However, experiences have revealed that Nepali educational management system has limited capacity to manage growing educational programs in the country. A study on capacity building for educational improvement: an institutional analysis of MOES indicates that:

The data suggest that there are a number of technical deficiencies within the MOES as well as substantial cultural barriers to institutional improvement. Whilst there are things worth celebrating- for instance, there is evidence that staff in MOES are better trained than in previous times- there appears to be fundamental impediments to capacity building and institutional development within the MOES, with many of these emanating from the 'center' (Bista, & Carney, 2001:iii).

In viewing of these deficiencies, recent policy initiatives are contributing for developing institutional and human resource development (HRD) plans for MOES and its constituent organizations. Recently, MOES/DOE developed a HRD plan with particular focus on basic and primary education. Now it has been realized that there is a need of integration between the existing HRD Plan of BPEP II and the HRD requirements of the forthcoming SESP. This district capacity assessment survey was basically conducted to identify the HRD needs required at secondary education sub-sector.

1.2 Methodological Approach

In consultation with DOE, Dhanusha district was identified for the second field visit. Data/information were collected from different agencies/people at different levels such as DEO, SEDU, PTTC, PTA, and School (Head teachers, teachers, SMC members, PTA members, RP). The survey team with the help of DEO first of all organized group discussion with SEDU members and SEDU schoolteachers' group (Annex-1). The consultants briefly introduced (using discussion guidelines, Annex 2) the SESP and explained its visions, objectives and major components using drawing, posters, flip chart, etc. After introducing the SESP, the consultants facilitated the discussion and generated some pertinent information regarding their main responsibilities (only related to secondary education), their existing capacity and their HRD needs and gaps in terms of four major components to be implemented in near future. The consultants felt that the information obtained from the discussion might not be sufficient for the very purpose to which the field visit was made. It was surprising that the schools attached with SEDU and RC were so large and rich that they have almost no problem except secondary teacher quotas. Therefore the survey team decided to go to a remote school and requested DEO to arrange a trip. DEO arranged a field trip to Chure Chadani Chowk, near Sindhuli Madi, about 52 km far from Janakpur. The consultants were accompanied by a DEC member. Luckily, consultants found there some SMC and PTA members who were already gathered for a meeting in the school. Consultants discussed with them and identified needs and issues related to HRD needs in particular and school management in general. On the last day of the field visit, the study team conducted an in-depth face-to-face interview with one DEO, two Section Officers, sixteen RPs and six SSs (Annex 1). The discussion concentrated on retrieving the specific HRD needs (training and non-training). The survey team together with the participants assessed the needs and collected suggestions for potential interventions in relation to their organizational context.

1.3 Limitations

Due to the deteriorating security situation all stakeholders were distressed. Even DEO staff were sometimes reluctant to share their experience because of the unfortunate schooling environment in which their contribution seems to be meaningless. Dissemination of information at the local level was found as a common problem. Discussion with local body members could not be done because of the absence of an elected VDC.

2. Socio-Economic and Political Context (Based on the District Profile of Dhanusha District)

The total population of Dhanusha is 673,517 out of which female population is 324446. The total number of households is 121,849 with an average household size of 5.53.

2.1 Geographical Location:

Dhanusha district is a pleasant terai district, which is situated in Janakpur Zone of Central Development Region of Nepal. This district is situated between longitudes 85° 05' to 86°20' East and latitudes 25°35' to 27°05' North. The district encompassing an area of 10090.00 square kilometers with Siraha districts in the East, Mahottari districts in the West, Sindhuli district in the North and Bihar of India in the South. Dhanusha is situated in the central terai region on the South of Mahabharat mountain range.

2.2 Cultural Background/Ethnic Composition:

Dhanusha district has a rich composition of different cultural and ethnical groups.

Hindu, Buddhist, Islamic, Kirati, Christian, Jain etc. are the religious population. Chhetri, Brahman- Hill, Yadav, Teli, Chamar, Koiri, Dhanuk, Kewat, Sudi, Tatma, Magar, Tharu, Tamang, Rai, Newar, Kami, etc. are the caste ethnic group of population. Nepali, Maithili, Bhojpuri, Rai-Kirati, Limbu, Magar, Tamang, Newari, Bhote & Sherpa etc. are the major linguistic group of population.

2.3 Main Development Events:

- Literacy rate - 48.37% (Census, 2001)
- Good pitch road or transportation from Dhanusha to different parts of the country.
- Air transportation facility from Kathmandu to Janakpur Dham
- Zonal headquarter of Central Development Region.
- One Municipality and 101 VDCs, having Tele Com facility.
- Household characteristics - Agriculture, Livestock, Fishery, Poultry etc.
- Economically active people, engaged in senior officials/managers' professional/ semi-professional/technical, administrative and clerical workers, service worker, shop, market, sales workers, farm, fishes and forestry workers, craft, trade workers, production labour workers and others.

2.4 Political Concerns:

Dhanusha district has one municipality and 101 Village Development Committees. The district represents five constituent seats and seventeen areas in the political representation. It was observed that the political parties as well as Terai and Pahadi people had mutual understanding among themselves.

3. Facts and Figures on Education, Dhanusha District

Table 2: Literacy Rate by Sex

Description	Percentage
Male	59.61%
Female	36.07%
Total (average)	48.37%

Source: District Demographic Profile of Nepal, Informal Sector Research and Study Centre, 2002.

Table 3: No. of School by Level and Type

Class	Private	Public	Total
Primary (1- 5)	22	303	325
Lower Secondary (6 - 8)	17	92	109
Secondary (9 - 10)	10	56	66
Higher Secondary	12	2	14
Total	61	266	327

Source: DEO Office, Dhanusha, 2058

Table 3 shows that there are 327 schools all together in Dhanusha district and only 61 schools out of 327 are privately run.

Table 4: Student Enrolment by Level and Sex

Class	Boys	Girls	Total
Primary (1- 5)	26171	15011	41182
Lower Secondary (6 - 8)	6062	3021	9083
Secondary (9 - 10)	2952	1470	4422
Total	35185 (64.34%)	195029 (35.66%)	54687

Source: MOES, School Level Educational Statistics of Nepal, 2057

Table 4 shows that the proportion of boy students is higher than girl students.

Table 5: Teacher Profile by Sex and Level

Description	Primary	Lower Secondary	Secondary	Total
Male	662	194	191	1047
Female	234	19	12	265
Total	896	213	203	1312

Source: MOES, School Level Educational Statistics of Nepal, 2057

Table 5 shows that there are only 265 (20.2%) female teachers out of 1312 teachers.

Table 6: Teacher Profile by Qualification and Level

SN	Description	Primary	Lower Secondary	Secondary	Total
1	Under SLC	1	-	-	1
2	SLC	421	1	-	422
3	I. Ed.	34	22	-	56
	I.A. or Equivalent	274	90	5	369
4	B. Ed.	13	26	64	103
	B.A. or Equivalent	63	57	70	190
5	M.Ed. or Equivalent	-	-	2	2
	M.A. or Equivalent	29	11	56	96
6	Not Mentioned	61	6	6	73
	Total	896	213	203	1312

Source: MOES, School Level Educational Statistics of Nepal, 2057

4. Findings and Recommendations

4.1 School/Community

At community and school level, the assessment team requested DEO to help organize a meeting with the HTs, teachers, students, SMC members and PTA members. PTA meeting was organized in Deurali Secondary School in Chure Chandani Chowk near Sinduli Madi and meeting with other stakeholders was organized in Sharaswoti Model and Sankatmochan Dev Sharan Ram Rati Secondary Schools, Dhanusha (Annex 1). Through a long discussion about the roles and responsibilities of various stakeholders in managing their secondary schools, the main issues raised and suggestions provided include:

Main Activity	Problems/Issues	Possible Intervention
<ul style="list-style-type: none"> Development of local needs based curriculum Account keeping and letter correspondence Teaching subjects School supervision 	<ul style="list-style-type: none"> Lack of curriculum development skills HTs have to be involved in every aspect Low educational performance in schools Lack of knowledge and experience in record 	<ul style="list-style-type: none"> Curriculum development training program for HTs and subject teachers One administrative staff has to be provided to each school. Subject teachers are to be appointed at least according to quotas

	keeping <ul style="list-style-type: none"> • Lack of capacity to supervise classroom performance 	<ul style="list-style-type: none"> • Appointment of experienced and trained HT who can lead and manage school • Training programs on capacity development for HTs and SMC chairpersons to supervise classroom and school management
<ul style="list-style-type: none"> • Reward and punishment • Teacher management • Examination and evaluation • Management of physical facilities 	<ul style="list-style-type: none"> • Lack of system for rewarding and punishing • Temporary teachers for 10 years • Lack of exam and evaluation skills • Lack of infrastructure specially school building, furniture, equipment 	<ul style="list-style-type: none"> • Introduction of a system to value and recognize the contribution of staff with clear legal provision for rewards and punishments to all concerned • Temporary teachers are to be permanently appointed • Exam and evaluation skills development training program for subject teachers • Provision of budget for school building construction, furniture, equipment.

4.2 Resource Center

The main role of RP is to provide technical services to cluster schools and involve in classroom-based teacher/school development activities. However, most of the RPs nowadays are busy in administrative job focusing on primary education only. On the other hand, *it was observed that a few RPs could not write down their job descriptions or duties.* Their professional competencies need to be substantially improved so that they would be able to provide necessary professional services to schools. Their present roles and responsibilities in regard to secondary education seem to be very nominal. The problems/issues faced at secondary level and possible interventions suggested (training and non-training) are presented below:

Future activity related to SE	Problems/issues/gap	Possible Intervention
<ul style="list-style-type: none"> • Effective model teaching • Management of school • Monitoring/supervision • Providing Leadership 	<ul style="list-style-type: none"> • Lack of teaching skills in RPs • Low level of managerial skills in RPs • Lack of monitoring and supervision skills in RPs • Less motivation of RPs 	<ul style="list-style-type: none"> • Training on teaching and communication skills for RPs • School management, training for RPs • Provision of long-term training for existing potential RPs to be upgraded.

4.3 District Education Office

The HRD team conducted face-to-face interview with DEO for two and half hours. After pre-viewing the SESP vision, objectives and four components of SESP, a long discussion was held in relation to new roles and responsibilities of DEO. In the discussion DEO first briefed the main activities that he has been managing and presented the educational status of the district. He has also explained the major problems/issues and provided suggestions to manage them. Next, discussion was held with the school supervisors (SS), resource persons (RPs), coordinator and accountant (Annex-1). The consultants first presented the purpose of the visit and the four components of SESP. Then all participants were requested to list down their present and future main roles and responsibilities related to SE. Table 7 presents the summary of the main duties/responsibilities related to secondary education, existing capacity, their HRD needs and suggestions provided.

Table 7: Summary of the responsibilities, existing capacity, HRD needs and suggestions

Roles and responsibilities related to SE	Existing capacity/status	Gaps/Needs	Training Solutions	Non-training Solutions
School supervision	Limited on general supervision and class observation	<ul style="list-style-type: none"> Lack of subject-wise SSs 	Training program on school supervision for subject-wise SSs and RPs	<ul style="list-style-type: none"> Develop and implement criteria for recruiting and selecting subject-wise SSs and RPs
Implementation of curriculum		<ul style="list-style-type: none"> Inconsistent, unrealistic, impractical curriculum Lack of trained teachers. 	Training on how to teach subject matters for subject teachers	<ul style="list-style-type: none"> Develop realistic, practical curriculum. Attach curriculum with textbooks.
Conduction of exams (grade 8 & 10)	DEO monitors and supervises the exams on the spot.	<ul style="list-style-type: none"> Lack of standard questions 	Training on question setting, ranking, grading for subject teachers, SSs, RPs	<ul style="list-style-type: none"> Provide logistic support to the DEO for conducting exams effectively.
Management of Trainings for teachers and SMC members	DEO just coordinates the training programs	<ul style="list-style-type: none"> Lack of needs based training packages Lack of subject wise trained trainers. 	Training on TOT for subject teachers Training on school management for HTs and SMC members	<ul style="list-style-type: none"> Revise and update training packages
Management of educational statistics	DEO just manages what has been asked for from the center	<ul style="list-style-type: none"> Lack of realistic data Lack of trained personnel 	Training on data collection, analysis and records keeping	<ul style="list-style-type: none"> Encourage and motivate schools to provide realistic data

		<ul style="list-style-type: none"> • Lack of equipment and other facilities 	for DEO staff who look after statistics section	<ul style="list-style-type: none"> • Provide logistic support to DEO and schools to generate realistic data
Management of education in the district (SIP, DEP and providing educational leadership)	Started to plan but not in a systematic way	<ul style="list-style-type: none"> • Lack of planning skills in SSs, RPs 	<ul style="list-style-type: none"> • Training on planning skills • Training on leadership and coordination for SSs, RPs, HTs, SMC members 	-
Reporting to the different agencies	Forms are filled in and reported to various agencies	<ul style="list-style-type: none"> • Lack of report writing skills in SSs, RPs 	Training on report writing skills for SSs, RPs	-

Findings:

Schools are generally supervised in terms of classroom observation. DEO, SSs, and RPs reported two problems associated with school supervision: (a) non-subject SSs and RPs cannot observe the classroom performance of subject teachers, and (b) nevertheless, non-subject supervisors can observe the classroom performance of the subject teachers in terms of teaching techniques used, learning activities done, students motivated and so on; however, school supervisors do not do so because of the lack of motivation. Supervisors are also not aware of the concept of 'supervision through teams'.

There are some problems in implementing curriculum in schools. Most of the teachers are untrained and unable to teach according to the course contents. DEO said "**In some schools, there are some teachers who cannot read textbooks correctly**". Teachers pointed out that some curricula are inconsistent, unrealistic, and impractical e.g., in computer education course book, it is written like '...for more information go to Website...education.com'. Teachers asked to what extent is the course practical? Because the course has to be taught all over the country.

One of the major activities of the DEO is the conduction of examinations (grade 8 & 10) in the district. DEO tends to supervise and monitor exams on the spot. But sometimes there seems to be serious problems with the quality of question papers. Question setting suffers from many technical aspects (level of difficulty, grading, ranking, types etc.). In addition, logistic supports provided to/by DEO are insufficient that has always hampered the conduction of exams effectively.

DEO just tends to coordinate training programs (recurrent and certification trainings for teachers and management trainings for HTs and SMC members). However, the usefulness of the training programs has always been questioned. The lack of needs based training packages, subject-wise trained trainers and motivation of the participants are the major issues facing education managers at all levels.

DEO has been experiencing difficulty in receiving quality and realistic data from schools. According to the DEO, the schools do not want to provide DEO with quality and realistic data because it has implication to them in many aspects: (a) schools tend to manipulate the number of students because teachers' quota, textbooks, nutritious food and so on are distributed as per the number of students, and (b) they also manipulate the number of girl students as well as students from poor families/communities because they enjoy a range of scholarships and other benefits in the name of girl and poor students. DEO also suffers from lack of trained personnel and logistic supports with equipment required to manage district level educational statistics.

DEO has started to plan its district level educational activities. However, due to the lack of planning skills in DEO staff, planning has not been done in a systematic way. The discussion (with DEO) concluded that there were miscommunication and misinterpretation about the preparation of SIP and DEP. Later on, guidelines and budget ceilings were provided from the center but due to the lack of being user friendly, the guidelines and format did not contribute much in preparing effective and systematic SIPs and DEPs. Besides, DEO staff lack leadership capability and are unable to provide educational leadership in the district.

Reporting is extremely necessary to find out the strengths and weaknesses of any program through monitoring and evaluation. The facts and figures of an organization come through a report and it presents the real picture of a working organization. However, DEO staff lack report writing skills that is required to frequently present their level of performance through reports.

Recommendations:

DEO should not be made as the 'recruitment center' of the SSs and RPs. Criteria for recruiting and selecting subject-wise SSs and RPs should be developed and implemented effectively. If non-subject SSs and RPs cannot supervise the classroom performance of a subject teacher, the practice of supervision through teams should be promoted. However, trainings on school supervision and monitoring have to be provided for all SSs and RPs.

Since the curricula have been changed so frequently, subject teachers need to be oriented about the new changed curricula on how to teach them. Curricula should be carefully revised, updated and designed so that they become highly relevant. It is strongly suggested that all textbooks should contain curricula with them.

DEO staff and some subject teachers require specialized training related to examination (question setting, ranking, grading etc.) to successfully conduct the school level examination especially of Grade 8 & 10. Besides, DEO should be provided sufficient logistic supports i.e., trained personnel, equipment, stationery and so on.

Trainings provided at both district as well as school levels need to be thoroughly and carefully designed and delivered based on the needs of the participants identified. DEO staff shared their experiences that excessive trainings did not produce the expected result, and no matter how less the training programs would be in number it must be relevant, need based and practical.

Schools are the first hand producers of any educational data. If the schools do not provide realistic data, its contribution would be meaningless. Therefore, schools need to be motivated, provided support to develop skills required to prepare and keep educational records.

Training programs on leadership, coordination and preparation of SIP and DEP are needed at all levels (school/community, DEO and region). HTs, SMC members and PTA members need to be provided an introduction on planning and important aspects of school management.

All DEO staff, particularly SSs & RPs, are in need of developing data collection, data analysis and report writing skills. Therefore, training programs should be organized for SSs and RPs to develop these skills.

4.4 Secondary Education Development Unit (SEDU), Dhanusha

The MOES is responsible for policy making, planning and evaluating the educational programmes as well as executing them and providing financial grants to the public schools. CDC prescribes curriculum for all schools of the country. The OCE conducts SLC examination at the end of secondary grade. The Secondary Education Development Center (SEDEC) was responsible for providing in-service training to secondary teachers. NCED is assigned the task of providing management training to educational managers. The DOE has a Higher Secondary and Secondary Education Section. RED offices are authorized to approve new secondary schools. DEO offices are responsible to manage and supervise the schools of their concerned districts. SEDU is conducting training programs under the guidelines provided by SEDEC. SEDUs conduct one-month in-service teacher training programmes for Lower Secondary and Secondary Teachers. DEO has a number of school supervisors and their main task is to assist the teachers in conducting instructional activities in an effective manner but in reality they are not providing academic support to teachers. The existing 25 SEDUs cover 75 districts in order to promote quality education in the Lower Secondary and Secondary Schools through providing teacher training, instructional materials, and science and maths equipment.

The roles and responsibilities in regard to secondary education, needs/problems and possible interventions are suggested below.

Based on the discussion with the SMT and other staff Table 8 summarizes SEDU's main responsibilities, existing capacity, HRD needs and possible interventions.

Table 8: Summary of main responsibilities, existing capacity, HRD needs and possible interventions

Main role and responsibility related to secondary education	Existing capacity to comply with roles and responsibilities on secondary education	HRD needs and gaps according to SESP - four components	Training solutions to fill in the needs	Non-training situations to fill in the needs
1. Conduct in-service teacher training for Lower Secondary and Secondary teachers	<ul style="list-style-type: none"> This fiscal year no programmes and activities from SEDEC 	<ul style="list-style-type: none"> Need of Planning concept, component, procedures of educational training/activities planning 	<ul style="list-style-type: none"> Training on Planning concept, component, procedures of educational training/activities planning for SMTs 	<ul style="list-style-type: none"> - Planning and programming autonomy should be given to SEDU, within the budget fixed by SEDEC

		<ul style="list-style-type: none"> • Directly managed by SEDEC also programmes & budgets are fixed by SEDEC 		
2. Provide professional advise and support to the teachers	<ul style="list-style-type: none"> • One SMT is providing all services 	<ul style="list-style-type: none"> • Lack of Trained trainers 	-	<ul style="list-style-type: none"> • Appoint trained and experienced trainer to develop small core group of trainers in the SEDU to operate it as training center
3. Mobilize local resources for the schools.	<ul style="list-style-type: none"> • Very little has been done 	<ul style="list-style-type: none"> • No flexibility to conduct any activities in their own initiation 	-	<ul style="list-style-type: none"> • Decentralize authority for SMTs for supporting schools to mobilize local resources
4. Provide management training to the head masters	<ul style="list-style-type: none"> • Provides short term programs 	<ul style="list-style-type: none"> • DEO is mandated to select the teachers for training 	<ul style="list-style-type: none"> • Training on TOT for SMTs • Training on SRC concept, technique, skills on how to execute it. 	<ul style="list-style-type: none"> • Delegate all authorities of selecting teachers for training, follow-up, and monitoring, and evaluation of training programs to SEDU. • Provision of exchange visit within SRC.
		<ul style="list-style-type: none"> • Lack of secondary resource center. 	<ul style="list-style-type: none"> • Training on concept of monitoring and supervision techniques and use of its results 	<ul style="list-style-type: none"> • Develop at least one subject related secondary resource centre.

		<ul style="list-style-type: none"> Inadequate facilities in SEDUs, like training hall, office space and equipment 	<ul style="list-style-type: none"> Refresher training for SMT on the changed context to update knowledge and skills 	<ul style="list-style-type: none"> In districts where PTTC and SEDU exists, merge PTTCs and SEDU making TTC, giving full responsibilities from primary to secondary level teacher training. Restructure TTC with Gaz. Class First Principal and two Gaz. Class Second Vice principals
		<ul style="list-style-type: none"> Lack of EMIS at SEDU 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Establish an EMIS at TTC
		<ul style="list-style-type: none"> SEDU Development Committee has passive role 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Restructure SEDU Development Committee (modality to be decided)

Findings

- All 25 SEDUs serve for lower secondary and secondary schools in 75 districts promoting quality teaching through teacher training.
- SEDU's activities are basically determined by SEDEC at central level, so SEDU is a dependent institution.
- SEDU has been facing a problem of institutional and structural relationship.
- SEDU has no core team of trainers, so it has been facing problem of qualified trainer while conducting training programs.
- SEDU Development Committee has been playing a passive role in conducting SEDU activities.
- SEDU has no authority of selecting teachers for training; it has to request DEO to nominate teachers for training.
- There is no monitoring and supervision of classroom performance of trained teachers.
- SEDU needs logistic support and technical human resources (team of trainers).

- There is a need of an amalgamation of SEDU and PTTC as a TTC, where the PTTC and SEDU both are established in one district.
- SEDUs are unable to provide facility of resource center to the users.

Recommendations

- Need to establish subject wise resource centers within the SEDUs.
- Restructure SEDU development Committee (modality to be decided)
- Delegate all authorities of selecting teachers for training, follow-up, and monitoring, and evaluation of training programs to SEDU.
- A core team of subject-wise trainers (3-4) is highly desirable within SEDUs (if not merged).
- SEDU should be an autonomous body with specified role and responsibility to conduct training.
- SEDU needs its own planning and programming, so that it needs Planning Training.
- There is a need of EMIS and using it in planning.

4.5 Primary Teacher Training Center (PTTC), Dhanusha:

The National Center for Educational Development (NCED) was established in 1993 to enhance educational management and leadership capabilities at various levels and to upgrade the teaching competencies of the teachers to support quality teaching learning. There are 9 PTTCs operating under NCED in different parts of the country. Primary Teacher Certificate training was conducted by PTTC and DEC. Primary teacher certificate training of 1320 hours was divided into four packages, 330 hours each. First and fourth training package were conducted by PTTC in a face-to-face mode where as second and third package was conducted by DEC in a distance mode through Radio broadcasting by conducting contact session in RCs. In this respect the HRD study team visited the PTTC, Dhanusha. After over viewing the SESP vision, objectives and four components, a long discussion was held in relation to new roles and responsibilities. In the discussion principal and his staff reflected their feelings and experiences on the educational reform programmes.

The following is the summary of the main responsibilities related to secondary education, existing capacity, their HRD needs and suggestions.

Main role and responsibility related to secondary education	Existing capacity to comply with roles and responsibilities on secondary education	HRD needs and gaps according to SESP - four components	Training solutions to fill in the needs	Non-training situations to fill in the needs
• Conducting 1st and 4 th packages of Teacher Training	• Conducting primary teacher training according to	• Lack of Motivation in trainers	• Training on TOT for new Trainers	• Provision of Exchange visit for trainers

	circulation of NCED			
	<ul style="list-style-type: none"> • PTTC has no training capacity in relation to secondary education except physical facilities (building, hostel, cafeteria & classrooms) 	<ul style="list-style-type: none"> • Lack of trainers 	<ul style="list-style-type: none"> • Training on Professional skill development 	<ul style="list-style-type: none"> • Policy has to be developed to make PTTC to TTC with provision of HR, Organization structure, system and support staff
		<ul style="list-style-type: none"> • Facing problem raised by 2 & 3 package • Lack of subject-wise trainers • No library and laboratory facilities • Problem on organizational structure and its relations • Problems on management • Problem on performance evaluation to encourage and motivate 	<ul style="list-style-type: none"> • Training on Subject related knowledge skills, methods on teaching • Training on monitoring and academic supervision 	
			<ul style="list-style-type: none"> • Training on planning, programming, monitoring, 	
			<ul style="list-style-type: none"> • Over all management training for principal and section chief 	

The following (Table 9) interventions are suggested for HR development at PTTC:

Table 9: Possible Interventions for HR Development at PTTC

Possible Intervention	
Training Solutions (Knowledge, skills and attitude):	Non-Training Solution (organizational/governmental policy, work environment, work processes, work tools, job assignment):
<ul style="list-style-type: none"> • Training on PTTC planning and programming for instructors. • Training on monitoring, follow-up and evaluation of training programs for instructors. • Training on curriculum, text book and TG handling techniques for instructors. • Training on examination system (model question setting, validation, scoring, analyzing and refining) while conducting the training for all trainers. • Training on TOT for master trainers, subject experts and instructors. • Training on gender for instructors. • Training on modern administrative mechanism for administrative personnel. • Training on resource generation and mobilization skills for instructors and senior instructors. • Training on participatory techniques/approaches for instructors. • Training on computer software and photocopy for support staff. • Training on using Science Equipment and other related materials for instructors. 	<ul style="list-style-type: none"> • A policy decision to establish a TTC to instead of PTTC to conduct Primary and Secondary Teacher Training programmes • A provision of a section and cadre of master trainer in TTC. • Improvement in the relationship among RED and central, DEO and School/ Community • Provision for repair and maintenance of existing infrastructure. • In the context of decentralization the role and responsibilities of TTC should be revisited. • Specific job description for master trainers, instructors and others needs to be prepared to address the SESP activities. • Re-structuring policy is needed for PTTC according to the SESP and decentralization to make it fully autonomous.

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Annex 1: List of Stakeholders Interviewed and Met

District Education Office, Dhanusha

Name	Post
1. Mohan Prasad Upadhaya	DEO
2. Ram Ashish Thakur	Section Officer
3. Gajendra Kumar Raut	Section Officer
4. Baidehi Sharan Shah	School Supervisor
5. Rajendra Prasad Yadav	School Supervisor
6. Shatrudhan Yadav	School Supervisor
7. Jag Bahadur Gurung	School Supervisor
8. Jayni Mandal	School Supervisor
9. Bishnu prasad Bhattarai	School Supervisor
10. Dev Kanta Lal Karna	Resource Person
11. Krishna Kanta Pathak	Resource Person
12. Ashok Kumar Karna	Resource Person
13. Krishna Dev Thakur	Resource Person
14. Ram Shorup Sinha	Resource Person
15. Jit Narayan Thakur	Resource Person
16. Shashi Nath Jha	Resource Person
17. Raj Kumar Yadav	Resource Person
18. Mohamad Shoaiyab	Resource Person
19. Kiran Kumar Gautam	Resource Person
20. Shukha Chandra Lal Karna	Resource Person
21. Dayananda Mishra	Resource Person
22. Chaneshwar Raya	Resource Person
23. Ratna Kumar Karna	Resource Person
24. Ganesh Mahato	Resource Person
Secondary Education Development Unit, Dhanusha	
1. Visha Nath Verma	SMT
2. Ram Narayan Mandal	Kharidar
Sankatmochan Dev Sharan Secondary, RC, School, Janakpur Ddham, Dhanusha	
1. Ashewashwar Shah	Headteacher
2. Anil Kumar Karna	Teacher
3. Shyam Kishor Lal Karna	Teacher
4. Manoj Kumar Singh	Teacher
5. Kamala Sagahal	Teacher
6. Narayani Manandhar	Teacher
7. Ram Shuresh Shah	Teacher
8. Ram Chandra Thakur	Teacher
9. Lok Narayan Thakur	Teacher
10. Ashok Kumar Karna	Resource Person

Saraswoti Model Secondary School, Janakpur Dham, Dhanusha	
1. Ram Sudist Lal	Assistant Headteacher
2. Ram Mohan Mahato	Teacher
3. Ram Chandra Upadhya	Teacher
4. Dil Bahadur Joshi	Teacher
5. Kalicharan Chaudhari	Teacher
6. Shunil Kumar Mandal	Teacher
7. Ishor Yadav	Teacher
8. Indra Bhuban Lal	Teacher
9. Baidehi Sharan Tiwari	Teacher
10. Ram Shrestha	Teacher
11. Parameshwar Shah	Teacher
12. Shula Thapa	Teacher
13. shushila Thapa	Teacher
Daurali Secondary School, Chure Chadani, Tulshi VDC, Dhanusha	
1. Usha Karki	DEC Member, Dhanusha
2. Upendra Bahadur Thapa	SMC Chairperson, Daurali SS
3. Braham Dev Gohit	Teacher, Daurali SS
4. Binod Yadav	Teacher, Daurali SS
5. Murali Chaudhari	Parent, Daurali SS
6. Ramji Shah	Headteacher, Daurali SS
7. Keshav Kumar K. C.	Teacher, Daurali SS
8. Ram Bahadur Thapa	PTA Member, Daurali SS
9. Ganga Bahadur Karki	Teacher, Daurali SS
10. Bimala Kumari Ghimire	Teacher, Daurali SS
11. Natra Bahadur Rana	SMC Member, Daurali SS
12. Deepak Kumar Karki	Teacher, Daurali SS
13. Gita Kumari Shrestha	Teacher, Daurali SS
14. Nabal Kishor Yadav	Teacher, Daurali SS
15. Sharmila K.C.	Teacher, Daurali SS
16. Motilal Majhi	Parent, Daurali SS
17. Indra Bahadur Shrestha	PTA Member, Daurali SS
18. Umesh Thapa	Student, Daurali SS
19. Shuvash Poudel	Student, Daurali SS
20. Rita Shrestha	Student, Daurali SS
21. Samjhana Shrestha	Student, Daurali SS
22. Komal Babu Thapa	Student, Daurali SS

Personnel Profile (Academic Qualification, Training) of DEO Staff, Dhanusha

Name	Gender	Post	Academic Qualification	Training	Duration of training
1. Mohan Prasad Upadhaya	M	DEO	M. Phil	In service	21/2 Years
2. Ram Ashish Thakur	M	Section Officer	B. A., B.Ed.	In service	One month
3. Gajendra Kumar Raut	M	Section Officer	B. A., B.Ed	In service	One month
4. Baidehi Sharan Shah	M	School Supervisor	B. Ed.	In service	One month
5. Rajendra Prasad Yadav	M	School Supervisor	Dip. Edu.	In service	One month
6. Shatrudhan Yadav	M	School Supervisor	B. Ed.	In service	One month
7. Jag Bahadur Gurung	M	School Supervisor	B.Ed	In service	One month
8. Jayni Mandal	M	School Supervisor	B. Ed.	In service	One month
9. Bishnu prasad Bhattarai	M	School Supervisor	B. Ed.	In service	One month
10. Dev Kanta Lal Karna	M	Resource Person	B. Ed.	Missing	
11. Krishna Kanta Pathak	M	Resource Person	B. Ed.		
12. Ashok Kumar Karna	M	Resource Person	B. Ed.		
13. 13. Krishna Dev Thakur	M	Resource Person	B. Ed.		
14. 14. Ram Shorup Sinha	M	Resource Person	B. Ed.		
15. 15. Jit Narayan Thakur	M	Resource Person	B. Ed.		
16. 16. Shashi Nath Jha	M	Resource Person	B. Ed.		
17. 17. Raj Kumar Yadav	M	Resource Person	B. Ed.		
18. 18. Mohamad Shoaiyab	M	Resource Person	B. Ed.		
19. 19. Kiran Kumar Gautam	M	Resource Person	B. Ed.		
20. 20. Shukha Chandra Lal Karna	M	Resource Person	B. Ed.		
21. 21. Dayananda Mishra	M	Resource Person	B. Ed.		
22. 22. Chaneshwar Raya	M	Resource Person	B. Ed.		
23. 23. Ratna Kumar Karna	M	Resource Person	B. Ed.		
24. 24. Ganesh Mahato	M	Resource Person	B. Ed.		

Personnel Profile (Academic Qualification, Training) of SEDU Staff, Dhanusha

Name	Gender	Post	Academic Qualification	Training	Duration of training
1. Visha Nath Verma	M	SMT	M. Sc.	TVT, SMT	10 & 3 Months
2. Ram Narayan Mandal	M	Kharidar	I.A.	Account	1.5 Months

Personnel Profile (Academic Qualification, Training) of PTTC Staff, Dhanusha

Name	Gender	Post	Academic Qualification	Training	Duration of training
1. Damodar Gauli	M	Senior Instructor	B.Ed.	In service	5 weeks
2. Darpa Narayan Singh	M	Instructor	B.A., B.Ed.		
3. Damodar Phuyal	M	Instructor	M.Sc., B.A., B.Ed., B.L.		
4. Bal Krishna Gaire	M	Instructor	M.A., B.Ed.		
5. Mahelal Yadav	M	Instructor	B.Ed.		
6. Narendra Man Singh	M	Computer Operator	I. Com.		
7. Kusheswar Karna	M	Sub-Account	SLC		

Annex 2: Methodological Steps and Question Guidelines

Methodological steps to field visits - Suggested process guide.

Before meeting activities:

- Draw up the organogram of the institution (use poster or chart)

1. Describe the purpose of the visit (capacity assessment survey)
2. Introduce the SESP programme
 - Explain the *vision* of the SESP (use drawing, poster or other visual techniques)
 - Summarise the objective of the programme (phased approach)
 - Summarise the four components (write these down on a chart)
3. Assess capacity needs in relation to the four components and the vision by enquiring about the institutions and individuals existing capacities, constraints, needs and other issues of concern (distribute paper on which people can write down their points - 10 minutes for individual brainstorm.).
4. Facilitate a process where all constraints, needs and other issues are displayed and discussed one by one and conclude discussions on each issue, by retrieving specific HRD solutions (training and non-training solutions) from the participants.
5. Together with the participants, assess the needs expressed and solutions suggested in relation to the organizational set-up of the institution (depict the organogram)
6. Request participants to give some thought to what they want their situation to look like 5 years from now.

Suggested Question Guide.

School Community/District/Region:

Stakeholder: _____

Main role and responsibility related to Secondary Education	Existing capacity to comply with roles and responsibilities on secondary education	HRD needs and gaps according to SESP - four components	Training solutions to fill in the needs	Non-training solutions to fill in the needs
		1. Needs and gaps at Regional level (use checklist) 2. Needs and gaps at District level (use checklist) 3. Needs and gaps at School and community (use checklist)		

Checklist: School / Community Level

- The role of the head teacher in relation to the management of staff and school budgets
 - the role of the head teacher and SIP
 - SMC meeting

- VEC/VDC involvement
- getting teachers more responsible for planning, managing classroom assessments
- recurrent teacher training
- The head teacher's accountability to the SMC and the SMC's role in appraising the head teacher according to the 7th amendment to the Education Act.
- The empowerment of the SMC as the representative of the community, including the mobilization and spending of funds
- Training offered to both head teachers and SMCs/VECs in support of new responsibilities
- The VEC's and VDC's role for education standards and performance and the dissemination of information including monitoring and evaluation

Checklist: District Level

The role and capacity of the DEO and the DEC to:

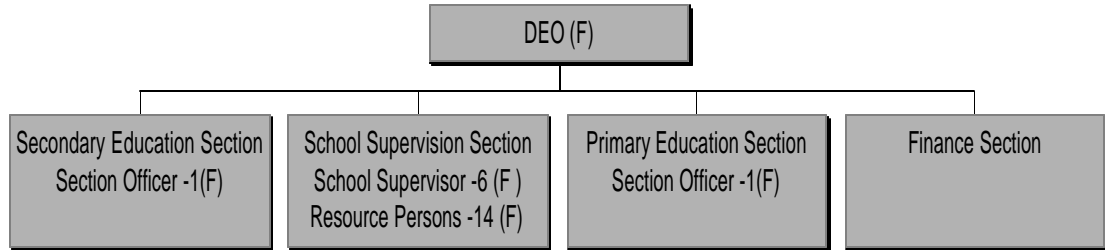
- Advice on the allocation of funds including new teacher posts
- Assess and advise on SIPs
 - promote head teacher training on SIPs and curriculum revision
 - promote parent, VDC members, teacher and community involvement in curriculum
- Select schools for rehabilitation based on SIPs
- Collect, validate and report EMIS data
- Analyzing and using EMIS data for planning and programming
- Form groups for organizing management training and support
- Conduct overall school appraisals
 - promote district examination committees responsible for both grade 8 and SLC exams
 - facilitate training to teachers at Secondary school level through SEDUs
- Manage program funds
- Prepare the District Education Plan—planning, budgeting
- Increasing access to grades 6 to 8 for all.
- DEO's capacity to monitor and supervise schools
- DEO's capacity to coordinate PTTC and SEDU training activities

Check list: Regional Level

The role of RED in promoting:

- Gender equity in educational program, i.e. poor, disabled, girls? What type of activities
- Educational Financial management
- Educational Planning Skills
- Educational Implementing Skills
- Educational Monitoring and Evaluation skills
- Curriculum Development skills
- Examinations - setting and quality controlling
- Teacher training and managements
- Distance Education
- Regional master trainers to support SEDUs, PTTCs and RCs

Annex 3: Organization Structure District Education Office, Dhanusha

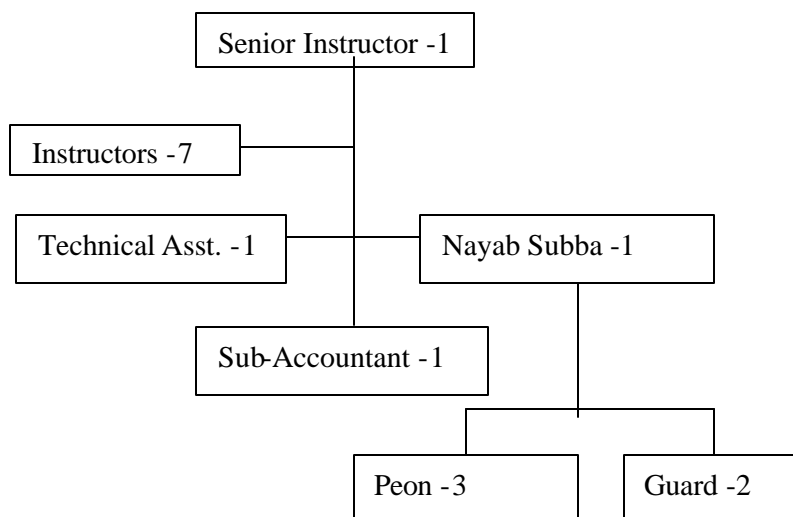


F=Filled, V=Vacant

Annex 4: Staffing Arrangement at DEO, Dhanusha

Post	Nos. of Post	Filled up	Vacant
DEO	1	1	-
Section Officer	2	2	-
School Supervisor	6	6	-
Resource Person	14	14	-
Accountant	3	3	-
Technical Assistant	5	5	-
Non-Gaz. class I	2	2	-
Non-Faz. Class II	3	3	-
Peon	3	3	-
Guard	2	2	-
Total	41	41	-

Appendix 5: Organization Structure
Primary Teacher Training Centre, Dhanusha



Annex 6: Staffing Arrangement at PTTC, Dhanusha

Post	Nos. of Post	Filled up	Vacant
Senior Instructor	1	1	-
Instructor	7	4	3
Computer Operator	1	1	-
Nayab Subbha	1	1	-
Sub-Accountant	1	1	-
Peon	3	3	-
Guard	2	2	-
Total	16	13	3