

NEPAL
MINISTRY OF EDUCATION

THE SUPPORT FOR IMPROVEMENT
OF PRIMARY SCHOOL
MANAGEMENT (SISM) PROJECT
IN NEPAL

PROJECT COMPLETION REPORT

FEBRUARY 2011

JAPAN INTERNATIONAL COOPERATION
AGENCY (JICA)

INTERNATIONAL DEVELOPMENT CENTER
OF JAPAN INCORPORATED (IDCJ)

EXECUTIVE SUMMARY

In order to improve the access to the quality basic education in Nepal as well as to accomplish the international commitment of “Education for All (EFA)” and the education-related goals of Millennium Development Goals (MDGs), the Government of Nepal has made various efforts through its education sector-wise program. In order to promote the decentralization of the education administration and to strengthen the school-based management through community participation, the Government of Nepal (GoN) introduced a new system to request all the primary schools to organize a school management committee (SMC), whose members are selected by the community members.

Each SMC is to prepare a school improvement plans (SIPs) and to manage the school according to the SIP. SMCs were established by most of the schools, although some of the SMCs did not yet function properly. In spite of GoN’s efforts, limited capacity at the school and the community levels caused the increased disparity among the schools and among the communities, which impeded the improvement in the enrollment and the dropout rates of the primary schools.

GoN requested the Government of Japan (GoJ) for the technical assistance to develop the capacity in the school management. Based on the minutes of the meeting signed on 3 August 2007 by Ministry of Education (MoE), Nepal and Japan International Cooperation Agency (JICA) and the record of discussions (R/D) signed on 17 October 2007 by MoE and JICA, “the Support for Improvement of Primary School Management (hereinafter, refer as “the SISM Project”)” was commenced in February 2008.

The SISM Project was implemented by Department of Education (DoE) with the technical assistance of JICA from February 2008 to February 2011. The project purpose of the SISM Project was to improve the school-based management with community participation and with government support in the target area, which was expected to contribute to the improvement of the enrollment rate and the dropout rate of the primary schools in the target area.

In order to achieve the goals, the SISM Project gave priority to the set-up of the better communication and working relationship among the GoN counterparts, the partner NGOs and the SISM Project team and by respecting GoN’s leadership and ownership to contribute to MoE/DoE’s effective implementation of the education sector program: School Sector Reform Plan (SSRP).

Annual Review Meeting (ARM) was formed in DoE as the decision-making body of the SISM Project, while the Training Task Force, consisting of the DoE officers, was responsible for designing and conducting the various trainings and workshops for the trainers’ training for the SMC/SIP training. The JICA project team consisting of the

Japanese experts and the national staff members and the partner NGOs were responsible for planning, implementing and monitoring the project activities in close collaboration and coordination with the DoE officers.

The SISM Project has carried out various activities with the two pilot districts, Dhading and Rasuwa, to experience and see what could be the minimum sustainable component of the SMC/PTA capacity development with the enhanced local government's support and to develop the SISM model for DoE to disseminate to the other districts. Based on the experiences and lessons learnt from the project activities, the recommendations to propose the SISM model for DoE to effectively continue to conduct the activities for enhancing the school-based management and disseminate the SISM model.

Through the SISM Project, the following trainings were provided for the head teachers, SMCs, and PTAs of around 700 pilot and non-pilot government schools in Dhading and Rasuwa.

- SIP orientation to understand the roles of SIP 5-year Periodic Plan and SIP Annual Plan
- Steps and method of updating, monitoring, resource mobilization and implementation of SIP 5-year Plan and SIP Annual Plan
- Clarification of the roles and responsibilities of the SMC, PTA, head teachers, teachers, parents, and students;
- Analysis of the present status of the school and performance assessment of the school management;
- Conducting school self-assessment (SSA), social audit, school accreditation, code of conduct etc.; and
- Practicing and achieving “child friendly school.”

After conducting the training, the following changes were observed at the school level:

- ✧ The roles of SIP, SMC, PTA in school management are understood.
- ✧ SIPs are prepared and approved with community participation.
- ✧ SIPs become more realistic and implementable plan.
- ✧ SMC and PTA initiate various SIP activities with no or low budget.
- ✧ SMC and PTA hold meetings regularly.
- ✧ SMC/PTA and parents visit school, more often.
- ✧ Relationship between school and community improved.
- ✧ There are more contributions from the community.
- ✧ SSs and RPs are all confident about their facilitating skills.

The pilot and the non-pilot schools and SMCs were the end user group of the outputs of the SISM Project; however, at the same time, the SISM Project focused on the capacity development of the SSs and RPs, who were expected to play key roles to link the schools/SMCs to the local education administration and to support them for improving

the school management.

The SISM model has been developed, through learning by doing with the stakeholders of the pilot districts, in collaboration with the DoE and DEO staff members, the partner NGOs and the SISM Project team. The SISM model is to show more practical and sustainable way for the SMC/PTA capacity development in SIP updating and implementation with the minimum requirement, which would meet the needs of the community to improve the basic education environment of their schools.

The SISM model aims: 1) to strengthen the school management by promoting the collaborative activities of discussing, planning and taking actions among the school and the community members to improve the school teaching/learning environment for their children; 2) to reorganizes what already exist but do not function as initially planned, instead of introducing something new; 3) to reactivate SMCs and PTAs by equipping them with the simplified and implementable school improvement plan (SIP) as a tool for diagnosing, prioritizing, planning, implementing and mobilizing resources; 4) to set up a platform for schools and communities to discuss and rethink their important roles and responsibilities for giving better basic education to their children; and 5) to clarify the roles and responsibilities of the central and the local administration in strengthening school management and to improve the schools/SMCs' access to the government technical and financial services.

The SISM model comprises the following training activities, tools and human resources: 1) cascade training approach of the district-level trainers' training (D-ToT) for SSs and RPs and the RC-level trainers' training (RC-ToT) for the representatives from each school/SMC; 2) SIP orientation and updating workshop to discuss the roles and responsibilities of the SMC and PTA in the school management and how to update and implement the 5-year SIP (periodic plan) and the annual SIP; and 3) monitoring and guidance provided by SSs and RPs for the capacity development activities at school.

School management tools simplified by the SISM Project for the community use: such as 5-year SIP format, Annual SIP Format, School Self-Assessment (SSA) Format, Attendance Check List, Social Audit, School Accreditation, Code of Conduct, Child Friendly School Training etc. Training Guide (TG) which explains how to design and implement the SIP orientation and updating workshop and use the school management tools.

DoE Training Task Force needs to be strengthened as the implementation body to design, implement, monitor and update the capacity development program of the SISM model and as the facilitators of the D-ToT. The SSs and RPs, who are trained by D-ToT, are to play a key role as the facilitators of the RC-ToT and as the local education officers to guide, monitor and support school/SMCs' activities. At the school level, the representatives from each school/SMC, who are trained by RC-ToT, will lead the

activities to strengthen and practice the school-based management as the facilitators of the SIP orientation and updating workshop.

In order to conduct the capacity development at the school and SMC/PTA level effectively, the SISM model is to be disseminated and utilized by DoE for the nation-wide training package of the capacity development plan. For covering all of the schools in Nepal, it might be necessary to spend three years with the budget of NRs. 250 millions, which is based on very rough cost estimate. For implementing the SMC capacity development with using the SISM model effectively, the SMC/SIP supportive environment should be improved by DoE, DDC/DEO and VDC.

The outputs and learning from the SISM Project should be shared with the other districts for them to implement the SMC capacity development efficiently; such as i) the cascade training approach (District-level Trainers' Training and RC-level Trainers' training); ii) Training Guide for the SMC/PTA training; iii) how to use the School Self-Assessment; iv) the strengthened roles and responsibilities of SSs/RPs in guiding and monitoring the schools; and v) SIP review/exchange workshop at the VDC level etc.

During the period from October 2010 to January 2011, the SISM Project team made special efforts to share the output and experience at the district and the school/SMC levels with the MoE/DoE policy makers, development partners and international/local NGOs, in order to contribute to the effective preparation of the MoE capacity development (CD) plan as well as to make the SISM output disseminated and sustainable.

The capacity development framework and plan are currently prepared by MoE and DoE while having a working group meeting and a thematic group meeting. The plan is planned to be produced in June 2011.

In order not to waste precious input and efforts by the school, SMC and community members and by the SISM Project, the SISM model needs to be mainstreamed by MoE/DoE in order to reflect the school-level needs in completing the capacity development plan and for taking action in the very near future.

Map-1: Project Location Map

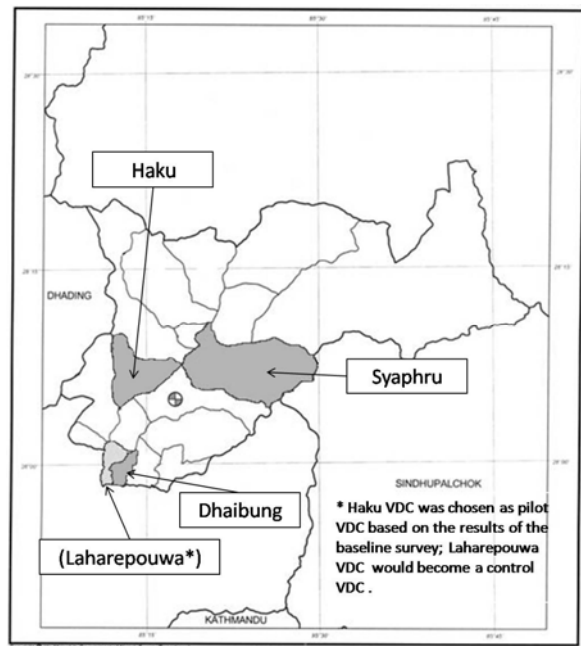
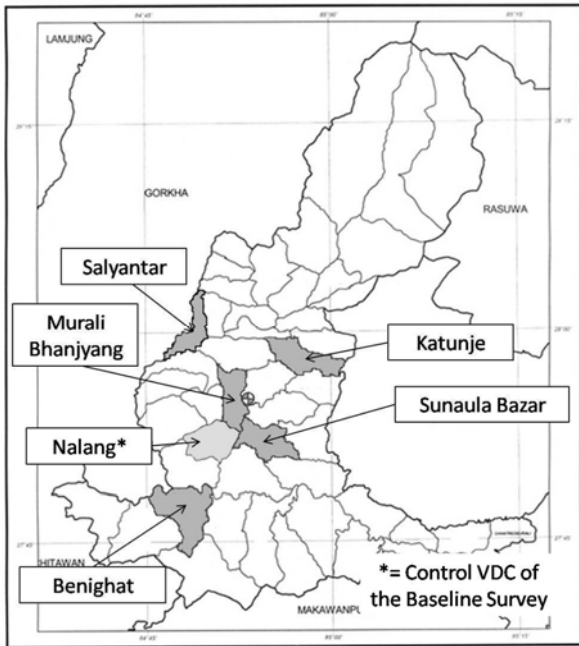
- Pilot Districts: Dhading and Rasuwa District -



Note: The above map does not show the correct scale.

Map-2: Pilot VDCs in Dhading District

Map-3: Pilot VDCs in Rasuwa District



Note: The above maps (Map-2 and Map-3) do not show the correct scale.

PHOTOS OF THE 1ST PROJECT YEAR (FEB. 2008 – OCT. 2008)



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ABBREVIATIONS

ARM:	Annual Review Meeting
ASIP:	Annual Strategic Implementation Plan
AWPB:	Annual Work Plan and Budget
CASP:	Community-based Alternative Schooling Project
CBO:	Community Based Organization
CP:	Counterpart
DDC:	District Development Committee
DDP:	District Development Plan
DEC:	District Education Committee
DEO:	District Education Officer
DEP:	District Education Plan
DoE:	Department of Education
D-ToT:	District-level Training of Trainers
DVD:	Digital Versatile Disk
ECD:	Early Childhood Development
EFA:	Education for All
EMIS:	Education Management Information System
GER:	Gross Enrollment Rate
GIR:	Gross Intake Rate
GO:	Government Organizations
GoJ:	Government of Japan
GoN:	Government of Nepal
HT:	Head Teacher
I/NGO:	International NGO
ITE:	Internal Terminal Evaluation
JCM:	Joint Consultative meeting
JICA:	Japan International Cooperation Agency
JOCV:	Japan Overseas Cooperation Volunteers
LDO:	Local Development Officer
MoE:	Ministry of Education
MoLD:	Ministry of Local Development
NCED:	National Center for Education Development
NER:	Net Enrollment Rate
NGO:	Non-government Organization
NIR:	Net Intake Rate
NRs:	Nepalese Rupees
PDM:	Project Design Matrix
PTA:	Parents and Teachers Association
RC:	Resource Center

RC-ToT:	Resource Center Level Training of Trainers
R/D:	Record of Discussion
RED:	Regional Education Directorate
RP:	Resource Person
SCJ:	Save the Children Japan
SESP:	Secondary Education Support Project
SHNP:	School Health and Nutrition Project
SIP:	School Improvement Plan
SISM:	Support for Improvement of Primary School Management
SMC:	School Management Committee
SO:	Section Officer
SS:	School Supervisor
SSA:	School Self-Assessment
SSRP:	School Sector Reform Plan
SV:	Senior Volunteer
TG:	Training Guide
ToT:	Training of Trainers
TPO:	Teachers Professional Organization
TTF:	Training Task Force
TV:	Television
VDC:	Village Development Committee
VDP:	Village Development Plan
VEC:	Village Education Committee
VEP:	Village Education Plan

Exchange Rate (As of January 2011)

USD1.00 = ¥82.86 / NRs1.00 = ¥1.165

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PROJECT COMPLETION REPORT

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CHAPTER 1: INTRODUCTION

1.1 Background

In order to achieve the goals of the Education for All (EFA) program (2004–2009), the Government of Nepal (GoN) made efforts to improve the access to the quality basic education, regarding the decentralization of the education administration and the school-based management through community participation. GoN introduced a new system to request all the primary schools to organize a school management committee (SMC), whose members are selected by the community members. Each SMC is to prepare a school improvement plans (SIPs) and to manage the school according to the SIP.

SMCs were established by most of the schools, although some of the SMCs did not yet function properly. In spite of GoN’s efforts to promote the decentralization and the school-based management, limited capacity at the school and the community levels caused the increased disparity among the schools and among the communities, which impeded the improvement in the enrollment and the dropout rates of the primary schools.

The nation-wide education data of 2007/2008 is shown in Table 1-1. The net enrollment rate (NER) at the primary level (grade 1-5) was 89.1. To improve the access to the quality basic education, it was highly required to develop capacity in school management.

Table 1-1: Nation-wide Education Data of 2007/2008

Indicators	Nation-wide Data
Total number of recorded schools at the primary level (1-5)	29,220 schools
Total enrollment at the primary level (Grade 1-5)	4,418,713 persons
Gross Intake Rate (GIR) in Grade 1	Total: 145.2 Girls: 146.1 Boys: 144.4
Net Intake Rate (NIR) in Grade 1	Total: NA Girls: NA Boys: NA
Gross Enrollment Rate (GER) at the primary level (Grade 1-5)	Total: 138.5 Girls: 139.6 Boys: 137.6
Net Enrollment Rate (NER) at the primary level (Grade 1-5)	Total: 89.1 Girls: 87.4 Boys: 90.7
Repetition rates at the primary level (Grade 1-5)	Total: 17.2 Girls: 17.3 Boys: 17.0
Dropout rates at the primary level (Grade 1-5)	Total: 12.4 Girls: 12.0 Boys: 12.8

(Source: Flash I Report 2064 (2007/08), Department of Education (DoE), Dec. 2007)

GoN requested the Government of Japan (GoJ) for the technical assistance to develop the capacity in the school management. Based on the minutes of the meeting signed on 3 August 2007 by Ministry of Education (MoE), Nepal and Japan International Cooperation Agency (JICA) and the record of discussions (R/D) signed on 17 October 2007 by MoE and JICA, “the Support for Improvement of Primary School Management (hereinafter, refer as “the SISM Project”)” was commenced in February 2008.

1.2 Project Outline

The outline of the SISM Project is as below:

(1) **Project Title:** The Support for Improvement of Primary School Management (SISM Project)

(2) **Objectives:** The overall goal, project purpose and expected outputs of the Project Design Matrix (PDM) of the SISM Project are as shown in Table 1-2.

Table 1-2: Project Summary of the SISM Project

Level	Goals/Objectives
Overall Goals:	The enrollment rate and the dropout rate of primary schools in the target areas are to be improved.
Project Purpose:	School-based management is to be improved with community participation and with government support in the target area.
Expected Outputs:	<p>1. The capacity of SMC to manage school with community participation is to be improved.</p> <p>(→ Project Component I: capacity development at the school and community levels)</p> <p>2. The capacity of district development committees (DDCs), village development committees (VDCs) and district education offices (DEOs) to technically and financially support school-based management is to be improved.</p> <p>(→ Project Component II: capacity development at the district and VDC levels)</p> <p>3. Policy options to suggest measures to be taken by MoE and Department of Education (DoE) to achieve minimum quality in education nationwide are to be developed.</p> <p>(→ Project Component III: contribution to the effective implementation of the education sector program through creating recommendations based on the outputs/outcomes from Project Component I and Project Component II)</p>

- (2) **Implementation Period:** February 2008 to February 2011
- (3) **Implementation Agency:** Department of Education, Ministry of Education
- (4) **Basic Approaches:**

In order to achieve the overall goals, project purpose and expected outputs, the SISM Project took the following approaches:

- 1) To contribute to MoE/DoE's effective implementation of the education sector program; by give priority to the set-up of the better communication and working relationship among the GoN counterparts, the partner NGOs and the SISM Project team and by respecting GoN's leadership and ownership.
- 2) To develop a sustainable and implementable model for the SMC capacity development; by working with community members and listening to their voices and by reorganizing and reactivating what they already have but are not well utilized, instead of introducing something new.
- 3) To contribute to the empowerment of the SMC and community members and to network the DEO staff members and the SMCs and community members more closely; by taking the cascade training approach of i) the district-level trainers' training (D-ToT) for school supervisors (SSs) and resource persons (RPs) as well as ii) the resource center level trainers' training (RC-ToT) for the representatives from each of the target schools and SMCs.
- 4) To strengthen the roles and responsibilities of the local and the central education administration in SMC capacity development; by conveying the achievements, potentials and constraints at the community level to the central level and by submitting recommendations to the policy-makers to continue and disseminate the project outputs based on the experience and lessons learnt from the SISM Project.

(5) **Target Areas and Groups:**

The SISM Project worked with the two pilot districts: Dhading and Rasuwa. The target area and the target groups of the SISM Project in Dhading and Rasuwa are outlined in Table 1-3. The number and the enrollments of the government schools of the pilot VDCs in the year of 2009/2010 are shown in Table 1-4.

In 2009/2010, there were 713 government schools with 122,667 students in total in the two pilot districts: Dhading and Rasuwa.

Table 1-3: Target Area and Groups of the SISM Project

Pilot Districts	District Level	VDC Level	School/Community Level
Dhading	<ul style="list-style-type: none"> - District Education Officer (DEO) - Section Officer (SO) - 10 School Supervisors (SSs) - 20 Resource Persons (RPs) 	5 pilot VDCs <ul style="list-style-type: none"> - Benighat - Katunje - Muralibhanjyang - Salyantar - Sunaula Bazar * Other 45 non-pilot VDCs were covered by the non-pilot school training	<ul style="list-style-type: none"> - <u>68 government schools</u> of the 5 pilot VDCs were covered as pilot schools - Additionally, <u>520 government schools</u> of the 45 non-pilot VDCs were covered by the non-pilot school training
Rasuwa	<ul style="list-style-type: none"> - DEO - SO - 1 SS - 8 RPs 	3 pilot VDCs <ul style="list-style-type: none"> - Dhaibung - Haku - Syaphru * Other 15 non-pilot VDCs were covered by the non-pilot school training	<ul style="list-style-type: none"> - <u>24 government schools</u> of the 3 pilot VDCs were covered as pilot schools - Additionally, <u>82 government schools</u> of the 15 non-pilot VDCs were covered by the non-pilot school training

(Source: Prepared by the SISM Project Team)

Table 1-4: Number of the Schools and the Enrollments of the Pilot VDCs of Dhading and Rasuwa in 2009/2010

Name of VDCs	Name of Resource Center (RC)	Number of the Schools by Academic Level				Total of the schools	Total enrollments
		Schools of primary level only (1-5)	Schools of primary - secondary Level (1-8)	Schools of primary - secondary level (1-10)	Schools of primary - higher secondary level (1-12)		
(1) 5 Pilot VDCs in Dhading (50 VDCs in total in Dhading)							
Benighat	Benighat	13	2	1	2	18	3,366
Katunje	Katunje	10	0	1	1	12	1,709
Muralibhanjyang	Muralibhanjyang	9	1	1	1	12	2,418
Salyantar	Salyantar	3	3	2	1	9	2,636
Sunaula Bazar	Sunaula Bazar	14	1	0	2	17	2,507
Total of the 5 pilot VDCs	--	49	7	6	6	68	12,636
Total of Dhading	20 RCs	407 schools	82 schools	75 schools	38 schools	602 schools	108,848 students
(2) 3 Pilot VDCs in Rasuwa (18 VDCs in total in Rasuwa)							
Dhaibung	Dhaibung	8	0	2	1	11	2,118
Haku	Dhunchu	6	1	0	0	7	701
Syaphru	Syaphru	3	2	1	0	6	725
Total of the 3 pilot VDCs	3 RCs	17	3	3	1	24	3,544
Total of Rasuwa	8 RCs	77 schools	19 schools	11 schools	4 schools	111 schools	13,819 students

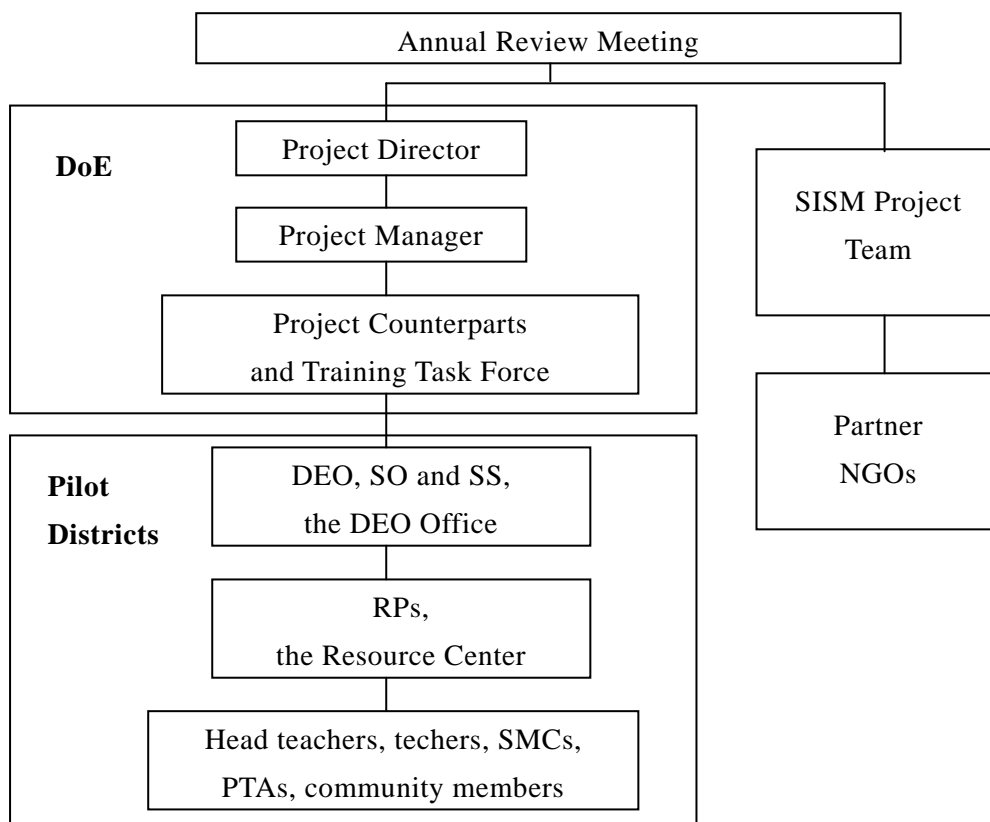
(Source: Prepared by the SISM Project Team for the End-line Survey, Oct. 2010 A.D. and Flash I Report 2066 (2009-2010), DoE, Nov. 2009)

1.3 Operation Structure

The Annual Review Meeting (ARM) chaired by Director General of DoE was formed in DoE, as the decision-making body of the SISM Project. The ARM meetings were held regularly: in every six months to monitor and discuss the progress and the plan of operation. Under the supervision of the ARM, the Training Taskforce was formulated in the DoE. The Training Taskforce (TTF) consisted of the 5-6 staff members of DoE. TTF was responsible for designing, conducting and monitoring the trainers' trainings and workshops at the district, at the Resource Center (RC), and at the school levels.

At the district level, the bi-monthly meetings were conducted by the District Education Officer, Section Officer, School Supervisors (SSs) and Resource Persons (RPs) together with the SISM Project members and the Partner NGOs to share the project progress and to discuss and design the future project activities.

The operation structure of the SISM Project is shown in Figure 1-1.



(Source: Prepared by the SISM Project Team)

Figure 1-1: Operation Structure of the SISM Project

The Project Directors, Project Managers, and the counterparts at the central and the pilot district levels of the SISM Project from February 2008 to February 2011 are shown in Table 1-5.

Table 1-5: SISM Project Counterparts

No.	Name	Period of SISM Counterparts	Position	Agency
Project Director				
1-1	Mr. Janardan Nepal	From the beginning of the Project till December 2009	Director General	Department of Education (DoE)
1-2	Mr. Mahashram Sharma	From December 2009 till February 2010	Director General	DoE
1-3	Mr. Haribole Khanal	From February 2010 till August 2010	Director General	DoE
1-4	Dr. Lava Deo Awasthi	From August 2010 till date	Director General	DoE
Project Manager				
2-1	Mr. Hari Prasad Lamsal	From the beginning of the Project till September 2010	Deputy Director	Planning and Budget Section, DoE
2-2	Mr. Deepak Sharma	From September 2010 till the end of the project period	Deputy Director	Planning and Budget Section, DoE
Project Counterparts /Training Taskforce Members				
3	Mr. Jeevan Sharma Poudel	From April 2008 till January 2011	Deputy Director	School Management Section (Secondary), DoE
4-1	Mr. Niva Raj Joshi	From April 2008 till June 2010	Deputy Director	School Management Section (Primary), DoE
4-2	Mr. Hari Gautam	From June 2010 till the end of the project period	Deputy Director	School Management Section (Primary), DoE
5	Mr. Krishna Prasad Dhungana	From the beginning of the Project till the end of the project period	Under Secretary	Planning and Budget Section, DoE
6	Mr. Meghnath Sharma	From the beginning of the Project till the end of the project period	Section Officer	Planning and Budget Section, DoE
7	Mr. Shankar Bahadur Thapa	From the beginning of the Project till the end of the project period	Under Secretary	REMIS Section, DoE
8	Mr. Janardan Nepal	From the beginning of the Project till the end of the project period	Under Secretary	Planning and Budget Section, DoE
9	Mr. Khagaraj Poudel	From the beginning of the Project till the end of the project period	Under Secretary	Planning and Budget Section, DoE

No.	Name	Period of SISM Counterparts	Position	Agency
Dhading District				
10-1	Ms.Rajya Laxmi Nakarmi	From the beginning of the Project till April 2009	DEO, Dhading	Dhading, District Education Office, DoE
10-2	Mr. Man Bahadur Chhetri	From April 2009 till the end of the project period	DEO, Dhading	Dhading, District Education Office, DoE
Rasuwa District				
11-1	Mr. Bala Ram K.C	From the beginning of the Project till December 2008	DEO, Rasuwa	Rasuwa, District Education Office, DoE
11-2	Ms.Rama Panthi	From January 2009 till December 2009	Acting DEO, Rasuwa	Rasuwa, District Education Office, DoE
11-3	Mr. Damodar Acharya	From January 2010 till December 2010	DEO, Rasuwa	Rasuwa, District Education Office, DoE
11-4	Mr. Jeevan Sharma Poudel	From December 2010 till the end of the project period	DEO, Rasuwa	Rasuwa, District Education Office, DoE

(Source: Prepared by the SISM Project Team)

1.4 Members of the SISM Project Team

The SISM Project Team was headed by Team Leader, Ms. Yoko Ishida. She was responsible for coordination the project activities and maintaining an effective liaison with the MoE, DoE, DEO, JICA and other international development partners.

The members of the SISM Project Team (Japanese consultants and national staff members) were as shown in Table 1-6 (next page). The assignment schedule of the Japanese consultants is shown in Appendix-1.

In the SISM Project, the two Partner NGOs, Aasaman Nepal in Dhading and SEARCH-Nepal in Rasuwa, were responsible for designing and conducting the various activities at the RC, VDC, school and SMC levels. The team members and the community mobilizers of the Partner NGOs were listed in Table 1-7 (next page).

Table 1-6: List of the SISM Project Team Members

Name (Organization)	Responsibility
Japanese Consultants:	
1) Yoko ISHIDA, Ph.D (International Development Center of Japan (IDCJ))	Team Leader/Education Administration /Monitoring and Evaluation (M&E) (Second Half/3 rd Project Year)
2) Masami WATANABE (IDCJ)	Local Education Administration/Finance 1
3) Kiyofumi TANAKA (IDCJ)	Local Education Administration/Finance 2
4) Atsuko TSURUTA (IDCJ)	School Management
5) Hironari ONISHI (IDCJ)	M&E (1 st Project Year) Project Coordinator (Second Half/3 rd Project Year)
6) Ryosuke SAKUMASU (IDCJ)	M&E (2 nd Project Year and First Half/3 rd Project Year) Project Coordinator (2 nd Project Year)
7) Yoichiro TODA (IDCJ)	Project Coordinator (1 st Project Year)
8) Kai UTAUGI (IDCJ)	Project Coordinator (First Half/3 rd Project Year)
National Staff:	
9) Khagendra Kumar SUBBA	National Project Coordinator
10) Bishnu Prasad ACHARYA	Educational Administration/Training Officer
11) Anima PATHAK	Secretary
12) Subir SHRESTHA	IT Coordinator and Office Assistant
13) Dinesh SHAHI	Driver of SISM Project 4WD

(Source: Prepared by the SISM Project Team)

Table 1-7: List of the Partner NGOs of the SISM Project

District	Name of NGO	Team Members/Community Mobilizers
Dhading	Aasaman Nepal	<u>Team Members:</u> Mr. Sanjeev Gupta Mr. Punya Prasad Pokharel Mr. Ram Naresh Raut Mr. Dineshwar Shah (1 st and 2 nd Project Year) <u>Community Mobilizers:</u> Ms. Radhika Adhikari Ms. Kalpana Rijal Ms. Phulmaya Shakya Mr. Prem Garai Mr. Ranjit Ghale Ms. Ganga Kadel Ms. Muna Lamsal Ms. Manjana Shrestha
Rasuwa	SEARCH-Nepal	<u>Team Members:</u> Mr. Bidur Thapa Mr. Shree Krishna Poudel Mr. Subash Gurung (1 st and 2 nd Project Year) <u>Community Mobilizers:</u> Mr. Govinda Maagar Ms. Lakpa Buti Tamang Ms. Buddha Maya Tamang

(Source: Prepared by the SISM Project Team)

1.5 Annual Review Meeting

During the 3-year SISM Project period, the meetings of the Annual Review Meeting (ARM) at the central level and the bi-monthly meetings at the district level were held.

The ARM meetings are outlined in Table 1-8. The final ARM meeting was conducted on 31 February 2011; the minutes of meeting is in Appendix-2.

Table 1-8: SISM Official Meetings at the Central Level

No.	Date	Main Agenda
Kick-off Meeting	22 April 2008	<ol style="list-style-type: none"> 1. Briefing of SISM Outline 2. Selection of pilot VDCs/schools 3. Information gathering and training design at DEO/RC/VDC/SMC 4. Operation structure and reporting system of the SISM Project.
1 st Meeting	22 July 2008	<ol style="list-style-type: none"> 1. Briefing of the SISM project progress 2. Sharing from DEOs Dhading and Rasuwa 3. Reporting on the D-ToT, RC-ToT 4. Briefing of the next step activities
2 nd Meeting	24 November 2008	<ol style="list-style-type: none"> 1. Briefing of the SISM project progress and the baseline survey 2. Sharing from DEOs 3. Reporting on the SIP preparation and follow-up (from partner NGOs) 4. Briefing of the next step activities
3 rd Meeting	22 May 2009	<ol style="list-style-type: none"> 1. Sharing from Counterpart Training in Japan by participants 2. Briefing of the SISM Mid-term Progress Report by SISM 3. Sharing from DEOs 4. Reporting on the SIP/VEP preparation and Follow up by Partner NGOs 5. Briefing of the Plan of the Next Step 6. Briefing of the JICA Mid-Term Evaluation by JICA
4 th Meeting	20 October 2009	<ol style="list-style-type: none"> 1. Briefing of the SISM annual report of the 2nd project year 2. Discussion on the updating of the project PDM 3. Sharing from DEOs 4. Briefing of the next step activities
5 th Meeting	21 May 2010	<ol style="list-style-type: none"> 1. Briefing of the progress report for the 1st period of the 3rd project year 2. Briefing of the next step activities 3. Sharing from DEOs
6 th Meeting	31 February 2011	<ol style="list-style-type: none"> 1. Briefing of the achievement of the SISM Project 2. Sharing from DEOs and from the Partner NGOs 3. Sharing from Counterpart Training in Japan 4. Evaluation results and recommendations 5. Closing of the SISM Project

(Source: Prepared by the SISM Project Team)

1.6 Updating of PDM

Based on the suggestions from the JICA Mid-term Review Mission, the DoE Counterparts and the SISM Project Team discussed and drafted the updated PDM. The draft was reviewed and approved by the ARM members during the ARM meeting on 20 October, 2009. The major reason of the updating was to clarify the indicators and to set the targets.

The original PDM is shown in Appendix-3; the reasons of the updating are shown in Appendix-4; and the updated PDM is shown in Appendix-5.

1.7 Expenses Used for the Activities in Nepal

As shown in Table 1-9, the expenses, covered by JICA and used for the activities/training, personnel and office equipment in Nepal and for the counterpart training in Indonesia and Japan, amounted to approximately NRs.60 million.

Table 1-9: Project Expenses Used for the Activities in Nepal (Unit: NRs.)

Item of Expenditure	1st Year* (2007/08)	2nd Year** (2008/09)	3rd Year*** (2009/10)	Total
1. General Recurrent Cost	6,857,000	20,309,000	30,043,000	57,209,000
1-1 Project Cost for Training for SIP/VEP/DEP, Bi-monthly Meeting, Payment for NGO, Equipment Maintenance, CP training in Japan and in the Third Country	4,244,405	14,366,000	22,747,000	41,357,405
1-2 Operation Cost for Personnel, Stationery/Office Supplies, Office Equipment, Transportation	2,612,595	5,943,000	7,296,000	15,851,595
2. Vehicle and Other Equipment	3,095,828	253,000	0	3,348,828
Total	9,952,828	20,562,000	30,043,000	60,557,828

(Source: Prepared by the SISM Project Team)

Note: The expense of the 3rd year is shown as tentative amount as of February 2011.

*Yen=1.291Rs, JICA Monthly rate for June 2009

**Yen=1.186Rs, JICA Monthly rate for October 2009

***Yen=1.165Rs, JICA Monthly rate for January 2011

(Prepared by Yoko Ishida)

CHAPTER 2: ACTIVITIES AND COORDINATION

2.1 Major Inputs, Activities and Outputs

31 major activities of Project Components I, II and III were conducted from February 2008 to February 2011 by the SISM Project, as shown in Table 2-1.

Table 2-1: Inputs, Activities and Outputs of the SISM Project

No.	Activity	Schedule	Inputs/Activities	Outputs
(1) 1st Project Year (February 2008 – October 2008)				
1	Baseline Survey	July – October 2008	4-month data collection and analysis by the SISM team and the partner NGOs	Baseline Survey Report
2	1 st District-level Trainers' Training (D-ToT)	June 2008	5-day training of DEO, SSs, and RPs	41 district-level (D-level) trainers trained: 27 trainers in Dhading and 14 in Rasuwa
3	1 st Resource Center level ToT (RC-ToT) (two batches)	June 2008 (1 st batch: for 4 of the 8 pilot VDCs) Jan/Feb 2009 (2 nd batch for the remaining pilot VDCs)	5-day training of 4 representatives from each of the 92 pilot schools on	368 RC-level trainers trained: 272 trainers in Dhading and 96 trainers in Rasuwa
4	SIP Orientation (two batches)	August 2008 (1 st batch for the schools of 4 of the 8 pilot VDCs) Feb/Mar 2009 (2 nd batch for the remaining schools)	3-day orientation and training of SMC/PTA members of the 92 pilot schools	2,548 SMC/PTA members and students trained: 1,972 persons in Dhading and 576 persons in Rasuwa
5	VEP Orientation (two batches)	September 2008 (1 st batch for the schools of 4 of the 8 pilot VDCs) Jan/Feb 2009 (2 nd batch for the remaining schools)	1-day workshop to discuss VEP and formulate action plan to prepare VEP	VDC/VEC member, head teachers, SMC/PTA chairpersons, political parties, local NGOs, representatives from student club, other local groups, DEO oriented
6	DEP Orientation	September 2008	2.5-day workshop to discuss how to improve DEP updating and implementation	DEO, head teachers, teachers, SMC, DDC planning officer, VDC secretary, political parties, MP, Dalit groups, NGOs oriented

No.	Activity	Schedule	Inputs/Activities	Outputs
(2) 2nd Project Year (November 2008 – October 2009)				
7	2 nd D-ToT: (refresher course for the 2 nd batch of the 1 st RC-ToT)	December 2008	4-day refresher training of DEO, SSs, and RPs in SIP updating and facilitating SIP orientation	D-level trainers re-trained
8	VEP Workshop (two batches)	Jan/Mar 2009 (1 st batch) Apr/May 2009 (2 nd batch)	3-day workshop to discuss how to prepare VEP and formulate action plan	VDC/VEC members, SMC/PTA chairpersons /members, head teachers, political parties, CBOs trained Action plan to prepare VEP formulated
9	Follow-up of SIP Updating and Appraisal	March – September 2009	Guidance and monitoring by SSs/RPs supported by the partner NGOs	91 SIPs were updated and approved for the 5-year period of 2066-2070 (2009/10 -2013/14)
10	Counterpart Training in Japan	April 2009	15-day training about local educational governance and school management	7 counterparts and officers from MoE/DoE and the pilot DEO trained
11	DEP Profiling Workshop	April 2009	2-day workshop to discuss the profiling (data) section of DEP	DEO, teachers' union, head teachers, political parties, CBOs, NGOs, women's group trained
12	DEP Updating Workshop	May 2009	2.5-day workshop to discuss the planning section of DEP and how to prepare DEP	DEC members, DEO, teachers' union, head teachers, political parties, CBOs, NGOs, women's group trained Action plan to update DEP formulated
13	Internal Mid-term Evaluation	May – July 2009	3-month data collection and analysis by the project team and the partner NGO	Internal Mid-term Report
14	3 rd D-ToT (for SMC/PTA training)	August 2009	1.5-day training of DEO, SSs, and RPs in facilitating RC-ToT for SMC/PTA training	D-level trainers trained
15	2 nd RC-ToT (for SMC/PTA training)	Aug/Sept 2009	3-day training of 4 representatives from each of the 92 pilot schools in facilitating SMC/PTA training	370 RC-level trainers trained: 278 trainers in Dhading and 92 trainers in Rasuwa

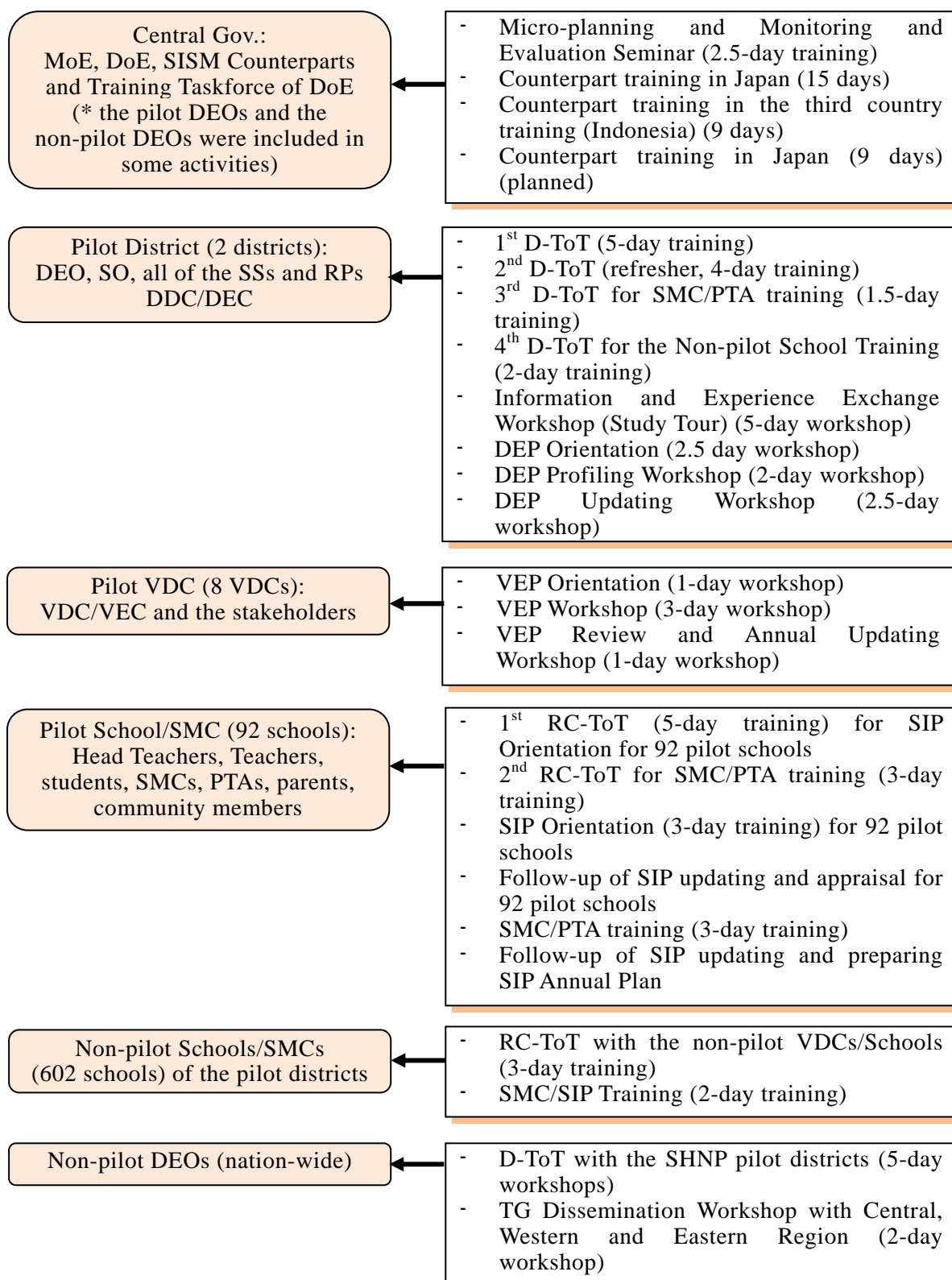
No.	Activity	Schedule	Inputs/Activities	Outputs
16	Micro-planning and Monitoring and Evaluation Seminar for MoE/DoE and DEOs	September 2009	2.5-day training in micro-planning and monitoring and evaluation	44 officers from MoE, DoE and pilot and non-pilot DEOs trained
17	1 st SISIM Output Sharing and Networking Workshop	September 2009	1.5-day workshop to share the SISIM output and to strengthen the linkage with the stakeholders	111 participants from MoE/DoE, DDC, DEO and SSs/RPs of the pilot districts, NGOs, development partners etc. networked
(3) 3rd Project Year (November 2009 – February 2011)				
18	TG Dissemination Workshop with the Non-pilot Districts	December 2009: with the Central Region March 2010: with the Western Region August 2010: with the Eastern Region	2-day workshop to share the SISIM outputs and experience and to review TG for SMC/PTA training	61 DEOs/SOs of the Central, Western and Eastern Regions trained
19	SMC/PTA Training	December 2009 – March 2010	3-day training for capacity development of the SMCs with using Training Guide (TG) for SMC/PTA Training	2,601 SMC/PTA members, students, community members trained: 1,977 persons in Dhading and 624 persons in Rasuwa
20	Information and Experience Exchange workshop (study tour)	January 2010	5-day workshop to exchange information and experience with Makwanpur and Chitwan districts	41 D-level trainers trained
21	D-ToT with the pilot districts of School Health and Nutrition Project (SHNP)	February 2010	5-day training of DEO, SSs, and RPs in SIP Orientation/Updating	40 D-level trainers trained in the SHNP pilot districts: 21 in Syangja and 19 in Sindhupalchok
22	4 th D-ToT (for the non-pilot school training with the DoE budget)	May/June 2010	2-day training of D-level trainers in facilitating RC-ToT with the non-pilot VDCs/schools	D-level trainers trained
23	RC-ToT with the non-pilot schools/VDCs (with the DoE budget)	May – July 2010	3-day training of 2 representatives from each of the 602 non-pilot schools	2,392 RC-level trainers trained: 2,072 in Dhading and 320 in Rasuwa

No.	Activity	Schedule	Inputs/Activities	Outputs
24	End-line Survey	May – October 2010	7-month data collection and analysis by the project team and the partner NGO	End-line Survey Report
25	Counterpart Training in the Third Country (Indonesia)	June 2010	9-day training to share the information and experience with the JICA education project in Indonesia	6 counterparts and officers from MoE/DoE trained
26	Follow-up of SIP Updating and Preparing SIP Annual Plan	June/July 2010	Guidance/ monitoring of preparing SIP Annual Plan by SSs/RPs with the partner NGOs' support	SIP Annual Plan prepared by 91 pilot schools
27	SMC/SIP Training with the Non-pilot Schools	July – October 2010	SMC/PTA training at the 602 non-pilot schools (2 days)	SMC/PTA members and students of the 602 non-pilot schools trained
28	Internal Terminal Evaluation	October 2010	Evaluation of project progress and achievement based on the End-line Survey by the project team and the partner NGO	Internal Terminal Evaluation Report
29	VEP Review and Annual Updating Workshop	June – September 2010	1-day workshop to share the VEP and the SIPs among the stakeholders in VDC	VDC/VEC members, head teachers, SMC/PTA chairpersons/members, political parties etc.
30	Counterpart Training in Japan	December 2010	9-day training in local educational governance and school management with community participation in Japan	6 counterparts and officers from MoE/DoE, RED, and the pilot DEO trained
31	2 nd SISM Output Sharing and Networking Workshop	February 2011	1.5-day workshop to share the SISM output and to strengthen the linkage with the stakeholders	140 participants from MoE/DoE, DDC, DEO and SSs/RPs of the pilot districts, NGOs, development partners shared the SISM outputs

(Source: Prepared by the SISM Project Team)

The implementation schedule (plan and performance) is shown in Appendix-6.

The summary of the inputs and activities to the different levels of the SISM target groups is shown in Figure 2-1 (next page). The checklist, which outlines “which activities with which groups have been completed by the SISM Project”, is shown in Table 2-2.



(Source: Prepared by the SISM Project Team)

Figure 2-1: Inputs and Activities Provided for Different Levels of Target Groups

Table 2-2: Checklist of “What the SISM Project has done” (Feb. 2008 – Feb. 2011)

	Activities	Pilot Districts (Dhading and Rasuwa)				Non-Pilot Districts (DEOs)
		92 Pilot Schools	602 Non-pilot Schools	8 Pilot VECs	DEOs, SOs, and SSs/RPs	
I. SMC/PTA Capacity Development and Dissemination (SISM Model Cascade Approach)	1. District-level Trainers Training				All SS and RPs trained four times (3-5 days/time)	All SS and RPs of Sindhu-palchok and Syangya (SHNP Project Pilot Districts) trained (5 days)
	2. Resource Center-level Trainers Training	4 reps. from each schools trained twice (3-5 days/time)	2 reps. from each schools trained (3 days)			
	3. SIP Orientation	SMCs and PTA oriented in SIP (3 days)				
	4. SIP Updating and Appraisal	SIP (5-year) prepared and appraisal done				
	5. SMC/PTA (SMC/SIP) Training	SMCs and PTA trained in SMC role and SIP updating (3 days)	SMCs and PTA trained in SMC role and SIP			
	6. Annual SIP Preparation	Annual SIP prepared and implemented	Annual SIP being prepared			
	7. TG Dissemination Workshop with the Non-pilot Districts					51 DEOs of Central, Western and Eastern Regions trained (2 days)
II. VEP Updating	1. VEP Orientation and Workshop			VEC trained on VEP preparation twice (1-2 days/time) VEPs prepared		
	2. VEP Review and Annual Updating Workshop			VEC members and SMC chairs shared info (1 day)		
III. DEP Updating	1. DEP Orientation, Profiling and Updating Workshops				DEO/DEC trained on DEP updating (1.5-2 days/time) DEPs prepared	

(Source: Prepared by the SISM Project Team)

2.2 Counterpart Training

The counterpart trainings conducted by the SISM Project are summarized in Table 2-3.

Table 2-3: Outline of the Counterpart Trainings

Members Dispatched	Objectives
(1) Counterpart Training in Japan: 5 – 19 April 2009	
1. Mr. Ram Prabesh Yadav, Joint Secretary, MoE 2. Mr. Bishnu Kumar Devkota, Director, DoE 3. Mr. Hari Prasad Lamsal, Deputy Director, DoE 4. Mr. Niv. Raj Joshi, Deputy Director, DoE 5. Mr. Yadav Prasad Koirala, Deputy Director, DoE 6. Ms. Rajya Laxmi Nakarmi, District Education Officer, Dhading 7. Ms. Rama Aryal, Acting District Education Officer, Rasuwa	1. To obtain information and lessons related to the central education administration 2. To obtain information and lessons related to the local education administration 3. To improve mutual understanding among the SISM key counterparts, JICA headquarters (HQ) officers and the SISM team members through sharing information and discussion
(2) Counterpart Training in Indonesia: 23 – 31 May 2010	
1. Mr. Haribole Khanal, Director General, DoE 2. Mr. Ashok Kumar Aryal, Administrative Chief, Teachers' Service Commission 3. Mr. Balaram Timalisina, Deputy Director, DoE 4. Mr. Bhim Bahadur Saud, Section Officer, DoE 5. Mr. Bidur Raj Giri, Under Secretary, MoE 6. Mr. Deepak Lamichhane, Account Officer, MoE	1. To obtain information and lessons from PELITA Project conducted by Ministry of Education, Indonesia for improving the secondary school management with community participation. 2. To obtain and exchange information and lessons to enhance the decentralization and devolution in the education sector.
(3) Counterpart Training in Japan: 18 – 26 December 2010	
1. Mr. Hari Bashyal, Director of General Administration, DoE 2. Mr. Bala Ram KC, Chief of Central Regional Education Directorate 3. Mr. Man Bahadur Chhetri, DEO Dhading 4. Mr. Baikuntha Jha, School Supervisor, Rasuwa District 5. Mr. Janardan Nepal, Joint Secretary, MoE 6. Mr. Gyan Darshan, Joint Secretary, MoE	1. To obtain information and lessons related to policy-making, project/program planning and monitoring/evaluation at the central government level in Japan. 2. To discuss how to disseminate the SISM outputs and the future collaboration with JICA HQ

(Source: Prepared by the SISM Project Team)

2.3 Products (Documents Produced by the SISM Project)

As shown in Table 2-4, the SISM Project created the reports, guidelines, training guides, format etc. through and/or based on their activities.

Table 2-4: Documents (Reports, Guides and Brochure) Produced by the SISM Project

No.	Products (Documents)	Prepared in:	Who and how to use the products
1	Draft of Training Guide for SIP Orientation	June/July 2008	- Used during the SIP orientation, part of which are included in TG
2	Baseline Survey Reports	October 2008	- Submitted to MoE/DoE and the pilot DEOs
3	Draft of DEP Guidelines	Feb/Mar 2009	- Referred to when DEO updated the DEP Guidelines
4	Draft of RC Profile	Feb/Mar 2009	- Used in the DEP profiling, but not well prepared and accepted by RPs
5	Internal Mid-term Evaluation Report	July 2009	- Submitted to MoE/DoE and the pilot DEOs
6	Training Guide for SMC/PTA Training (TG)	September 2009	- 3000 copies were distributed to the SSs/RPs of pilot districts and to the nation-wide 75 DEOs - Used in the TG dissemination workshops with Central, Western and Eastern Regions - Uploaded on the Web-site of DoE in the page of “Guidelines and Manuals”
7	Draft Format of SIP Annual Plan	June/July 2010	- Used and tested by the pilot schools
8	Draft Format of the VEP Review and Annual Action Plan	July 2010	- Used and tested by the pilot VDCs/VECs
9	Draft of the Framework of SMC/PTA Capacity Development Training through the SISM Model for All Schools in 75 Districts, Three Year and Follow-up Action Plan	September 2010	- Submitted to DoE for their comments
10	Recommendation-I	May 2010	- Submitted to MoE/DoE
11	End-line Survey Report	September 2010	- Submitted to MoE/DoE and the pilot DEOs
12	Internal Terminal Evaluation Report	October 2010	- Submitted to MoE/DoE and the pilot DEOs
13	2 nd Edition of Training Guide	November 2010	- 1000 copies were distributed to the SSs/RPs of pilot districts and to the relevant persons
14	Recommendation-II	January 2011	- Submitted to MoE/DoE
15	DVD “Introduction: Improvement of School Management with Community Participation”	January 2011	- Submitted to MoE/DoE and distributed to the SISM stakeholders
16	Mid-term and Annual Progress Report	Every 6 months	- Submitted to MoE/DoE and the pilot DEOs
17	Project Completion Report	February 2011	- Submitted to MoE/DoE and the pilot DEOs

(Source: Prepared by the SISM Project Team)

2.4 Public Relations

The SISM Project practiced the communication between the stakeholders by disseminating the project outputs in consultation with the DoE, which aimed to disseminate the project documents outcomes and to improve the institutional learning.

(1) Newsletter

The SISM Project published its 1st newsletter in June 2009 and published seven issues. The last issue (seventh issue) was published in the end of January 2011. The newsletter was distributed to the concerned field staff and agencies such as, DoE/MoE, other central-level education-related agencies, DEOs and JICA and its supported projects.

The stakeholders, project staff and DoE/DEO officers contributed by writing articles and records of the activities conducted in the field as well as at the central level. It was helpful in maintaining public relations in written-form and exchanges the experiences, also in sharing the information on completed and upcoming activities.

(2) SISM Website

The SISM Project launched its website www.sism.org.np in March 2009 and recorded 1,200 access (hits) as of January 2011. The photographs of project activity in the field and the central level and every document produced by the project were uploaded in the website.

It facilitated not only the SISM's stakeholders but also other concerned people to view the project documents and communicate to SISM through email (info@sism.org.np) regarding any other project related information.

Several request for DEP, SMC/PTA TG were received. The SISM Project uploaded both the documents on the request. The size of the DEP was heavy so download time took longer than normal. It had useful links related to MoE, DoE and other JICA related projects.

(3) Calendar

The SISM Project published the calendar based on the Nepali Year i.e. Bikram Sambat with the captions of the major events conducted annually. The calendar copies were distributed to the schools of pilot districts Dhading and Rasuwa, RCs, DEOs, VDCs, DDCs and partner NGOs. At the central level, the calendars were distributed to DoE and its sections, central agencies, JICA and its related projects, NPC and MoE.

The SISM Project also supported Dhading and Rasuwa DEOs in calendar publication. The calendar with full and detail information regarding educational activities, list of holidays and RC information were very useful to note about the annual activities and major events. The calendar included the information about the district education activities in a detail, which was very informative and useful for the stakeholders like schools, VDCs, DEOs and DoE.

(4) TV/DVD Program Making

In order to disseminate the projects achievements and learning in broad way, the TV/DVD program component was implemented.

The program covered two aspects. The first aspect was broadcasting the activities of the filed level interactions with the implementers and stakeholders, DoE and DEO opinions and voice of the stakeholders in National Television. It was broadcasted in November 2010 and February 2011.

The second aspect was to prepare the short documentary (20 min.) to introduce the project activities in the field, good practices, learning and experiences. This was recorded in the DVD and distributed to the project stakeholders and the other donor partners. A One Vision (P) Ltd was contracted for filming and creating the TV program and DVD.

2.5 Monitoring and Evaluation of the SISM Project

During the SISM Project period, the monitoring and evaluation activities were conducted as shown in Table 2-5, and the feedback from the monitoring and evaluation were reflected to the implementation plan of the next step.

Table 2-5: Monitoring and Evaluation Activities

No .	Monitoring /Evaluation	Schedule	Done by	Objectives	Outputs
Review/Evaluation					
1	Baseline Survey	July – October 2008	SISM Project team and the partner NGOs	To collect the baseline data before starting the activities in the pilot districts	Baseline Survey Report
2	Internal Mid-term Evaluation	May – July 2009	DoE CPs and SISM Project team	To review the progress and achievement of the project	Internal Mid-term Evaluation Report
3	MoE/JICA Joint Mid-term Review	May – July 2009	MoE/DoE CPs and JICA	To review the progress, achievement and outputs of the project and prepare recommendations	Minutes of meeting on the evaluation results
4	End-line Survey	May – October 2010	SISM Project team and the partner NGOs	To collect the end-line data to see the changes after the project implementation	End-line Survey Report
5	Third Party Evaluation	July – August 2010	External consultant (Professor of Kathmandu University)	To review the achievement, output and impact of the project from the third party viewpoint	Third Party Evaluation Report
6	Internal Terminal Evaluation	October 2010	DoE CPs and SISM Project team	To review the achievement, output and impact of the project	Internal Terminal Evaluation Report
7	MoE/JICA Joint Terminal Evaluation	October – November 2010	MoE/DoE CPs and JICA	To evaluate the relevance, effectiveness, impact, efficiency, sustainability of the project and to prepare recommendations	Minutes of Meeting on the evaluation results
Regular Monitoring					
8	Monthly Project Progress Reporting	March 2008 – February 2011	Partner NGOs	To monitor and report the project progress in the pilot districts to the SISM Project team	Monthly Report
9	Bi-annual Project Progress Reporting	February 2008 – February 2011	SISM Project team	To monitor and report the project progress at the central, district and school levels to CPs and to JICA	(Bi-annual) Project Progress Report

(Source: Prepared by the SISM Project Team)

2.6 Collaboration and Coordination with the Other JICA-Supported Projects

The SISM Project collaborated with the other JICA-supported project through sharing/exchanging the knowledge and skills and by organizing the training programs as shown in Table 2-6.

Table 2-6: Summary of the Collaboration with the Other JICA-supported Projects

Project	Summary of Collaboration
Community-based Alternative Schooling Project (CASP)	<ul style="list-style-type: none"> - During the CASP implementation, the SISM Project exchanged the information and views with CASP. - After the CASP completion in September 2009, based on the discussions among DoE, JICA Nepal Office, the CASP, and the SISM Project, some part of the activities provided by the CASP for the Dhading DEO was covered by the SISM Project after the discussion and agreement through DoE and JICA Nepal Office.
The Project for Construction of Primary Schools in Support of Education for All (EFA) (Phase II) (Grant Aid)	<ul style="list-style-type: none"> - The Grant Aid Project for Construction of Primary Schools in Support of EFA (Phase II) started with the six (6) schools from the pilot VDCs of Dhading District included as the target schools. - A representative from the SISM Project attended their monthly reporting meeting held at DoE and followed up their progress in the pilot districts.
School Health and Nutrition Project (SHNP)	<ul style="list-style-type: none"> - The SISM Project team had good relationship and exchanged the information, views and experiences with SHNP. - The SISM Project provided the SHNP pilot DEOs of Syangja and Sindhupalchok districts, with the technical assistance in the district-level ToT of the SIP orientation to contribute to the improvement in the SIP quality from the viewpoint of the school health and nutrition in February 2010
Project to Improve the Quality of Education in the Public Primary Schools through Community Mobilization (by Save the Children Japan (SCJ) and Aasaman Nepal)	<ul style="list-style-type: none"> - The objectives of the two projects (SCJ project and the SISM Project) were the same: “to improve the school-based management through enhancing the community participation”. - The partner NGOs of the two projects were the same: Aasaman-Nepal, as well. - The approaches were somehow different because the SISM Project was conducted in the hill area, while the SCJ project conducted in Terai. - Information/experience sharing and site visit were conducted between the two projects.
Japan Overseas Cooperation Volunteers (JOCV) and Senior Volunteers (SV)	<ul style="list-style-type: none"> - In order to strengthen the quality of the education and the school management, the SISM Project worked with the JOCVs, who have been stationed in the EMIS section, DoE and in the RCs in Bhaktapur district and the Senior Volunteer stationed in National Center for Education Development (NCED).

Project	Summary of Collaboration
(Continued)	<ul style="list-style-type: none"> - During the Output Dissemination and Networking Workshop in the 2nd project year, Ms. Kogetsu, JOCV stationed in the RC in Bhaktapur made a presentation to introduce her experience as school teacher in Japan and the JOCV RC Strengthening Project in Bhaktapur. - The SISM Project conducted some collaborative activities with the JICA's volunteers (JOCVs, Japan Overseas Cooperation Volunteers and SVs, Senior Volunteers), who were deployed to the resource centers and the schools in the pilot districts. - The volunteers visited the meetings and workshops conducted at the pilot VDCs and the pilot schools in June 2010. - The Japanese experts of the SISM Project visited the open class conducted at the target schools of the JOCVs' monitoring activities. - These information exchange activities improved the understanding of the teaching and learning situation in the classrooms.

(Source: Prepared by the SISM Project Team)

2.7 Contribution to School Sector Reform Plan (SSRP)

MoE started to implement the long-term sector program “School Sector Reform Plan (SSRP) (2009/10 – 2015/16)” in July 2009. The key policy directions of SSRP are:

- (1) To reorganize the school structure into the basic education (Grade 1-8) and the secondary education (Grade 9-12).
- (2) Free and compulsory basic education
- (3) More authority to the local communities and school-based management for promoting educational decentralization.
- (4) Mainstreaming of non-formal education graduate
- (5) Social inclusion through increased participation of women, Dalits, ethnic minorities, disabled, and marginalized groups in the governance and management of schools.
- (6) SMCs' recruit teachers and MoE setting minimum
- (7) Shared responsibility of education governance
- (8) Defining accountability among school governing partners

Based on the report of the Third Party Evaluation of the SISM Project, it contributed to some extent to develop the capacity at the local level for achieving key results of school-management improvement specified in SSRP document.

The notable contributions of the SISM Project were seen in the areas of:

- Participation and ownership of the community;
- Management, planning and monitoring capacity at the local level;
- Developing logical connection among the school, VDC and district level improvement plans;
- Technical back-stopping capacity development of SSs and RPs;
- Mobilizing stakeholders' group to enhance access, equity and quality in school education;
- Transparency and accountability;
- Resource mobilization and funding for school improvement;
- Promoting access and inclusion by activating child clubs; and
- Improving quality of school education.

During the period from October 2010 to January 2011, the SISM Project team made special efforts to share the output and experience at the district and the school/SMC levels with the MoE/DoE policy makers, development partners and international/local NGOs, in order to contribute to the effective preparation of the MoE capacity development (CD) plan as well as to make the SISM output disseminated and sustainable.

The SISM experience and outputs were provided, by the SISM Project team members in collaboration with the program officers of the JICA Nepal Office, in the form of presentation and/or in the form of statement/comment i) at the working group meeting for the CD framework preparation held by MoE/DoE with the development partners on 30 September 2010; ii) at the SMC/SIP meeting held by MoE/DoE with development partners and international/local NGOs on 22 November 2010; iii) at the SMC/SIP meeting held by MoE/DoE with international/local NGOs on 28 November 2010; and iv) at the session of the Joint Consultative Meeting (JCM) from 6 – 10 December 2010.

The capacity development framework and plan are currently prepared by MoE and DoE while having a working group meeting and a thematic group meeting. The plan is planned to be produced in June 2011.

(Prepared by Yoko Ishida)

CHAPTER 3: PROJECT COMPONENT I -- CAPACITY DEVELOPMENT IN SCHOOL-BASED MANAGEMENT

3.1 Objectives, Approaches and Major Activities

In aiming to achieve the project purpose which is; “School management is to be improved with community participation and with government support in the target area”, Project Component I of the SISM Project was designed to center its activities on School Improvement Plan (SIP) and capacity development of SMC/PTA.

The key approaches, as previously reported in the beginning of the SISM Project in October 2008, were as follows:

- 1) SIP is used as an instrument for helping the schools improve their management.
- 2) The training of SIP preparation, implementation and monitoring is conducted through the cascade approach including the three levels: namely i) the district level; ii) the RC level; and iii) the school level.
- 3) The capacity development plan of the school management is to be designed reflecting the lessons learnt from the existing trainings conducted by the DEO offices and the international NGOs (I/NGOs), who have years of practical experiences in the past in Nepal.

The key approaches above were found to be appropriate and followed closely. Although it was felt, in the beginning, that there were too many activities squeezed in a short time, the SISM Project was able not only to conduct them all without any problems, but also add some more activities. Major activities are categorized in the following groups, as shown in Table 3-1:

Table 3-1: Major Activities of Project Component I

Major Categories	Major Activities/inputs
(1) Cascaded Training for SIP (3 Levels)	- 5 day District ToT, in June 2008 & 4 Day Refresher in Dec. 2008
	- for all SS/RPs in Rasuwa and Dhading, to be prepared for the facilitation of RC-ToT, on SIP updating process
	- 5 day RC-level ToT, in June 2008 (for the 1 st batch of 4 VDCs) & Jan/Feb 2009 (for the 2 nd batch of the remaining 4 VDCs)
	- for 4 representatives from each schools, to be prepared for the facilitation of school level orientations on SIP updating process,
	- 3 day School level orientations, in Aug. 2008 (for 1 st batch of 4 VDCs) & Feb/Mar 2009(2 nd batch)
	- participated by community members, on SIP updating process

Major Categories	Major Activities/inputs
(2) Follow-up and Monitoring	- 2-3 times meetings/ workshops, in Nov. 2008-Dec. 2010 - for follow up/ review of SIP at school level supported by SS/RPs and partner NGOs.
	- RC-level appraisal of draft SIPs - in Nov. 2008 & Apr/May 2009.
(3) Annual SIP Updating (3 levels)	- Orientation to SS/RPs in Apr/May 2010 on the Annual SIP format,
	- Orientation to HT by SS/RP, in May/June 2010, on the Annual SIP format,
	- 1 day workshop in June/July 2010 - participated by community/school representatives from the 92 pilot schools
(4) Cascaded Training for SMC/PTA Capacity Building	- 1.5 day District ToT, - for all SS/RPs to be prepared for the facilitation of RC-ToT on SMC/PTA capacity building in Aug. 2009
	- 3 day RC-level ToT - for 4 representatives from each of the 92 pilot schools on SMC/PTA capacity development in Aug-Sep 2009.
	- 3 day school level training, participated by community/school representatives, on SMC/PTA capacity development in Dec. 2009- Mar. 2010.
(5) Cascaded Training for Non-pilot Schools	- 2 day District ToT for all SS/RPs in May/June 2010 - for the facilitation of RC-ToT to all remaining VDCs in the pilot districts using DoE/DEO budget.
	- 3 day RC-ToT, in May/July 2010 - for 2 representatives from each of the 602 non-pilot schools, using DoE/DEO budget.
	- 2 day school level orientation/training - participated by community/school representatives at the 602 non-pilot schools.
(6) Others	- District-level ToT for the pilot districts of the JICA-supported School Health and Nutrition Project (SHNP) (Shanja and Sindhupalchowk) in Feb. 2010
	- Information and Experience Exchange Workshop/Study Tours to Chitwan and Makwanpur in January 2010
	- for the SS/RPs of the pilot SISM pilot districts.

(Source: Prepared by the SISM Project)

The following section (3-2) describes the details of each activity as well as the achievements and outputs.

3.2 Achievement and Output

3.2.1 Cascaded Training for SIP with 92 Pilot Schools

In order to carry out the systematic training with the participatory approach, the SISM Project, in collaboration with DoE, developed outline for conducting all 3 levels of SIP training: namely i) the District ToT (D-ToT); ii) the RC-ToT; and iii) the school-level

orientation. In order to assure the quality of all 3 levels of the training, the training were started with exercise that helped the participants realize the situation of the school on their own: such as school self-assessment (SSA) exercise and school observation. The facilitator’s role was to help participants realize their own responsibilities. Vital information from the government was shared to the participants and the participants had the chance to learn the government policy. Children’s view was also reflected in the plan and at the time of making plan, “activities with no or low budgetary”, was separated from “activities which require budget”.

(1) District ToT on SIP

The first level of the cascaded training for SIP was 5-day D-ToT on SIP for all SS/RP of the pilot DEOs. It was conducted in both pilot districts, Dhading and Rasuwa, in June 2008. The purpose of the event was to make the RC-ToT and the school-level orientation more effective and to make SS/RP realize their own roles and responsibilities on SIP updating processes.

The major contents of the D-ToT were: 1) School Management (Why? And what?); 2) Stakeholder Analysis; 3) Re-visit of SIP; 4) Preparation for the School Visit; 5) School Visit (implementation practice); 6) Preparation of a dummy SIP; and 7) Planning for RC-ToTs. To refresh the ideas, knowledge, skills and practices of the DEO officers, SSs and RPs on school management through the use of SIP, 3-day D-ToT refresher was conducted in December 2008.

The summary of the D-ToT and D-ToT refresher conducted were as shown in Table 3-2.

Table 3-2: Outline of the D-ToT and D-ToT Refresher

Type of ToT	District	Dates	Participants	Main Facilitator from DoE
D-ToT	Dhading	8-12 June 2008	27 DEO staff (Section Officer, SSs and RPs)	Section Officers Primary and Secondary School Management Section.
	Rasuwa	10-14 June 2008	14 DEO staff (Section Officer, SSs and RPs)	
D-ToT Refresher	Dhading	22-25 Dec. 2008	Same as above	Section Officers Planning and Budgeting Section.
	Rasuwa	28-30 Dec. 2008	Same as above	

(Source: Prepared by the SISM Project Team)

Participants were very active during the training. For most of them, it was the first time to have a close look at SIP and the learning gained from the training was refreshing and

stimulating. Participatory methods of training and practical exercise were very much appreciated.

At the end of the D-ToT, participants drafted Training Guide (TG) and a plan of action for conducting the RC-ToT.

(2) Resource Center-level Training of Trainers (RC-ToT) on SIP

The SISM Project organized 18 events of 5-day RC-ToT for 4 representatives from each pilot school (HT/SMC/Female Member/PTA), which were facilitated by D-ToT participants. The training was conducted in two separate times: 1st time training, during the first year of the Project, in June 2008 for 44 pilot schools in 4 pilot VDCs, and 2nd time, during the second year of the Project, in Jan/Feb 2009 for remaining 48 pilot schools.

The overall objective of the RC-ToT was to train the key school-level stakeholders for the improvement of school management through the process of community participation with the use of the SIP. 380 school-level key stakeholders in total participated from the 92 pilot schools in Dhading and Rasuwa districts.

The district-wise participant's detail of the RC-ToT is illustrated in Table 3-3:

Table 3-3: Outline of the RC-ToT

S.N.	District	# of events	# of Schools	No. of Participants					Sub Total
				SMC-C* ¹	HT* ²	Parents	SMC-M* ³	Teacher	
1.	Dhading	13	68	64	62	44	47	65	282
2.	Rasuwa	5	24	22	23	29	23	1	98
Total		18	92	86	85	73	70	66	380

(Source: Prepared by the SISM Project Team)

Note: *1 SMC-C = SMC Chairperson, *2 HT = Head teacher *3 SMC-M = SMC member woman

Most of the participants said that they enjoyed participating in the training and learned a lot about the SIP; most of them had never participated in this kind of training before. Imparting role to the participants to facilitate the school-level SIP orientation and involving 4 persons from each school were very much appreciated by the participants. They expressed the wish that more people from the community should be given chance to participate in the similar trainings. Some felt more confident in implementing the SIP process with their own hands, but others felt the training was too short and they needed more support from the RPs and the Partner NGOs. A detailed plan of action prepared during the ToT helped those ToT participants to conduct a SIP orientation in their own schools.

(3) SIP Orientation at School-level

The 3-day SIP orientation for the school-level stakeholders was conducted in each of the 92 pilot schools during the first and second year of the Project. The first year group's orientation was conducted in August 2008 for 4 pilot VDCs and the 2nd year groups' one was conducted in Feb/Mar 2009 for the remaining pilot VDCs. The total of 2,548 (average 28 participants per school) school-level key stakeholders participated from the 92 pilot schools. The breakdown of the participants of the SIP Orientation is illustrated in Table 3-4.

Table 3-4: List of Participants of the SIP Orientation at the 92 Pilot Schools

S.N.	District	# of schools	Number of Participants						
			SMC	PTA	Parent	Teacher	Children	Others	Total
1.	Dhading	68	377	438	430	257	470	0	1,972
2.	Rasuwa	24	90	43	217	77	107	42	576
	Total	92	467	481	647	334	577	42	2,548

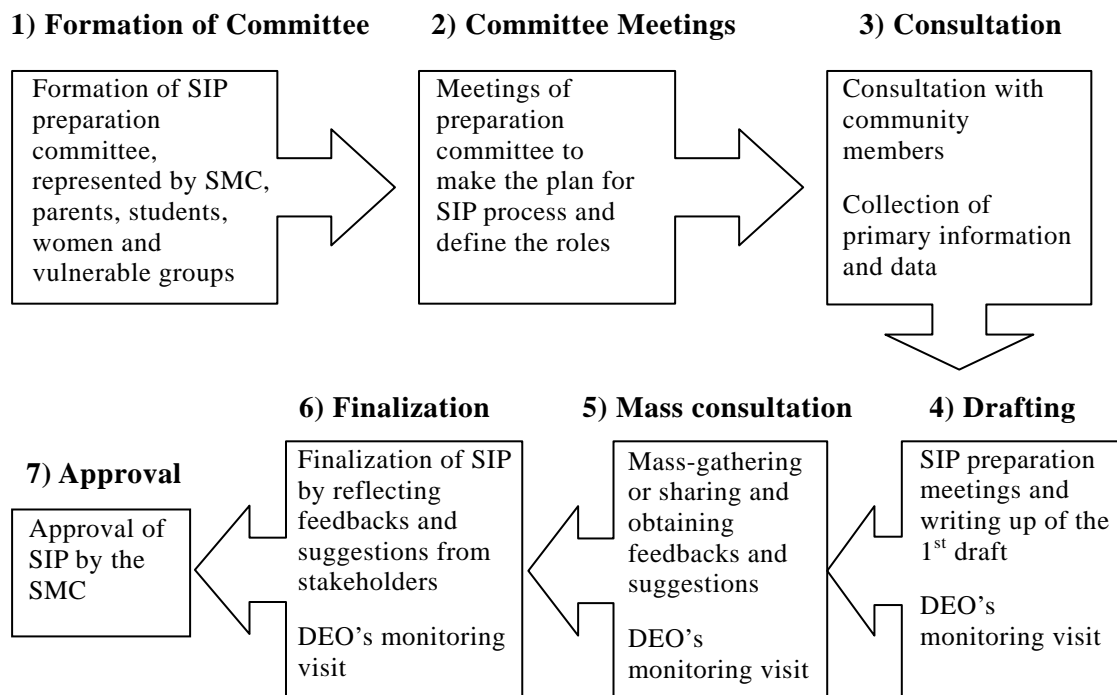
(Source: Prepared by the SISM Project Team)

The SIP orientation was found to be a very useful for schools/communities to start discussing and taking actions to improve school management and to understand their roles and responsibilities. The school-level trainer's team, consisting of the SSs and RPs and the partner NGOs, worked together and made collaborative efforts to make the SIP Orientation successful and effective. A large number of community members got opportunities to participate and gain knowledge on the SIP preparation techniques and tools.

The SIP orientation provided a common platform for the community to discuss about their own school. It was the first attempt for most of them to discuss the SIP of their own school. School visit, school data presentation from the head master, resource mapping and self-assessment of school were found instrumental among teachers, students, parents and SMC/PTA to realize the situation of their own schools, their roles and responsibilities, to identify the local resources in their surroundings, and most importantly to make the plan and take action for the improvement of their own school. Detail plan of action was prepared by the participants for updating their 5-year SIP following participatory way.

3.2.2 Follow-up and Monitoring of SIPs with the 92 Pilot Schools

The SISM Project facilitated all of the 92 pilot schools to follow consultative process for updating of 5-year SIP. The ideal process of the SIP writing included the seven steps as shown in Figure 3-1.



(Source: Prepared by the SISM Project Team)

Figure 3-1: Process of the SIP Updating/Writing of the SISM Project

To provide support to SMC in each of the above mentioned SIP writing/updating processes, the SISM Project facilitated SSs/RPs to take up the follow-up and monitoring actions in November 2008. The follow-up actions included monitoring visits in the schools, appraisal of SIPs and review of SIPs.

Although there were still many improvements needed, it was observed that the general quality of the SIPs was improved in the following areas: 1) there were fewer mistakes in the figures of the data; 2) Almost all the sections were filled in all the SIPs; 3) The linkage between Part I (Schools Profile) and Part II (Planning) was improved.; 4) The linkages among each part included in Part II were improved; and 5) As shown in Appendix-7 and 8, the community mobilization and participation were actively promoted. However, the change was found not in the quality of SIP document alone, but it was found in the ownership of SIP the school/community learned to have. After the SISM intervention, schools initiated to review the implementation status of SIPs by putting SIP as a regular agenda of their SMC/PTA/ meeting.

The change was found only in the quality of SIP document alone; it was found in the ownership of SIP the school/community learned to have. After SISM intervention, schools initiated to review the implementation status of SIPs by putting SIP as a regular agenda of

their SMC/PTA/ meeting.

(1) Appraisal of SIPs by SS/RPs

In order to improve the SIP quality and to strengthen SSs and RPs' sense of responsibilities to guide and support the schools and SMCs in SIP updating and implementation, appraisal for the 5-year SIP was done at RC-level. The 1st year SIP updating experience made SS/RPs realize that SIP appraisal could bring in further improvement in the quality of SIP, and it was carried out in April/May 2009 for 48 pilot schools in 4 pilot VDCs of 2nd project year. The Partner NGOs staff was also involved in the SIP Appraisal Committee.

The SIP appraisal process carried out by the SISM Project was: 1) Schools send their draft SIP to the RC for appraisal; 2) After receiving the draft SIPs in their RCs, an RP arranged the meetings of the SIP Appraisal Committee, consisting of the concerned SS and RP, head-teacher of the school where RC is located, and the partner NGO staff; 3) The SIP Appraisal Committee conducted appraisal based on the SIP Appraisal Sheet developed by the SISM Project; 4) The committee hold an Appraisal Committee meeting 3 to 6 times based on the number of schools; 5) The Committees carefully reviewed the draft SIPs and provides written feedback to each school; and 6) The schools and SMCs revised and finalized the SIPs based on the feedback.

(2) Review of SIPs (twice/school/year) at each school

Follow-up and monitoring of SIPs were the continuous activities in 2009/10. Every school conducted a SIP Review Workshop twice, annually. For tracking the progress of planned activities, the first review meeting was conducted in the middle of the academic year which was November/December. Second review meeting, having objectives of reviewing past year activities and updating annual SIPs for the same year, was conducted after the completion of academic year.

(3) Review of SIP at VDC-level

VDC-level workshops concerning SIP were conducted at each pilot VDC in Dhading district, participated by head teachers and SMC Chairperson of each school of VDC, local CBOs/NGOs/GOs, staff of VDC, all the major political parties' representatives of VDC-level as well as SS/RPs from DEO and Partner NGO. This type of gathering was the first attempt for schools and SS/RPs and found quite effective in term of sharing best practices with each other, and making consensus to allocate financial support from VDC to schools since all the major stakeholders of the VDC were coming together to discuss the common issue related to education at the VDC level. In Rasuwa, it is planned to be

conducted in December 2010.

3.2.3 Annual SIP Updating with the 92 Pilot Schools

In order to improve the SIP Annual Plan, SISM team drafted a simplified SIP Annual Plan format with clear linkage with Five-year SIPs after consulting with DoE. The SIP updating formats and process was discussed with both pilot SS/RPs in Dhading and Rasuwa during the district bi-monthly meeting in February 2010. After incorporating feedbacks, the format for annual SIP was finalized.

The orientation on the annual SIP format to SS/RPs was done in April/May 2010. The project conducted 1-day Annual SIP Updating workshop in May/June 2010 participated by community/school representatives from 92 pilot schools. After the workshop, all 92 pilot schools updated their annual SIP in May/June 2010 and submitted to DEO. The original 5-year annually rolling SIP was very bulky, and the updating process quite lengthy, time consuming, and costly, and most SMC/community people were unwilling to go through it. School stakeholders felt that annual updating of one-year SIP was useful, simple, less time consuming, and not costly. Due to this fact it is well appreciated and accepted by schools and SS/RPs.

3.2.4 Cascaded Training for SMC/PTA Capacity Development with the 92 Pilot Schools

During the second year of the Project, the SISM Project conducted training for SMC/PTA capacity development. The target schools were the same pilot schools, which had already gone through the SIP training process.

In order to carry out the systematic SMC/PTA training with the participatory approach, the SISM Project developed Training Guide (TG) for SMC/PTA training at school-level. The Training Task Force (TTF) at the DoE-level designed the outline and drafted TG for the SMC/PTA training. The draft TG was trialed in three schools and was revised based on the findings from the trial training. The TG was developed by the combined effort of DoE, DEO/SSs/RPs of Rasuwa and Dhading, the Partner NGOs (Aasaman Nepal and SEARCH-Nepal), head teachers, teacher representatives and SMC/PTA representatives of the pilot schools of the SISM Project, who have worked hard to make the training effective, interesting and practical.

Many of the activities were combination of methods which had been used by DoE trainers as well as international NGOs such as Save the Children and World Education. Upon the request of DoE, three thousand copies of the first version were published and distributed /disseminated in all of the 75 DEOs in Nepal and other relevant agencies/institutions.

The first version of TG is available in DoE website ([www.http//www.doe.gov.np](http://www.doe.gov.np)). All 3 levels of cascaded training were conducted based on the first version of TG.

(1) D-ToT for the SMC/PTA training

The project conducted 1.5-day D-ToT for the SMC/PTA training between 19 and 21 August 2009 for all SSs/RPs of the both pilot districts. The aim was to improve the capacity and to prepare for training/facilitating the RC-level ToT on the SMC/PTA capacity development. All SSs/RPs of the both pilot districts participated.

The outline of D-ToT for the SMC/PTA training is shown in Table 3-5.

Table 3-5: Outline of D-ToT for the SMC/PTA Training

District	Venue	Dates	Participants	Main Facilitator from DoE
Rasuwa	DDC hall	Aug.19-20, 2009	SSs/RPs and Social Mobilizers (11 persons)	Section Officer Primary School Management Section
Dhading	Nilkantha LRC	Aug. 20-21, 2009	SSs/RPs (24 persons)	Section Officer Secondary School Management Section

(Source: Prepared by the SISM Project Team)

According to the participants, the D-ToT was very useful for familiarizing themselves with the background, process, and outline of the SMC/PTA training at the school-level. It was also beneficial for them to update their knowledge and skills on the key approaches and methods of the participatory training, which were required for the RC-ToT.

(2) RC-ToT for the SMC/PTA training

Following the D-ToT, the SISM Project organized the total of 17 batches of the 3-day RC-ToT for the SMC/PTA training in August and September 2009. The purpose was to develop the trainer’s team for the school-level training. The training was targeted all of the 92 pilot schools of both pilot districts.

Four participants of the RC-ToT from each school included the head-teacher, the SMC chairperson, one woman member and one PTA representative. The district-wise RC-ToT dates, venues and numbers of the participants are illustrated in Table 3-6.

Table 3-6: District-wise Details of the RC-ToT on SMC/PTA Training

Districts	Schedule	# of batches	# of Schools	No. of Participants					
				SMC-C* ¹	HT* ²	PTA/Parents	SMC-M* ³	Teacher	Sub Total
Dhading	Aug/Sept 2009	13	68	59	55	84	36	44	278
Rasuwa	2-4 Sept. 2009	4	24	22	24	3	22	21	92
Total	--	17	92	81	79	87	58	65	370

(Source: Prepared by the SISM Project Team)

Note: *1 SMC-C = SMC Chairperson, *2 HT = Head teacher *3 SMC-M = SMC member women

The RC-ToT for the SMC/PTA training was instrumental for the school-level trainers' team to become more aware of their own roles and responsibilities, as members of the SMC/PTA, for improving the school management. Furthermore, the participants had the chance to familiarize themselves with the contents of the TG of the SMC/PTA training at the school-level, which they had to facilitate by themselves

(3) School-level SMC/PTA training

3-day SMC/PTA training was conducted from December 2009 to March 2010, participated by all SMC members, all PTA members and children representatives of the 91¹ pilot schools in both Dhading and Rasuwa districts. The participant number was higher in most of the schools than planned, which was 25, due to the parents' willingness to join in the training. In total, 2,601 school-level key stakeholders, average of 29 participants per school, participated in the training, as summarized in the Table 3-7.

Table 3-7: Summary of the SMC/PTA Training

Districts	# of Schools conducted	Number of Participants					
		SMC	PTA	Children	Community members	Teachers	Total
Dhading	67	448	411	323	692	103	1,977
Rasuwa	24	125	87	114	165	133	624
Total	91	573	498	437	857	236	2,601

(Source: Prepared by the SISM Project Team)

The SMC/PTA training provided a common platform for them to discuss the situation of

¹ One school in Muralibhayan, VDC in Dhading did not conduct the training due to having internal conflict.

their school. The program contents were found to be effective for sensitizing the participants about school management and needed areas of improvement. It was found that such exercises as auditing attendance register, analysis of data from SIP/EMIS, sharing of achievement and best practices of the school and neighboring schools, and school observation and School Self-Assessment (SSA) were instrumental for the SMC/PTA in realizing the situation of their schools, their roles and responsibilities and most important areas they need to work on for the improvement of their school.

The women and Dalit² participants expressed their appreciation of having the chances to be a part of the training. The training helped them aware of their roles and responsibilities and builds their capacity for meaningful participation in decision making process of SMC/PTA.

3.2.5 Cascaded Training with the 602 Non-Pilot Schools

The SISIM Project also implemented SMC/PTA training to reactivate SIP and SMC, through cascade approach, in all the remaining non-pilot schools: the total of 602 in Dhading and Rasuwa. Originally, the SISIM Project did have the intention of expanding replicating the SISIM Project experience built in the pilot VDCs to the non-pilot VDCs, although the coverage was to be small and the plan was not clear.

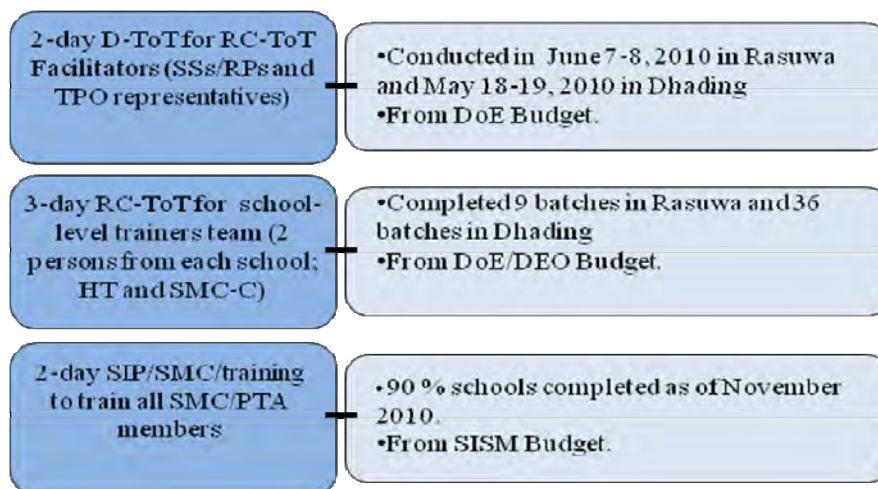
The plan became clearer when DoE allocated the budget of NRs.50,000,000 for the capacity development of SMC in the year 2009/10 in all 75 districts for two days orientation at the district-level and 3 days RC-level orientations in all 1,053 RCs throughout the country. This plan of DoE provided the unique opportunity for the SISIM Project to replicate the SISIM learning to all non-pilot schools in Dhading and Rasuwa.

After discussing with DoE/DEO, the SISIM Project decided to provide technical and financial support to all non-pilot schools, 82 schools in the 14 VDCs of Rasuwa, and 520 schools in the 45 VDCs in Dhading, for conducting school-level SIP/SMC training.

The purpose of the training at the school-level was to provide the opportunity to discuss and share how to improve their school management and quality of education of their own school through the tools and methodologies developed by the SISIM Project and to contribute to DoE's initiative on the SMC capacity development to achieve the SSRP goals.

² The term Dalit refers to "Pani Nachalne" (Untouchable) group or caste, from whom water is not accepted in Hindu social structure (Source: National Dalit Strategy Report-2002, Action Aid Nepal).

The trainings were done in a cascade, as shown in Figure 3-2.



(Source: Prepared by the SISM Project)

Figure 3-2: Flow of Training for Non-pilot Schools

The series of consultation meetings were conducted for designing, planning and implementing SIP/SMC training with the non-pilot schools. The major steps and progress made on non-pilot schools were as follows:

- (1) A rough sketch for implementation of SIP/SMC training with the non-pilots was made by the SISM Project team members and shared with DoE/DEO and the partner NGOs in early May 2010.
- (2) Planning meeting with both of the pilot DEOs was conducted, and the tentative schedule of D-ToT, RC-ToT and school-level training were made together in the middle of May 2010. TG for 2-day school-level training was developed.
- (3) A two-day D-ToT was conducted in May/June 2010 at each district participated by all SS/ RPs. Two of the SS/RPs, who had experience of facilitating the SISM trainings earlier and who were familiar with the contents of TG, were chosen as the main facilitators for the D-ToT. The remaining SSs and RPs were the participants for the event in Dhading, while in Rasuwa, the seven (7) representatives from Teachers Professional Organizations (TPO), who were selected as facilitators for RC-ToT, also participated in the D-ToT.
- (4) 3-day RC-ToTs were conducted, in 45 batches in May/June 2010, facilitated by the SS/RPs participated by 2 representatives from each of the 602 non-pilot schools. Two

(2) participants, including head-teacher and the SMC chairperson or SMC member who had good potential to facilitate school-level training, were the participants of the RC-ToT. The total of 1,196 (1,021 men and 175 women) school-level stakeholders from the 602 non-pilot schools participated.

(5) 2-day school-level trainings have been going on in all non-pilot schools starting from July 2010. It was expected to complete all training by mid-October but due to SMC formation time in some schools, it is re-scheduled to be completed by mid-December 2010. As of mid-November, 90% of the 602 schools have completed the training, according to the report from the concerned RPs. The SISM Project team has visited some non-pilot schools while they are conducting the training. Among several schools we observed, some schools such as Saraswati Primary School in Dhading, conducted the training extremely well.

3.2.6 Others

(1) D-ToT on SIP with the SHNP Pilot Districts

The School Health and Nutrition Project (SHNP) is the project implemented by Ministry of Health and Population and Ministry of Education with the technical assistance of JICA. It was agreed that SISM/DoE would assist the SHNP's pilot districts (Syangja and Sindhupalchowk) in improving their SIPs integrating school health and nutrition.

D-ToT was conducted in Syangja from February 14th-18th, 2010; and in Sindhupalchowk from February 21st-25th, 2010. Facilitators were selected among from SS/RPs of the SISM's pilot districts as facilitators and sent for D-ToT along with the DoE core trainers. The D-ToT provided good learning opportunity for the SISM Project to reflect the lessons learnt for improving the package of all three levels of ToT related to SIP and School-Self-Assessment Checklist.

(2) Information Experience Exchange Workshop/Study Tour

The SISM Project conducted 4-day Information and Experience Exchange Workshop/Study Tour in Makawanpur and Chitwan districts during January 10th-14th, 2010. There were 41 participants, including 1 DEO, 1 Section Officer (SO), 8 SSs, 23 RPs and 6 staff members from the Partner NGOs.

After returning from the visit, each group prepared the list of "Good practices observed" and "Good practices that can be replicated in the schools under SS/RP's responsibilities" for each visited school. All SS/RP prepared individual action plans for replicating the

learning from information exchange, which included such activities as displaying educational data in office room, tracking attendance of students and teachers, child club formation and mobilization. Many of these plans have been implemented and brought positive changes in some of the schools.

3.3 Lessons Learnt, Good Points and Necessary Improvement

During the three year project period, the SISM Project experienced various trial and errors, through which many lessons were learnt. Some of the lessons were already taken into account to further improve the activities during the project period. Here, in this final report, the major and overall lessons learnt can be highlighted as follows:

(1) SIP is a very effective instrument to bring following positive changes to government schools in Nepal, if utilized appropriately.

- The capacity of SMC/PTA is developed through the process of training, implementation and evaluation of SIP.
- Awareness of the community of their own responsibilities/duties for improving the school management and education quality is raised.
- There is more contribution/participation from the community, including monitoring of class and encouraging the students not to be absent from class.
- Relationships among school teachers and SMC/PTA, parents/guardians/community members and students are improved.
- SIP is owned by the stakeholders and its contents are better and more realistic.
- Community-owned and realistic SIP involve SMC/PTA in monitoring class, teaching, and other non-budgetary includes more activities which require no or less budget.
- There are clear signs of improvement of quality education, in such aspects as punctuality, attendance and teaching-learning.
- Schools become aware that school cannot be well managed without SIP.

(2) Exercises of the School Self-Assessment (SSA) and classroom attendance check conducted as a part of the situation analysis in the first day of the workshop are useful for community members to understand their school situation.

(3) School level training/workshop on SIP provides excellent occasion not only to help

build the capacity of SMC/PTA but also to orient the community on government policies such as SSRP, social audit, child-friendly, codes of conducts and others.

- (4) If SS/RPs understand the importance of SIP well and become confident in its content, they can play vital roles in guiding and facilitating SIP process not only during the training but for follow-up and monitoring, if given appropriate training and support/incentives from DoE/DEO.
- (5) School/community level workshop involving teachers, SMC and PTA, parents, guardians and students is very effective, if given technical, financial and monitoring supports from DoE/DEO, in an appropriate and timely manner.

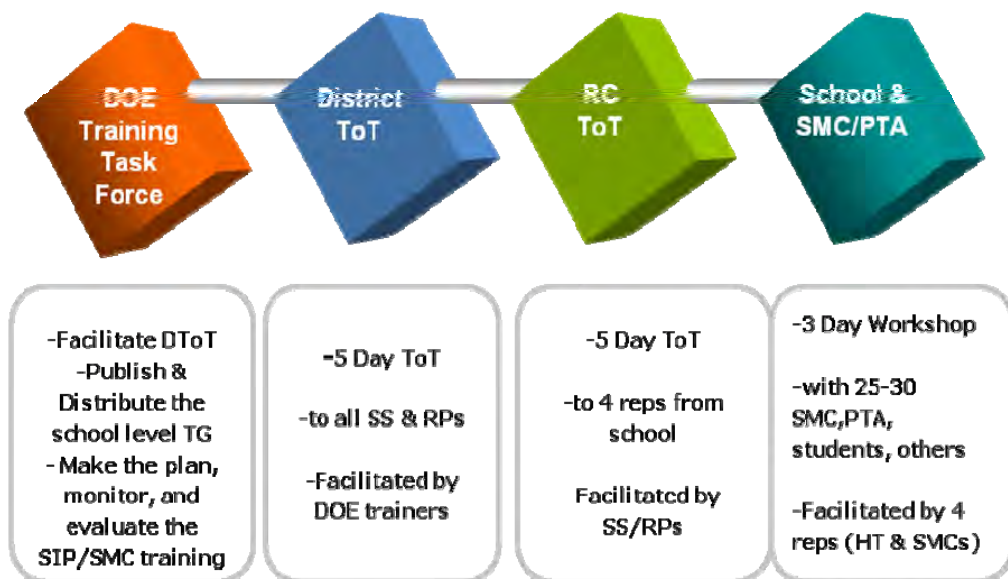
Then, based on the lessons learnt, the SISM Project would like to make the following suggestions for improvement on SIP and capacity development of SMC/PTA.

(1) MoE/DoE works on the following to improve the SIP system.

- Simplify the SIP content.
- Introduce one year SIP in place of annual 5-year-rolling plan, keeping 5-year plan as the mid-term plan.
- Fix and strictly follow the submission date of Annual SIP (in the middle of May each year).
- Make SS/RPs responsible for SIP updating, implementation, and monitoring, linked with “performance standard.”
- Make it a “must” for each school to submit annual SIP to be eligible for PCF, scholarship and for construction cost.
- Coordinate with the international NGOs and other agencies who engage in any activities on education sector to include SIP training and to utilize SIP as the core document for any school activities.

(2) MoE/DoE strengthen and repeat SIP training, as a part of SMC/PTA Capacity Development Plan.

- Conduct the minimum of 2-3 day school level training, using the following cascade model throughout the nation at least once.



- Distribute and make TG available to every school.
- Provide technical and financial support to school for conducting one day workshop for updating the annual SIP, to those who have completed the 2-3 day full-scale, first round training.
- Conduct full-scale training(5 days) every year for the new HT/SS/RPs and SMC Chairpersons

The SISM Project has shared the lessons learnt and suggestions summarized above with various agencies and donors. One of the important works before closing of the Project in February 2011 was to continue the effort, so that the SISM model will be replicated and extended to as many districts as possible in Nepal.

(Prepared by Atsuko Tsuruta and Bishnu Acharya)

CHAPTER 4: COMMUNITY MOBILIZATION BY THE PARTNER NGOS IN PROJECT COMPONENT I

4.1 Objectives, Approaches and Major Activities

The SISM Project had community mobilization activities in the 8 pilot VDCs facilitated by partner NGOs throughout the three year project period. Names of the partners were Aasaman-Nepal for Dhading district and SEARCH-Nepal for Rasuwa district. Both of them are well-established national NGOs, working longer than 10 years in the country.

The SISM Project had the intension of linking and combining the strengths of both government and NGOs by utilizing them in the government program through partnership. The main responsibilities of the partner NGOs under the contract were:

- (1) Training Support and Monitoring at the Pilot Districts: To assist DEO, SISM Training Task Force and the Project Team in preparing, conducting and monitoring the various trainings/workshops on school management and quality SIP, VEP and DEP at the District, RC and school/community levels;9
- (2) Community Mobilization at the Pilot Districts: To assist DEO and the Project Team for community mobilization throughout the whole process of various activities at the community level.
- (3) Assisting in Policy / Strategy Suggestions and Recommendation: To assist Project team in preparation of policy / strategy suggestions and recommendations.
- (4) Periodical reporting: To submit regular reports and Final Report both narratives and financial.
- (5) Others: To conduct/ assist Base-line Survey, End-line Survey, and others.

(Source: SISM ToR for NGO partners)

Among the main responsibilities listed above, main activities under the “(2) Community Mobilization at the Pilot Districts” were taken up under the initiatives of the partner NGOs.

Not like other activities of the SISM Project, the involvement of government officers was kept minimum; and they were not done as regular activities under the government system. Community meeting, mother gathering, child committee meeting, regular visit and coordination with related stakeholders as well as formal and informal meeting/discussion

with stakeholders were some activities performed under this.

This Chapter reports the community mobilization activities under the following headings:

- (1) Recruitment and Training of Social Mobilizers
- (2) Formation and Facilitation of Informal Community Groups
- (3) Child-Committee /Club Activities
- (4) Child Friendly Training
- (5) Enrolment Campaign
- (6) Exchange Visits/Study Tours

Aasaman Nepal and SEARCH Nepal had their own unique approaches and methods in the community mobilization activities. The SISM Project team, respecting their uniqueness, did not make their activities of the two partners unified; therefore, some activities were reported together and some separately.

4.2 Achievement and Output

4.2.1 Recruitment and Training of Social Mobilizers

At the beginning of the SISM Project, after signing the contract with the SISM Project team, both Aasaman Nepal and SEARCH-Nepal recruited social mobilizers from the youths living in the pilot VDCs. There were total of 10 SMs, 3 in Rasuwa and 7 in Dhading for the total of 8 VDCs. Aasaman Nepal hired 2 social mobilizers for the two of their responsible target VDCs in Dhading, because these two VDCs were large with many schools.

The major roles of SM were: 1) to coordinate and link between the Project and schools/communities and other stakeholders in their own VDC; 2) to give support in organizing/facilitating formal and informal meetings, workshops, trainings and orientations which take place in their own VDCs; 3) to help form community groups such as child-clubs, mothers groups, youth groups and support/guide them for their activities; and 4) to be the leading voice in the community to emphasize the participation of children and those in vulnerable position, such as women, Dalits and other minorities.

Academic qualification of social mobilizers set by the partner NGOs was “intermediate pass”, which meant that they had finished 12 years education. Most of the social mobilizers were part-time students studying for their bachelor degree. The partner NGOs put great

efforts in giving guidance and on-the-job training to the social mobilizers.

4.2.2 Formation and Facilitation of Informal Community Groups

As an important activity of community mobilization, NGO partners facilitated the formation of informal community groups such as mothers groups and “Friends of Children”. For example, in Dhading, 28 mothers groups were formed and they helped improve various aspects of school management. Some positive results of their activities were as follows:

- Mothers were convinced of the importance of education and their roles and responsibilities and became serious towards their children’s education.
- Mothers conducted home visit of irregular children and talked with their parent to send children on the regular basis, which resulted in the increase of regularity of the children.
- Mothers and children jointly worked to make their own catchments area child labor, and mothers monitored their children to be regular in school.
- Mothers actively participated in enrollment campaign for making school cluster free of out of school children.
- Mothers started to discuss about the SIP planned activities in their meeting.
- Mothers sent their children regularly with Tiffin.
- Mothers financially supported the school. Examples were: 1) hired one staff for cleaning and water supply; 2) hired one English teacher; and 3) gave the cash support of NRs. 60,000 for the construction of toilet.
- Parents and mothers regularly visited/monitored the school and discussed with class teachers about the progress of their children.

“Friends of Child” was also one of the community structure practiced in Dhading. It was the group of people who were interested in supporting children for their schooling, consisting of educationist, community people, head teachers/teachers, SMC/PTA, political leaders, social workers and others.

Seven groups of Friends of Children were formed with 230 members in five VDCs. Two events of Friends of Child meeting were organized at community level. Total of 62 (39 Female) members participated in the meeting. They collected the names of the irregular children and

visited their parents. They requested their parents not to be involved their children in child labor.

4.2.3 Child-Committee /Club Activities

(1) Child Committee /Club Formation

Formation, mobilization and strengthening the child committee was one of the important approaches of social mobilization for education-related program. In Dhading, Aasaman Nepal formed the Child Committee in 47 schools of the pilot VDCs³, and SEARCH-Nepal 24 Committees in Rasuwa.

(2) Child Committee /Club Training

Two-day Child Committee Trainings were conducted in all pilot schools of the project area of both pilot districts in the third year of the SISM Project. The objectives of the training were to learn about the rights of child, to involve them in the planning of school, to share their roles and responsibilities, and to involve them in the enrollment campaign.

The training was conducted in 23 batches (17 in Dhading and 6 in Rasuwa). In every batch one SS/RP was responsible for the facilitation of the training while Aasaman Nepal and SEARCH-Nepal organized and supported.

The total number of participants were 766 (648 Child Committee members, 59 teachers and remaining 59 were facilitator, training supporter). Three to eleven Child Committee members from each school participated in the training depending on the level of school, number of members in Child Committee. Head teachers and SMC members of some distant school of training venue also participated in the training.

Child Committee members actively participated in the training and became aware of their rights and responsibilities. The training also provided good occasion to prepare for the enrollment campaign. Participants prepared detail plans of helping children who were coming to the age of five and those older ones who had stayed out of school to enroll in the school, as they felt all these children were their neighbors and friends and these children must be in the school with them.

³ No child committee was formed in the schools with 1-3 grades.

(3) Child Committee/Club Meetings

Child Committee meeting were regularly conducted by the social mobilizers during the starting period of the formation of child committee but later the meeting were conducted by Child Committee themselves with the support of a teacher of the school. Each school assigned one teacher for the Child Committee to support. Some of the Child Committees wrote their own constitution.

In Dhading, Child Committee meeting was generally conducted on the monthly basis. According to the records kept by social mobilizers in Dhading, 161 meetings were conducted in the 3rd year of the project. The total of 246 (Girls 86) and 2,530 (Girls 1,087) members participated in the meeting in the 3rd year of the project.

Some positive changes/impacts of child committee observed are as follows:

- Students of the pilot schools became more aware about their roles and responsibilities, child right, code of conduct, extra activities and health and sanitation program.
- Child Committees took the leadership role in conducting the child centered extra activities in school.
- Children started to monitor the irregular students and out of school children of their periphery.
- Some Child Committees started to check the daily attendance of the students for the regularity. The Child Committee made door-to-door visit for those students who were irregular in the school.
- Most of the Child Committees took the leadership role to clean the class room and school daily and weekly basis by involving all students. Many schools formed the sanitation committee with the initiatives of Child Committee.
- One Child Committee of a primary school managed to provide the dust-bin in each class by collecting NRs.10 from each student. Similarly, another Child Committee managed a dust-bin for each classroom of grades 1-5 and a pit in the yard for burning all the dust.
- Students of the pilot schools celebrated and actively participated in Enrollment Campaign and supported the school to enroll all school-going-age and out-of-school children.

- Child Committee conducted different extra-activities by coordinating with school as well as local community. Examples of the activities were: regular sanitation program, debate competition, cultural program, flower plantation in school compound, maintenance of black board, formation of code of conduct, formation of class wise discipline committee and sanitation committee to maintain the clean environment, and initiation of mothers gathering for the regularity of children.

4.2.4 Child Friendly Training

Formation of child friendly environment in school to ensure the quality education as well as to create fearless teaching-learning was one the important activities under the social mobilization. Under these activities, two-day Child Friendly Training was conducted for the teachers of the pilot schools in the third year of the SISM Project in both districts. The training was conducted in 4 batches (3 in Dhading & 1 in Rasuwa) participated by one teacher from each pilot school, all social mobilizers, and some RPs, totaling 110 combining the two districts.

All teachers actively participated and learned about the child right, child friendly school and indicators of child friendly school and classroom. They also became familiar with roles and responsibilities of parents, students, teachers for creating the child friendly school. All the participants committed to create the fearless teaching environment in their school.

Most of the participants shared that the training was very effective in present context. However, they suggested that training should be five days, rather than two days, in order to cover all the aspects of child friendly school and that all teachers of school should receive the training.

4.2.5 Enrolment Campaign

School Enrollment Campaign was conducted in 2009 and 2010 in all the schools in 8 pilot VDCs of both districts. DEO also organized the annual enrollment campaign at district, resource centre and school level. In coordination with DEOs, the SISM's partner NGOs joined the campaign and had some additional contributions for the 8 Pilot VDCs.

The overall objective of the school enrollment campaign was to enroll all the school-age children to school and to conduct promotional campaign activities for out of school children.

In preparation for the campaign in Dhading, Aasaman Nepal went through a careful process of making the list of the school-going and out-of-school children in the catchments

area of each pilot school, as accurate and complete as possible. The basic data was taken from two sources: one was household survey compiled by the school during SIP preparation, and another was the data in Village Education Plan. Then Aasaman Nepal consulted with SMC/PTA, head teachers, Child Committee, mothers gathering and other community members during their meetings. Social mobilizers of the concerned VDC held the meeting with the head teacher to verify the data.

District level meeting was also held with DEO/SS/RP as well as Kshiksha Sarokar Samimittee to make the plan for the implementation of the enrollment campaign.

Varieties of activities under the campaign were jointly organized with DEO, Pilot RCs, schools and Aasaman Nepal. Some of the activities are: welcome-to-school and door-to-door home visit, community meeting, mothers gathering, rally, stationary distribution to Dalit students who were admitted in class one, enrollment banners in different places, and pamphlets and posters distribution.

According to the data collected through the enrollment campaign in Dhading, the totals of 279 (59%) children out of 470 in 2009, and 1,119 (103%) children out of 1,090 in 2010 were enrolled to school in 5 VDCs of the project area. This is an indication that the active and effective campaign bring children to school.

All together 32% i.e. 358 Dalits children were found admitted in 2010. Aasaman Nepal gave stationary support (copy, pencil, eraser, and cutter) to all Dalit children who were admitted in class one. All together 37 schools out of 68 pilot schools declared themselves to be “toll free”, indicating that there was no out-of-school children in their catchment area.

4.2.6 Exchange Visits/Study Tours

DEO Dhading, in collaboration with Aasaman Nepal organized two-day “Inter VDC Experience Exchange Workshop/Visit” for head teachers and SMC Chairpersons of 69 pilot schools of Dhading districts toward the end of the third year of the SISIM Project.

Schools in one VDC visited several schools of other two to three pilot VDCs. For example, schools in Salyantar VDC visited 2 schools in Benighat VDC, 2 schools in Sunaula Bazar VDC and one school in Murlibhanjyang VDC. SS/RPs of the pilot VDCs and Aasaman Nepal were the facilitators of the event. The purposes of the event were; firstly for the participants to reflect on their own experiences concerning school management and share with schools of other VDCs; secondly, to visit and learn from the model schools of other VDCs and from the similar experiences regarding school management; thirdly, to make the

plan for the application of the learning for the future activities.

Main activities during the visit were: visiting school compound, interacting with SMC/PTA, teachers and students of the visiting schools, and reflecting and sharing among the participants after the visits. Then after the tour, each RP is to organize sharing/reflection session during RC meetings.

In Rasuwa, SEARCH-Nepal organized study tour to Chitwan and Dhading districts in November 2010 in collaboration with DEO Rasuwa. Fifty two participants (1 SS, 1 accountant, 3 RPs, 4 SEARCH-Nepal staff, and 43 from pilot schools) participated.

The participants observed two schools in Chitwan and two schools in Dhading. In Dhading participants had the opportunity to share about implementation of the SISM activities, difficulties and constraints, best practices from the project. In Chitwan participants observed and interacted on community mobilization and support, child friendly teaching, fund raising process and practices, SIP implementation and updating process, regularity of students and teachers etc.

4.3 Lessons Learnt and Suggestions for Necessary Improvement

The SISM Project team and major stakeholders share the common observation that the partner NGO played the crucial role for the successful implementation of the SISM Project, and that community mobilization is an indispensable component for bringing the positive results and changes in the community. Community mobilization component, combined with the SISM Project's input through the office of DEO made the community participation possible. It may well be due to this combination that community were aroused the sense of responsibilities and they start to own the plan they made by themselves.

Following is the list of lesson learnt concerning community mobilization which the partner NGOs presented:

- (1) Regular meeting and interaction with community people, mothers, and parents is an effective method to ensure their active participation in the program.
- (2) Regular formal and informal meeting/interaction with school/SMCs/PTAs and Child Committees encourage the active participation of stakeholders towards the school development, including the increases the regularity of students
- (3) Regular mother gathering is one of the most effective tools to increase the regularity of students.

- (4) Formation and strengthening of Child Committee is also very effective for bringing positive changes in school.
- (5) Recruiting social mobilizers from the local community is effective. The training they receive and impact they created in the community will be long lasting.
- (6) Display of key information in school is found to be an effective method. The key information include; codes of conduct of children and teachers, annual program of school, assessed checklist of school, audit of school, name list of SMC and PTA, name list of donor/cash contributors, name list of child committee, sanitation and health committee, junior red cross committee, job chart, and photos of events, etc.

Based on the lessons, following recommendations for the future improvement are given:

- (1) Hiring and training social mobilizers from the local community is crucial for achieving the purpose of enhancing SIP and building the capacity of SMC/PTA.
- (2) Continuation of support to school/community level is a must. DEO's roles will be vital. SS and RPs are expected to visit schools and give more support.
- (3) Continuation of networking and coordination is also vital. Both vertical levels among different offices in the district, and horizontal levels of central, district, RC, and school level must be continued.
- (4) It is also necessary to disseminate the achievement and out puts of SISM to other part of the country.
- (5) Institutionalization and strengthening of mothers group is still lacking, but since it is found to be instrumental, it is highly recommended that the mothers group formation is formally encouraged.
- (6) Different activities were conducted for strengthening of SMC/PTA and objective was also achieved, though the managerial capacity of head teacher and SMC/PTA chairperson is still insufficient. Hence continuation of such type of capacity strengthen activities is also recommended.
- (7) The school must continue supporting the Child Committee, and their activities should be included in SIP of each school. It is also recommended that DEO/school also support to affiliate all the Child Committees of the SISM Project area with District Child Welfare Council for their sustainability.

(Prepared by Aasaman Nepal, SEARCH Nepal and Atsuko Tsuruta)

CHAPTER 5: PROJECT COMPONENT-II – CAPACITY DEVELOPMENT OF THE PILOT DEO OFFICES

5.1 Objectives and Approaches

One of the objectives of the SISM Project was to strengthen the capacity of the DDCs/DEOs and VDCs/VECs so that they could technically and financially support schools to improve their school management through community participation.

To achieve this, the SISM Project adopted two approaches: (1) train all SSs and RPs in the pilot districts as trainers in facilitating and monitoring the entire process of SMC/PTA capacity development through SIP; and (2) support pilot VDCs to prepare or update VEPs and support pilot DEOs to update their DEPs. Although these two approaches belonged to different components of the SISM Project, i.e. (1) in the Component I and (2) in the Component II, both were closely linked to build capacity in the DEOs and VDCs.

The following sections discuss the major activities, achievement and learning of the VEP/DEP Update and Review in the Component II.

5.2 VEP Update and Review

At the beginning of the SISM Project, the following issues were recognized over the pilot VDCs and their VEPs:

- Due to lack of elected body at VDC, the *All Party Mechanism* was in place for the decision making process of the VDC, while day-to-day affairs of VDC were managed by a VDC Secretary whose responsibility is often overstretched;
- Village Education Committee (VEC) was not formed in seven out of eight pilot VDCs;
- Four out of the eight pilot VDCs had prepared VEPs in the past, but most of them were not comprehensive, covering only non-formal education;
- Even in those VDCs which had prepared VEPs, VEPs were not known to wider range of stakeholders nor utilized in any meaningful way;
- Although VDC budget was allocated to schools and other education facilities, there was no clear basis for fund allocation, thus giving room for political or other influences.

Understanding the above points, the following were taken into consideration in order to develop an effective program which supports pilot VDCs to prepare/update VEP:

- VEC needs to be formed or revitalized to support VDC Secretary in the field of education;
- To prepare a meaningful VEP, a wide range of stakeholders should be involved in the VEP preparation/update process including VDC Secretary, representatives of the major political parties, government agencies and NGOs, teachers, SMC/PTA chairpersons, parents, and students;
- From the view point of leadership and securing budget, it is important that representatives of political parties are to take part in the whole process and support the VEP;
- The activities planned in VEP should include not only budget-needed activities, but also no or little budget-needed activities which educational stakeholders can implement by their own initiative and efforts. By doing so, even when there is uncertainty in securing financial sources for VEP, the stakeholders can start to implement VEP with their own initiatives;
- VEP should be officially endorsed by the VDC/VEC as an official plan of the VDC, and then it should be widely publicized and shared among educational stakeholders so that they can feel “This is our plan, so we will implement it together with the government;
- VEP should be implemented, reviewed and updated periodically with participation of all stakeholders who have been involved in VEP preparation process.

5.2.1 Major Activities and Achievement of VEP Update and Review

(1) VEP Orientation

In September 2008, a one-day VEP orientation meeting was organized in each of the pilot VDCs by inviting wide range of stakeholders to discuss how to prepare/update the VEP with active participation of community. It provided an important venue for stakeholders to discuss roles and responsibilities of VDC in improving its education status. The participants recognized the need of forming an active VEC and preparing a comprehensive VEP to improve the education status of the VDC. They also prepared an action plan how to prepare/update the VEP.

(2) VEP Workshop

To build capacity in the VDC-level stakeholders in preparing/updating VEP, VEP Workshop was conducted in each of the pilot VDCs. To conduct the VEP workshop, SISM project developed a trial version of VEP Workshop Facilitator’s Guide. Table 5-1 shows the main contents of the 3-day workshop.

Table 5-1: Main Contents of the VEP Workshop

Day	Main Contents
1	- Welcome and Opening
	- Reflection and understanding on education situation of the VDC;
	- Conceptual clarity on VEP,
	- Linkage of VEP with SIP and DEP
2	- National Policy on Education
	- Review of existing VEP
	- How to prepare/update VEP
3	- Group work and exercises on VEP preparation process
	- Group work and exercises on VEP preparation process
	- Resource identification/mobilization
	- Planning
	- Role sharing of VDC/VEC for updating/preparing VEP
	- Action Plan preparation

(Source: Prepared by the SISM Project Team)

During the workshop, the participants learnt general and VEP-specific planning process with some practical exercises. After reviewing the existing VEP, they also discussed how to make the VEP more comprehensive. Some VDCs committed budgetary support for the preparation of VEP.

After the VEP Orientation and VEP Workshop, the VEP Writing Committee prepared the VEP. Although, in most cases, it took a long time to draft the VEP, it was finally completed and endorsed by the VEC.

(3) VEP Review and Annual Update Workshop

After the pilot VDCs prepared and endorsed the 5-year VEPs, it was important to translate VEP into concrete actions to improve education with strong community participation. The SISM Project assisted VDC’s own efforts in implementing VEP by organizing a one-day VEP Review and Annual Update Workshops in the pilot VDCs. The objectives of this Workshop were as follows:

- to share the major points of five-year VEP among all education stakeholders in VDC through making an “simple and easy-to-understand” one-page summary of VEP,

- to review the past one-year implementation of SIP and VEP, and
- to prepare the next year's priority action plans based on the review of the first year's implementation of VEP.

The workshop consisted of 3 parts: (1) Sharing of the major points of VEP; (2) Quick review of one-year implementation of SIP and VEP; and (3) Planning of annual priority programs based on VEP.

As a follow up to the VEP Review and Annual Update Workshop, a follow-up one-day workshop has been planned in Dhading and Rasuwa, which was conducted in January 2011. The objectives of the workshop was to disseminate to VDC-level stakeholders about VEP reviewing process, implementation status and way-out for improving annual update of VEP through the VDC/VEC after the SISM Project phases out.

Table 5-2 shows the actual schedule of VEP Update and Review in the pilot VDCs.

Table 5-2: Schedule of VEP Update and Review

District	VDC	VEP Orientation	VEP Workshop	VEP endorsed by VEC	VEP Review and Annual Update Workshop
Dhading	Sunaula Bazar	14 Sep. 2008	18-20 Mar. 2009	19 Apr. 2010	5 Sept. 2010
	Salyantar	16 Sep. 2008	26-28 Apr. 2009	5 Aug. 2010	27 Aug. 2010
	Benighat	*	26-27 Mar. 2009	17 July 2009	14 June 2010
	Katunje	4 Jan. 2009	18-20 Apr. 2009	13 Mar. 2010	7 June 2010
	Murali Bhanjyang	6 Jan. 2009	28-30 Mar. 2009	30 May 2010	5 Sept. 2010
Rasuwa	Syaphru	16 Sep. 2008	26-28 Jan. 2009	3 Nov. 2009	6 June 2010
	Dhaibung	16 Sep. 2008	26-28 Jan. 2009	9 Nov. 2009	10 June 2010
	Haku	7 Feb. 2009	7-9 May, 2009	8 Feb. 2010	11 Dec. 2010

* VEP Orientation was not conducted at Benighat VDC as the VEP was already prepared under CASP.

Source: Prepared by the SISM Project Team

5.2.2 Key Learning from VEP Update and Review

The following are the key learning from the activities of the VEP Update and Review:

- VEP Orientation provides a unique, important venue for a wide range of stakeholders of the VDC to share a common understanding on the status of the education of their own VDC and to discuss how to improve it in a participatory manner.
- VEP Workshop is instrumental to make the key stakeholders realize and understand the concepts and importance of the educational planning for their VDC.

- For VEP Update and Review, the VDC/VEC is supposed to lead the process. In fact, VDC contributed the fund to update VEP in all the pilot VDCs, but one after the workshop and locally the VEP Drafting Committee members prepared the VEP. It showed that, if local people were oriented properly, VEP could be updated/prepared in VDC level, but it took a lot of time.
- However, currently there is no elected body and the VDC secretary, who is responsible to these committees, is overburdened with multitude of tasks and unable to lead the process. Lack of human resources of the VDC makes it difficult to prepare the VEP in a given timeframe.
- In addition to the above, the DEO has no mandate to the affairs of VDCs and it is therefore not sufficient to promote VEP only through the DEO, but its importance should be discussed at DDC which can jointly facilitate the VEP process as part of preparing the Village Development Plan (VDP).
- Most of the VEPs prepared by the pilot VDCs were voluminous with lots of statistical data and a very few pages of problem analysis and actual plans. The VEP should be a slim and clear document focusing on strategies and programs which will lead to improvement of education status of the VDC.
- Including review of SIP implementation by all schools in the VDC along with the review of VEP at the VEP Review and Annual Update Workshop was found useful for sharing the experiences and progress among all stakeholders as well as linking the VEP and SIP.
- One-page summary of VEP used at VEP Review and Annual Update Workshop was found useful to share the main contents of VEP among all kinds of stakeholders, because the original VEP tended to be very bulky and difficult for the public to read through. By making a summary of logical linkages among problems, objectives and actions became much clearer.

5.3 DEP Update and Review

In all of the 75 districts in Nepal, including Dhading and Rasuwa, 5-year DEP (2004/05-2008/09) was prepared for the first time in 2004. It was prepared involving mainly DEO staff and RPs, and in some cases, also involving headmasters and SMC chairpersons of some schools. Though the DEP was supposed to be a rolling plan it was not reviewed or updated since its inception in Dhading and Rasuwa.

5.3.1 Major Activities and Achievement of DEP Update and Review

Coordinating with DoE, the SISM Project organized 3 main activities to support the DEOs to update the DEP in Dhading and Rasuwa.

(1) DEP Orientation

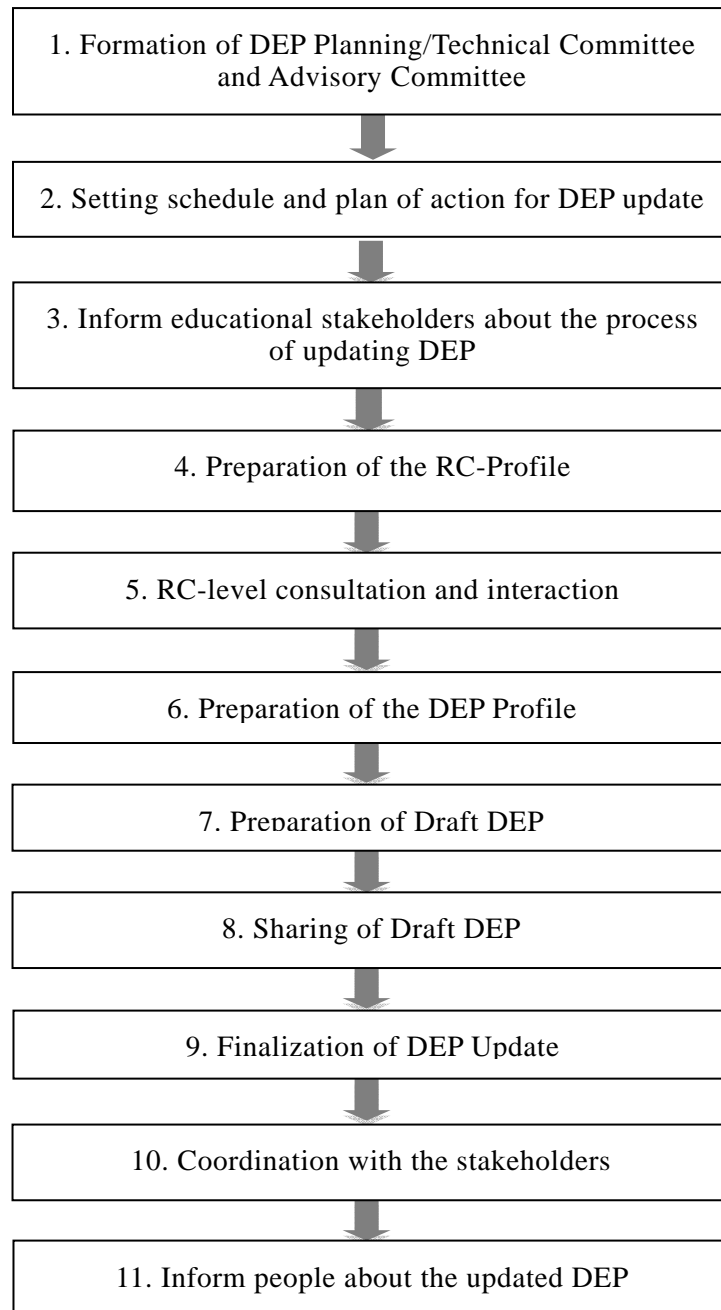
2.5-day DEP Orientation was conducted, where the existing DEP was reviewed and suggestions for improvement were discussed. Table 5-3 shows the summary of review of the existing DEP and the suggestions at the DEP Orientation in September 2008.

Table 5-3: How to Change from the Existing DEP to the Improved DEP

Issue	Existing DEP	Suggested Improvements for Future DEP
How to prepare DEP	Often prepared by DEO staff (DEO, Section Officers, SSs, RPs) only, without public consultation and participation.	Should be prepared by DEO staff and all DEC members with wide public consultation & participation, especially with participation of women, Dalit, Janajati and the disabled.
Objective of making DEP	DEP was prepared because it was required by DoE to receive the budget from DoE. In short, it is a “plan for DoE to get the budget”.	DEP should be prepared to decide the district’s own actions to improve education with public participation in consultation with various key stakeholders. In short, it should be “district’s own plan to mobilize the public and start our own actions”.
Contents of DEP	The major part of DEP is statistical tables on the current situation and it makes DEP bulky and technical, so that the public tends to feel that DEP is too difficult to understand.	DEP should be concise with many illustrations and summary charts of proposed solutions to make DEP easy to understand for the public, so that they can feel motivated to collaborate together to realize the dream shown in DEP.
	DEP is weak in problem analysis and planning of creative solutions, and also weak in logical linkage between the situation analysis and the proposed activities.	DEP should have detailed analysis of real problems in the district and planning of creative solutions by the wide public participation, especially planning of the low-cost activities which can start with schools’ or community’s initiatives.
	DEP tends to propose mainly activities on hardware aspect such as classroom construction and purchase of teaching materials, and almost no activities on software aspect.	DEP should include more quality improvement activities with low cost (such as teachers’ attitude and behavioral changes, classroom practices, collaboration among teachers, etc.).
Linkage with budget and Implementation of DEP	DEP tends to be too ambitious in its wish list. As a result, only a small portion of activities in DEP have been implemented due to the limited budget from DoE. Linkage of DEP with DDP is missing. Although DEC is chaired by LDO, the annual planning and budgeting of DDC and DEO does not go together as planned.	DEP should be planned with realistic budget projection. Planning of low-cost activities with schools’ or communities’ initiatives will help the implementation of DEP. DDC is annually providing block grants to VDCs and through its own annual budget. If DEP and DDC’s plan linked together, DEP actions and AWPB activities will be addressed in a coordinated manner.

(Source: Prepared by the SISM Project Team)

In the end of 2008 the DoE issued “*the DEP Preparation Guideline 2065*”, by which the DoE requested all DEOs to update the DEP covering the period of next 5 years (2009/10-2013/14). The guideline also indicated recommended steps of DEP updating process and the sample contents of the DEP. Figure 5-1 shows the steps to prepare DEP indicated in the *DEP Preparation Guideline 2065*.



(Source: DEP Preparation Guideline 2065, DoE)

Figure 5-1: Steps to Prepare DEP

Based on the Guideline, DoE together with the SISM Project prepared an RC-Profile Format to try out in Dhading and Rasuwa. The RC-Profile was thought useful since not all VDCs had prepared VEPs and it needed data from all VDCs or RCs. The RC-Profile Format finally issued by the DoE was comprehensive, but as voluminous as 27 pages which consist of the following types of data; in addition, many of the data need to be disaggregated by sex, and caste and ethnicity (Table 5-4).

Table 5-4: Contents of RC-Profile

Part 1: Quantitative Data	Part 2: Qualitative Data
1. Population and primary school-going age children at VDC and RC 2. School Data 3. Compilation of school data at VDC/RC 4. Education indicators at VDC/RC	1. School-level education status 2. VDC-level education status 3. RC-level education status

(Source: RC-Profile Format prepared by the SISM Project Team)

(1) DEP Workshops

The SISM Project organized 2-day DEP Profiling Workshop and 3-day DEP Planning Workshop in Dhading and Rasuwa in April-May 2009. The workshop targeted the DEP Writing Committee members and its emphasis was how to analyze the existing data, identify problems, develop strategies, formulate programs and activities, and prepare practical DEP which can be implemented within the estimated budget. Table 5-5 shows the main contents of the DEP Workshop.

Table 5-5: Main Contents of DEP Workshop

Workshop	Main Contents
DEP Profiling Workshop (2 days)	1. Introduction of DEP and review of the previous DEP 2. Main steps of planning and DEP updating procedures 3. National education policies and programs (EFA and SSR) 4. Education indicators 5. Problem identification through gap analysis
DEP Planning Workshop (3 days)	1. Review of DEP Profiling Workshop 2. Problem identification and prioritization 3. Goal (Objective)/target setting based on gap analysis 4. Problem analysis and strategy development 5. Program development based on the identified strategy 6. Cost estimation and scheduling of programs and activities 7. Budget and resource mobilization for DEP implementation 8. Program implementation plan 9. Monitoring and evaluation of DEP implementation 10. Formulation of action plan to develop DEP

(Source: Prepared by the SISM Project Team)

In spite of the limited time the Workshop covered many topics with practical exercises and provided the participants with necessary knowledge and skills for preparing the DEP. After the Workshop, the DEP Writing Committee members continued to prepare the DEP and finally completed and had it endorsed by the DEC.

(2) DEP Review Workshop

Both of DEOs of Dhading and Rasuwa districts endorsed DEP in April 2010. Considering the dissemination of the DEP among the wider stakeholders, one-day DEP Review Workshop was conducted on 18 January 2011 in Dhading and 20 January 2011 in Rasuwa. The objectives of the DEP Review Workshop were:

- To review/reflect progress and constraints of the prepared DEP
- To build on common understanding and way forward for the DEP implementation
- To prepare DEP Annual Plan Update (Action Plan)

Table 5-6 shows the actual schedule of DEP Update and Review in Dhading and Rasuwa.

Table 5-6: Schedule of DEP Update and Review

District	DEP Orientation	DEP Profiling Workshop	DEP Planning Workshop	DEP endorsed by DEC	DEP Review and Annual Update Workshop
Dhading	17-19 Sep. 2008	29-30 Apr. 2009	1-3 May 2009	April 2010	Jan. 18, 2011 (planned)
Rasuwa	19-20 Sep. 2008	22-23 Apr. 2009	10-12 May 2009	April 2010	Jan. 20, 2011 (planned)

(Source: Prepared by the SISM Project Team)

5.3.2 Key Learning of DEP Update and Review

Key learning from DEP Update and Review are the following:

- RC-Profile Format was found too tedious and difficult to complete by many SSs and RPs. The EMIS Section of DoE provides various school data at different levels. However, many of the SSs and RPs are not familiar in accessing to and utilizing EMIS data effectively. The current EMIS also lacks some important data such as number of school age children, number of out-of-school children, etc. To strengthen planning capacity at DEOs, it is important to support them on this aspect in collaboration with EMIS Section in DoE.
- From the view point of ownership, it is important to involve stakeholders from various groups in the DEP update process. However, some parts of the planning

process, especially compiling data and calculating indicators, are technical and not necessarily suitable and efficient to work with a big number of stakeholders. Therefore, DEP preparation/update should also be divided into 2 parts: one to prepare a profile part by a small technical group; and the other to discuss the education status of the district with wider stakeholders and to formulate the DEP.

- While updating the DEP is required by DoE, how to finance the activities planned in the DEP is not committed by DoE, so there are many uncertainties in implementing the DEP. To make DEP update process more meaningful and useful, it is very important for DoE to indicate how much budget, even roughly, can be allocated to implement the DEP each year before the DEP update process.
- In addition to the above, in principle there should be linkage between DEP and Annual Strategic Implementation Plan (ASIP), which the DEO prepares every year to secure the next year's budget has little linkage in practice. It would be better if the annual updating of DEP becomes a base for ASIP and Annual Work Plan and Budget (AWPB) of the DoE. For doing this, there should be strong mandatory mechanism from the system (DoE to DEO/RED) and DEP Annual Updating Format needs to be developed for common understanding and preventing duplication in the work.
- Both VEP/DEP Update and Review process created awareness of education among wide range of stakeholders. However, it did not result in greater fund allocation from the VDC or DDC to schools. It is probably because there are more urgent needs and decision makers place more importance on other issues than education such as road construction and water supply. In this situation, it may not be realistic to expect much funding from the VDC/DDC budget and may be better to lobby/coordination with the central government (Ministry of Local Development (MoLD), MoE) to support the education sectoral planning at the local level.

5.4 Good Points and Necessary Improvement

Following are the major good points observed in the process of VEP/DEP Update and Review:

- VEP/DEP Update and Review process with participation of the wider range of stakeholders was very effective in raising awareness of the importance of education among stakeholders, providing a venue for discussion on this matter, and promoting the sense of ownership among the stakeholders so that they are motivated to implement VEP/DEP with their own initiative and resources.

- Reviewing the implementation of SIPs of all the schools in the VDC along with the VEP review at VEP Review and Annual Update Workshop strengthens the linkage between SIP and VEP.
- With the VEP Updating and SIP Review processes, VDC found helpful in allocating funds for the needy schools based on the evidence and needs of the schools.
- VDC took the lead in forming VEC, VEP Drafting Committee and allocated fund for the VEP preparation.

Following are necessary improvement perceived in the process of VEP/DEP Update and Review:

- Although VEC was formed, they did not conduct meetings or activities except those supported by the SISM Project. To support schools and improve education status of the VDC, the capacity of VEC needs to be further developed, and the necessary budget to implement VEP should be allocated by VDC and DDC.
- For the update of VEP/DEP, most time-consuming part was data collection and compilation. Use of voluminous RC-Profile Format did not help the process. As pointed out in 4.3.2, existing EMIS has ample data and what is necessary is to further develop capacity in DEO staff and VEC members in the use of EMIS data. EMIS, at the same time, needs to be improved so that necessary information can be easily retrieved at different levels (school, VDC, RC and district).
- To have VEP prepared and linked it up with Village Development Plan (VDP), VDC needs to be oriented with the good coordination between DEO and DDC; and technical support from DEO will help to accelerate the process of preparing/updating VEP in the VDC. It should be linked with the decentralization planning and budgeting process.

(Prepared by Masami Watanabe, Khagendra Subba, Kiyofumi Tanaka)

CHAPTER 6: PROJECT COMPONENT-III – PREPARATION OF RECOMMENDATIONS

6.1 Overview

Ministry of Education and Department of Education has been preparing the capacity development framework and plan for the central and the local education administration. In Chapter 6, based on the outputs and the lessons learnt from the SISM Project, recommendations for the policy-makers and the decision-makers at the central level are to be recommended, which might contribute to the improvement of the capacity development plan preparation to meet the needs of the school, SMC and community levels.

In the sub-section of *Policy Direction* of SSRP Chapter 3: *Basic and Secondary Education*, it is clearly mentioned, “School management a shared responsibility between school, community and local government” and “Education governance a shared responsibility between SMC, local and central governments.

In the sub-section of *Strategic Intervention for School: Governance and Management* of the basic and secondary education, SSRP mentioned as follows:

School-based management is planned to be strengthened through empowerment of SMCs, which will report to parents on school performance and to the local government in compliance with regulatory requirements including social inclusion, financial and social audit.

In the sub-section of *Financial Management* of SSRP Chapter 9: *Finance*, it is said that the allocation of funds to schools will be based on the SIP.

The improvement in school management and in education quality in the classrooms is in the hands of SMCs and PTAs, who update and implement the SIPs, while the SSs and RPs are required to guide and monitor the SMC/PTA activities in SIP updating and implementation. Thus, the capacity development of both of the SMCs and PTAs at the school level as well as the SSs and RPs at the district and the resource center level should be regarded as the key issue of the capacity development plan. Based on its experience, the SISM Project has prepared the following three types of recommendations:

- | |
|--|
| Recommendation-1: Continuous Implementation and Monitoring of the SISM Model |
| Recommendation-2: Action Plan of SMC Capacity Development |
| Recommendation-3: Support for Schools/SMCs’ Activities |

More detailed information about the three types of recommendations is given in the following sub-section.

6.2 Recommendation-1: Continuous Implementation and Monitoring of the SISM Model

The SISM model has been developed, through learning by doing with the stakeholders of the pilot districts, in collaboration with the DoE and DEO staff members, the partner NGOs and the SISM Project team. The SISM model is to show more practical and sustainable way for the SMC/PTA capacity development in SIP updating and implementation with the minimum requirement, which would meet the needs of the community to improve the basic education environment of their schools.

As one of the key outputs of the SISM Project, the SISM model was produced; however, it should be noted that the creation of the SISM model is not the goal. It needs to be continued to be used, monitored and updated by the stakeholders at the district and the school/SMC levels, based on the experiences of the pilot districts. Additionally, the use and the monitoring of the SISM model should be encouraged by the stakeholders at the central level to make the positive changes observed in the pilot districts happen also in the other districts.

The outline of the SISM model is as follows:

(1) Objectives

The SISM model aims:

- 1) To strengthen the school management by promoting the collaborative activities of discussing, planning and taking actions among the school and the community members to improve the school teaching/learning environment for their children;
- 2) To reorganizes what already exist but do not function as initially planned, instead of introducing something new;
- 3) To reactivate SMCs and PTAs by equipping them with the simplified and implementable school improvement plan (SIP) as a tool for diagnosing, prioritizing, planning, implementing and mobilizing resources;
- 4) To set up a platform for schools and communities to discuss and rethink their important roles and responsibilities for giving better basic education to their children; and

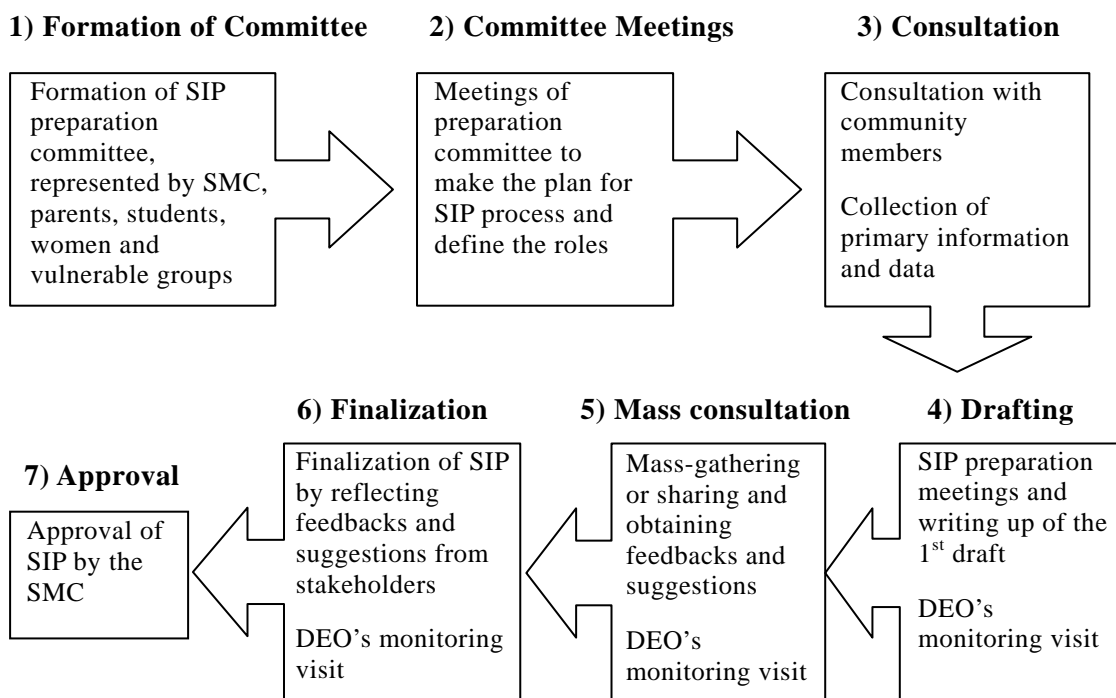
- 5) To clarify the roles and responsibilities of the central and the local administration in strengthening school management and to improve the schools/SMCs' access to the government technical and financial services.

(2) Activities, Tools and Human Resources

The SISM model comprises the following training activities, tools and human resources:

[Training Activities]

- 1) Cascade training approach of the district-level trainers' training (D-ToT) for SSs and RPs and the RC-level trainers' training (RC-ToT) for the representatives from each school/SMC.
- 2) SIP orientation and updating workshop to discuss the roles and responsibilities of the SMC and PTA in the school management and how to update and implement the 5-year SIP (periodic plan) and the annual SIP.
- 3) During the SIP orientation and updating workshop and during the actual updating, the SIP updating and approval steps shown in Figure 6-1 need be followed:



(Source: Prepared by the SISM Project Team)

Figure 6-1: Process of the SIP Updating/Writing of the SISM Project

- 3) Monitoring and guidance provided by SSs and RPs for the capacity development activities at school.

[School Management Tools]

- 4) School management tools simplified by the SISIM Project for the community use: such as 5-year SIP format, Annual SIP Format, School Self-Assessment (SSA) Format, Attendance Check List, Social Audit, School Accreditation, Code of Conduct, Child Friendly School Training etc.
- 5) Training Guide (TG) which explains how to design and implement the SIP orientation and updating workshop and use the school management tools.

[Human Resources]

- 6) The representatives from each school/SMC, who are trained by RC-ToT, as the facilitators of the SIP orientation and updating workshop at school and as the key persons to update and implement the SIPs.
- 7) SSs and RPs, who are trained by D-ToT, as the facilitators of the RC-ToT and as the local education officers to guide, monitor and support school/SMCs' activities.
- 8) DoE Training Task Force as the implementation body to design, implement, monitor and update the capacity development program of the SISIM model and as the facilitators of the D-ToT.

6.3 Recommendation-2: Action Plan of SMC Capacity Development

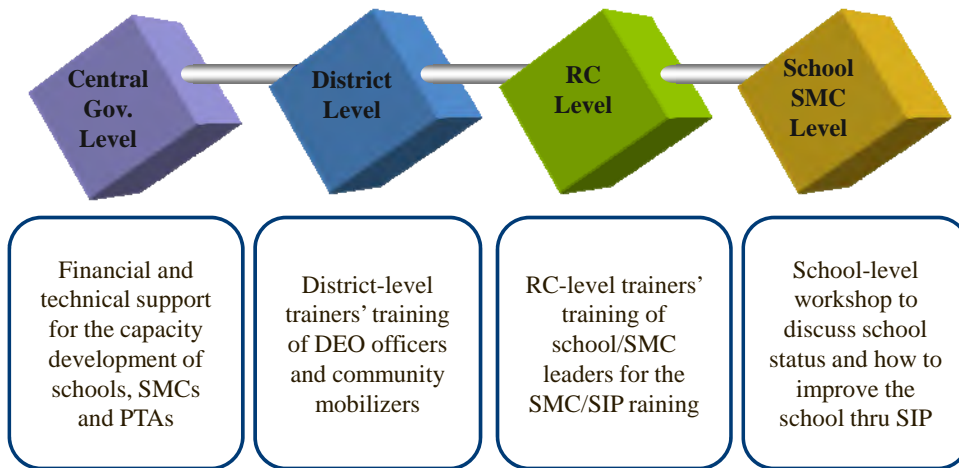
In order to conduct the capacity development at the school and SMC/PTA level effectively, the SISIM model is to be disseminated and utilized by DoE for the nation-wide training package of the capacity development plan.

(1) Training Design

As practiced and verified through the SISIM Project, the cascade training approach should be applied to improve the effectiveness of the school/SMC level training.

- 1) MoE and DoE will provide the training framework of the SISIM Model and technical and financial supports for the districts.
- 2) District-level trainers' training (ToT) (5-day training) will be conducted to train SSs/RPs and community mobilizers in facilitating schools and SMCs/PTAs.

- 3) RC-level ToT (5-day training) will be conducted by District-level trainers to train 2-4 representatives from the schools/SMCs.
- 4) RC-level trainers are to lead and facilitate the SMC/SIP training (3-day training) at the school level with district-level trainers' support and monitoring.



- 5) Major contents of the 5-day D-ToT and RC-ToT are as follows:

First 2 days	<ul style="list-style-type: none"> • To understand the concept and the process of training and make the action plan for the following level of the training • To understand and practice the facilitation skills • To make the plan for monitoring and follow-up • One day practical at school.
Second 3 days	<ul style="list-style-type: none"> • To go through the same process contained in the 3-day training at the school level

Training Guide for SMC/PTA Training (TG) prepared by the SISM Project will provide a clear instruction when designing and implementing the training at the district, RC and school/SMC levels.

(2) Expected Outputs

- 1) Through the District and RC-level ToT:
 - Every participant will have the solid and practical knowledge and skills for facilitating the following level of trainings
 - Every participant will have made the schedule and clear plan of next level of training
- 2) School level Training
 - Major stakeholders of the school develop the common understanding about the situation of school, duties and responsibilities of SMC/PTA, parents, teachers and students as well as the major government policies including SSRP.

- Major stakeholders have agreed on the priority areas they need to work on in the year.
- Each school has assigned the responsible persons for updating of annual SIP

(3) Key Strategies at the School Level Training

When designing and conducting the school-level training, the following key principles should be respected:

- 1) The workshop is best started with such exercise that help the participants realize the situation of the school on their own, as SSA exercise and school observation.
- 2) Facilitator’s role is to help participants realize their own responsibilities.
- 3) Information from the government is shared and participants feel comfortable given the chance to learn the government policy.
- 4) Children’s view is also reflected in the plan.
- 5) At the time of making the plan, “activities with no or low budgetary”, is separated from “activities which require budget”.

(4) Roles and Responsibilities

The roles and responsibilities of the education stakeholders are as shown in Table 6-1:

Table 6-1: Roles and Responsibilities

Level	Actors	Roles	Major Activities
Central	DoE	Central-level and D-level Facilitator	Decision making Technical advisor
District	DEO Office (DEO, SO)	Training manager	Planning, technical assistance and monitoring
RC	SS, RP	RC-level Trainer	Facilitating of the RC-level ToT
School Management	Head teachers and SMC chairperson and members	School-level Trainers	Facilitation of the school-level training
School and Community	SMC/PTA, teachers, students	School-level Participants	Participating in the training

(Source: Prepared by the SISIM Project Team)

(5) Training Design

For covering all of the schools in Nepal, it might be necessary to spend three years. The following is the framework of the three-year action plan for the SMC capacity development as shown in Table 6-2.

Table 6-2: 3-year Action Plan for the SMC Capacity Development with SISM Model

Year	Training Component	Rough Cost Estimates
1st Year:	1) Nation-wide district-level ToT 2) RC-level ToT for 35% schools 3) School-level training for those 35% schools	NRs. 90 million
2nd Year:	1) RC-level ToT for another 35% schools 2) School-level training for those 35% schools 3) One-day workshop for annual SIP updating and follow-up for the schools which completed the training	NRs. 80 million
3rd Year:	1) RC-level ToT for the remaining 30% schools 2) School-level training for those 30% schools 3) One-day workshop for annual SIP updating and follow-up for the schools which completed the training	NRs. 80 million
Total:		NRs. 250 million

(Source: Prepared by the SISM Project Team)

6.4 Recommendation-3: Supports for Schools/SMCs' Activities

For implementing the SMC capacity development with using the SISM model effectively, the SMC/SIP supportive environment should be improved by DoE, DDC/DEO and VDC.

Firstly, DoE needs to:

- (1) See if the current SISM Model is appropriate or if any modification is needed when applying to other districts, since the formation level of the SMCs and the capacity of the local government are different;
- (2) Strengthen Training Task Force at the central level in collaboration with the international and/or the local NGOs prior to implementing the district –level ToT and the RC-level ToT;
- (3) Train and assign a community mobilizer to each RC to support RPs and facilitate the school-level training when needed;
- (4) Establish and carry out regular monitoring system of the training and to reflect feedback to improve the SISM Model and to update the process and quality of the SMC capacity development; and
- (5) Have a regular coordination meeting among MoE, DoE and the relevant development partners to share the information and to discuss how to improve the capacity development process.

DoE should monitor and guide how the District Education Committees (DECs) and the Village Education Committees (VECs) have been formed and what kind of supports they

provide for schools and SMCs. Simultaneously, DoE should clarify the process and the criteria to select schools/SMCs for providing DDC/VDC funds based on their proposals and SIPs by consulting with the Ministry of Local Development.

VDC and VEC need to be instructed by DoE and DEO to organize “a VEP review and annual action plan preparation workshop,” as conducted during the SISM Project. In the VEP workshop, VEP annual action plan will be prepared based on the review of the SIPs of the schools located in the VDC. DEOs and DECs are to assist VECs in organizing training and/or workshop for schools and SMCs to share the information of resource mobilization, fund raising and proposal preparation.

DoE should review the current DEP planning and implementing situation and discuss the roles of DEPs as the mid-term plan. By considering the findings, DoE are to instruct DEOs to formulate the 5-year periodic plan of DEP through the consultation with the stakeholders and to prepare ASIP based on the DEP.

(Prepared by Yoko Ishida)

CHAPTER 7: FINDINGS AND LESSONS LEARNT FROM THE EVALUATION

7.1 Overview

To assess the achievement, outcome, impact and sustainability of the SISM Project, three evaluation surveys were conducted. The first one was the Third Party Evaluation conducted in July and August 2010 by the three professionals from University of Kathmandu, headed by the Team Leader, Dr. Aslesha Subba Sharma. The second evaluation was the Internal Terminal Evaluation conducted by the SISM Project team in October 2010 based on the findings of the End-line Survey. The third evaluation was the MoE/JICA Joint Terminal Evaluation in November 2010.

The following sub-sections summarize the results and lessons learnt from the three evaluations.

7.2 Third Party Evaluation

The report of the Third Party Evaluation was prepared and submitted by the Team to DoE and JICA in August 2010. In spite of the limited time of the evaluation survey within two months, the report covered the good grasp of the achievements and the progress in the field of the SISM Project and provided practical suggestions.

There are 9 points of conclusions and lessons learnt pointed out, as of August 2010, from the Third Party Evaluation as follows:

- (1) Visible results are perceived in developmental works that are conducted in partnership among international NGO, the partner NGOs, MoE/DoE/DEO and community than by a single development agency or by the government alone.
- (2) This Project has been very effective. It has brought positive result in the school improvement program.
- (3) The partner NGO having experience grassroots level performs better than the one with no experience at grassroots level.
- (4) The capability and expertise of the partner NGOs staff are the major factors for the successful implementation of the project.
- (5) Social mobilization link with income generation promotes children's attendance and

retention in school.

- (6) Head teacher's competency is imperative in overall management of school.
- (7) From the district to the community, wider participation of stakeholders in school improvement process promotes ownership and initiations.
- (8) Linkage among SIP, VEP, and DEP and coordination among DoE, VDC, and DDC are crucial in effective implementation of school improvement program.
- (9) Awareness among stakeholders is in effectual without monetary resources in the school improvement program.

As mentioned in the conclusion No.4, the capability of the partner NGOs contributed a lot to the smooth and effective implementation of the activities. That is very true. Their contribution was huge. However, at the same time, it should be reminded, the capacity development of the partner NGOs, who were expected to play a key role in the community mobilization and empowerment, was one of the challenges intended by the SISIM Project, although it was not written in the PDM. Additionally, the SISIM Project tried to clarify the better coordination and relationship between the local government and the local NGOs for assisting the schools/SMCs during the project period.

7.3 Internal Terminal Evaluation

The Internal Terminal Evaluation (ITE) Report discussed the achievement level and impact as follows:

7.3.1 Achievement of Capacity Development at the School/SMC Level

In order to develop the capacity of SMCs, the SISIM Project carried out i) the trainers' training at the district and RC levels; ii) SIP orientation; iii) SMC/PTA training; and iv) follow-up and monitoring of the SIP updating and implementation at the school level.

Based on its experience, the SISIM Project suggested that the SIP should be a periodic plan rather than a rolling plan considering the workload of the schools and SMCs every year as well as the practicality of the annual action plan. Following the periodic SIP, an annual action plan should be prepared every year to implement the SIP. The simplified SIP Annual Plan format was prepared and examined with the pilot schools and SMCs. After incorporating feedbacks from the pilot schools and SMCs, the format for annual SIP was finalized.

In addition to the above, the SISM Project produced TG for SMC/PTA training, which provides the information of how to design, prepare, implement and evaluate the SMC/PTA training, as shown in Chapter 2 of this ITE report. By using and examining these methodologies and documents/formats, the SISM Project has conducted the activities to develop capacity of the pilot schools and SMCs, together with the DEOs, SSs, RPs and the partner NGOs.

Based on the data collected through the End-line Survey, Questionnaire Survey of SSs/RPs and the Third Party Evaluation Report, the following positive points and necessary improvements were observed:

- (1) (++) The updating of SIP is regularly going on. SMC prepare SIP in school and the activities of whole year are related with SIP. (refer to p22 of Third Party Evaluation Report)
- (2) (++) SMC training is regarded as a regular activity. It has encouraged SMC to be involved in the school development activities. (refer to P22 of Third Party Evaluation Report)
- (3) (++) More parents and community members participated in the process of SIP updating process. ← 100% of the pilot schools include parents and community members in their SIP consultation and SIP approval meetings to update SIP (2066-2070). (refer to p86 of End-line Survey Report)
- (4) (++) The school/SMC capacity to reflect the community needs to SIPs has been improved. ← 97.8% of the pilot schools rated “3.0” and above in their 5-level rating about the level of reflection of community needs in SIP (2066-2070). (refer to p86 of End-line Survey Report)
- (5) (++) The school/SMC capacity to implement the activities following the SIP has been improved. ← 94.5% of the pilot schools completed more than 50% of the non-budgetary activities; 71.1% of them completed more than 50% of the low-budgetary; and 71.2% of them completed more than 50% of the budgetary activities. (refer to p82 of End-line Survey Report)
- (6) (++) The school/SMC capacity to mobilize local resources has been improved. ← In the pilot VDCs, NRs.16,567,752 were provided through the community contribution in the form of cash, labor and in kind in 2066, which was 358% increase from the previous year. (refer to p83 of End-line Survey Report)

- (7) (++) The objectives and roles of the SIPs have been well recognized by SSs and RPs through the experience of working with schools/SMCs. ← The SSs and RPs recognized that the SIP is an effective guide and tool for the schools and SMCs to improve their school management. (refer to pp17-18 of ITE Report)
- (8) (-) The school's transparency and accountability of the financial management has been partly improved. ← 72.2% of the pilot schools conducted financial audit and 74.4% of them conducted social audit. This might not be quite a good figure since the financial audit and the social audit are the must for all the schools. (refer to p84 of End-line Survey Report)
- (9) (++) The community's satisfaction level in the school management has been improved. ← The average of the 5-level rating of the pilot VDCs was "3.54", which was more than "3.0". (refer to p83 of End-line Survey Report)
- (10) (-) Due to the lack of budget, the construction work mentioned in planning or any planned budgetary activities cannot be done. (refer to p23 of Third Party Evaluation Report)
- (11) (-) Teacher management, financial management and instructional process management etc. were not included in the process of SIP updating. (refer to p24 of the Third Party Evaluation Report)

→ The achievement level of the school/SMC capacity development in the pilot VDCs were high considering the data listed above, although there are some improvements needed.

7.3.2 Achievement of Capacity Development of SSs and RPs

As mentioned above, the SISM Project regarded the SSs and RPs as the key players in the school management improvement of the pilot schools, various types of trainers' trainings and workshops have been conducted with the SSs and RPs. Based on the data collected through the End-line Survey, Self-Assessment and Questionnaire Survey of SSs/RPs and the Third Party Evaluation Report, the following positive points and necessary improvements were observed:

- (1) (++) The objectives of the SIPs have been well recognized by SSs and RPs. ← The SSs and RPs recognized that the SIP is an effective guide and tool for the schools and SMCs to improve their school management. (refer to pp17-18 of ITE Report)

- (2) (++) The roles and responsibilities in supporting the schools/SMCs for updating and implementing SIPs have been well understood by SSs and RPs. ← The average of the 5-level rating about understanding of the roles/responsibilities has improved from “2.9” before SISM and to “4.4” at the ITE time in August 2010. (refer to p13 of ITE Report)
- (3) (++) The SSs/RPs capacity in supporting the schools and SMCs for updating, appraisal and implementing of SIPs. ← The average of the 5-level rating about the expertise of supporting the schools and SMCs for updating SIPs has improved from “2.7” before SISM to “4.3” at the ITE time. The average about the expertise of supporting the appraisal of the SIPs increased from “1.9” to “3.9”. (refer to p13 of ITE Report)
- (4) (++) Frequency and quality of the RPs’ visits to schools has been improved. ← More than 80% of the respondents said that the frequency and the quality of the RP’s school visits were improved. (refer to p87 of End-line Survey Report)
- (5) (++) Despite difficult topographical locations of the schools (Table 5-2), all the RPs of the districts attended the training programs. (refer to p19 of Third Party Evaluation Report)
- (6) (++) SMCs have become satisfied with the RPs services. ← The pilot VDCs had the rating average of “3.74”. (refer to p88 of End-line Survey Report)
- (7) (--) SSs’ support for schools and SMCs were not well recognized. ← In most of the pilot VDCs, the respondents showed the negative response to the questions about SSs’ visit to school. The SMC’s satisfaction level in the RPs report is low, as well. (refer to pp87-88 of End-line Survey Report)

As mentioned in the End-line Survey Report, SSs’ responsibilities are different from RPs. They are required to visit three (3) schools per month. And their main tasks were more administrative ones. Therefore, it might be not appropriate to assess SSs’ support for schools and SMCs from the viewpoints of the schools and communities.

➔ The achievement level of the SSs/RPs capacity development in supporting the schools/SMCs for updating and implementing SIPs and for improving their school management in the pilot VDCs were high considering the data listed above, although there need some improvement: such as the issues of providing incentives for SSs/RPs to encourage their activities and of strengthening the regular monitoring and supervision system at the local level.

7.3.3 Achievement of Capacity Development of DDCs/VDCs

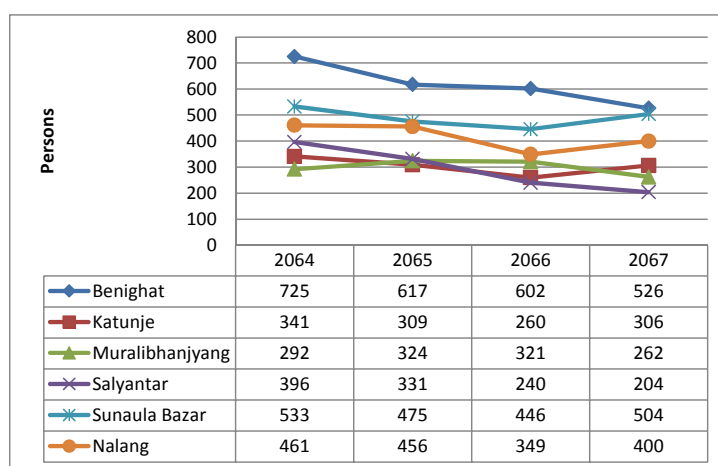
The capacity development at the DDC and VDC/VEC level had some difficulties, because those were not under the administration of DoE or DEOs. In addition, there were no VEC was formulated in the beginning in most of the pilot VDCs. Based on the data collected through the End-line Survey and the Third Party Evaluation Report, the following positive points and necessary improvements were observed:

- (1) (++) The leadership of the VDCs/VECs to improve the school management has been strengthening. ← The VECs were formulated and the VEC led the activities to prepare and review the VEP. (refer to SISM Annual Progress Reports of the 1st, 2nd and 3rd project years)
- (2) (++) The VDCs have become more supportive to the schools/SMCs. ← SIP is connected with VEP; VDCs are supporting schools. (refer to p20 of Third Party Evaluation Report)
- (3) (+) The VDCs and DDCs funds have become more accessible for the schools/SMCs. ← The percentage of the pilot schools which received the funds from VDC increased from 54.5% in 2064 to 64.5% in 2066 and from DDC, from 14.5% in 2064 to 21.1% in 2066. (refer to p85 of End-line Survey Report) / DDC officer of Dhading said, “Schools have started seeking funds DDC by submitting their SIPs.” (refer to p20 of Third Party Evaluation Report)
- (4) (-) The coordination and leadership at the district level need more improvement. ← Coordination between DEO and DDC has been limited to documented policy only. (refer to p20 of Third Party Evaluation Report)
- (5) (-) The VEPs were prepared and the DEPs were updated, but still needs some improvement. ← The linkage between VEP and DEP is still to be made.
- (6) (-) The capacity of VEC of planning and monitoring the VEPs needs more improvement. ← VEC has not been able to develop monitoring mechanism. (refer to p20 of Third Party Evaluation Report)

→ The achievement level of the DDCs/VDCs capacity development in supporting the schools/SMCs for implementing SIPs and for improving their school management in the pilot VDCs were neutral, although there were some positive changes at the DDCs/VDCs level and in the relationship between the schools/SMCs and the DDCs/VDCs.

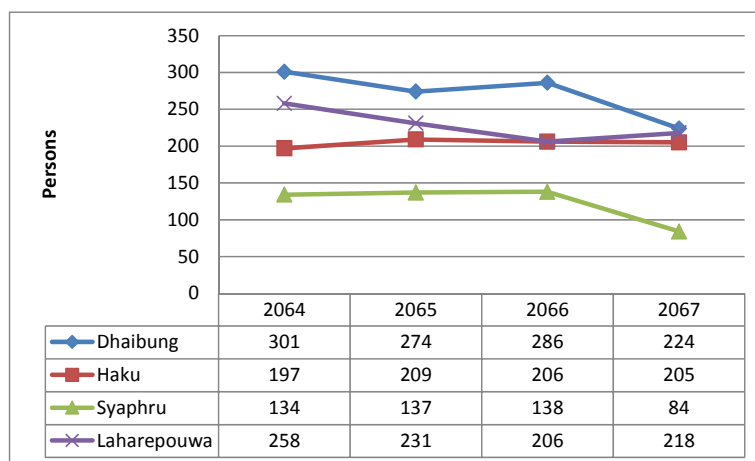
7.3.4 Impact on the Primary Education Enrollments

When looking at the trends of the enrollments of the Grade 1 of the pilot and control VDCs from 2007/08 (2064) to 2010/2011 (2067), as shown in Figures 7-1 and 7-2, there are some increase observed in Sunaula Bazar, Katunje and Haku. However, it is difficult to see some impact of the SISM Project on the Grade 1 enrollment.



Source: Flash I Report 2064 (2007-08), DoE, Dec. 2007 A.D. / Flash I Report 2065 (2008-09), DoE, Nov. 2008 A.D. / Flash I Report 2066 (2009-2010), DoE, Nov. 2009 A.D. / EMIS Data 2067 (2010/2011), DoE, Oct. 2010 A.D.

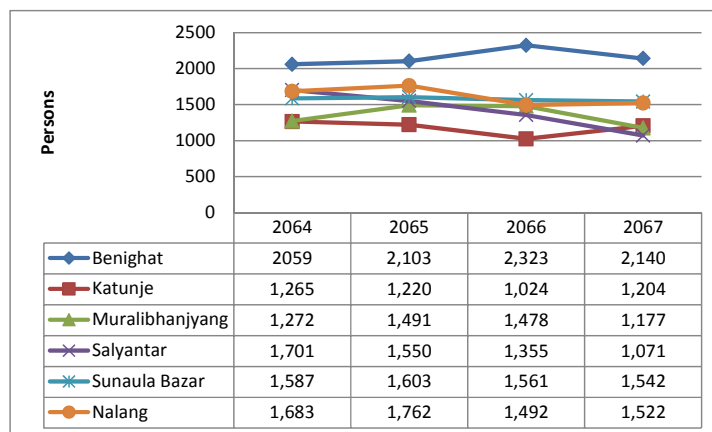
Figure 7-1: Enrollments of Grade 1 of the Pilot and Control Schools of Dhading



Source: Flash I Report 2064 (2007-08), DoE, Dec. 2007 A.D. / Flash I Report 2065 (2008-09), DoE, Nov. 2008 A.D. / Flash I Report 2066 (2009-2010), DoE, Nov. 2009 A.D. / EMIS Data 2067 (2010/2011), DoE, Oct. 2010 A.D.

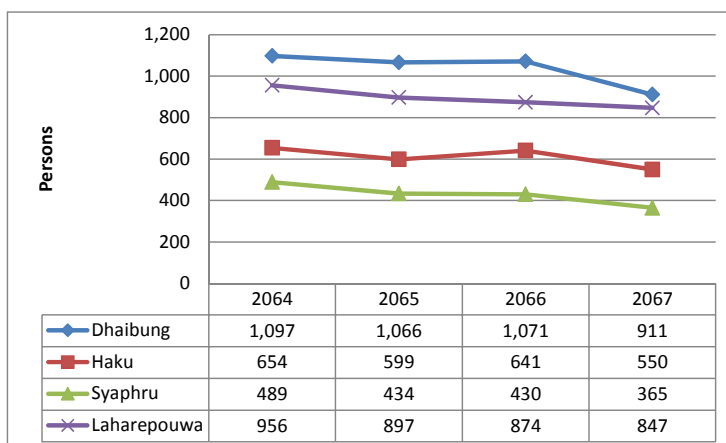
Figure 7-2: Enrollments of Grade 1 of the Pilot and Control Schools of Rasuwa

The total enrollments of the primary education (from Grade 1 to Grade 5) of the pilot and control VDCs has been stable or made small decrease from 2007/08 (2064) to 2010/2011 (2067), as shown in Figures 7-3 and 7-4). The school-age population of the pilot VDCs was not provided; therefore, the gross/net enrollment rate of the pilot and the control VDCs could not be calculated.



Source: Flash I Report 2064 (2007-08), DoE, Dec. 2007 A.D. / Flash I Report 2065 (2008-09), DoE, Nov. 2008 A.D. / Flash I Report 2066 (2009-2010), DoE, Nov. 2009 A.D. / EMIS Data 2067 (2010/2011), DoE, Oct. 2010 A.D.

Figure 7-3: Total Enrollments of the Primary Education (from Grade 1 to Grade 5) of the Pilot and Control Schools of Dhading



Source: Flash I Report 2064 (2007-08), DoE, Dec. 2007 A.D. / Flash I Report 2065 (2008-09), DoE, Nov. 2008 A.D. / Flash I Report 2066 (2009-2010), DoE, Nov. 2009 A.D. / EMIS Data 2067 (2010/2011), DoE, Oct. 2010 A.D.

Figure 7-4: Total Enrollments of the Primary Education (from Grade 1 to Grade 5) of the Pilot and Control Schools of Rasuwa

→ The impact of the SISM Project to the primary education enrollments was not clearly shown in the EMIS data.

7.3.5 Good Practices at the School Level

There are various good practices reported to show the impacts among the communities, schools and SSs/RPs. The followings are some of the sample cases.

(1) Participatory and consultative process adopted for updating SIP

Before intervention of the SISM Project, for most of the pilot schools/SMCs, it was not clear about the process of developing the plan and its importance. It was reported that in most of the cases, a head teacher made SIP alone or only with a few teachers, and SMC chairperson approved it only for the sake of submission purpose. That was because they regarded it just as an instrument to receive a school fund.

Through the SISM Project, they became aware that SIP needed to be developed by SMCs and community themselves. In the process of writing the SIP, a SIP Writing Committee was formed comprising members from PTA, SMC, Representative from parents, Women's Group (Mothers' Group), teacher, students and local educational intellectuals. Community participation was ensured through conducting series of discussion and consultations at the ward level and the cluster-level. The development of SIP has given them a sense of ownership. Because of this feeling and consciousness, they have become active in generating resources at local level.

Now school started to formulate SIP in accordance with the original purpose of SIP, which reflects the needs of community in SIP contents, through active involvement of many other stakeholders. The SIP included resource mapping, Action Plan for school activities, seasonal calendar of school, budgetary and non-budgetary activities.

(2) Focusing on non-budgetary activities and quality aspect

Previously, SIPs were mostly made for the sake of receiving fund from schools. SIP activities mostly covered physical facilities and budgetary activities only. Schools are now focused more on non-budgetary and low budgetary activities than the budgetary one. At the time of making the plan, "activities with no or low budgetary", is separated from "activities which require budget". Out of the non- or low-budgetary activities which are included in SIP, 90-95% is completed. There is more emphasis on improvement of

educational aspects such as improvement on enrollment; drop-out and learning achievement etc. Plans are more realistic and more dependent on their own local resource.

(3) Periodic review of SIP/tracking implementation status of SIPs by SMC

Periodic reviewing and assessing the implementation status of SIP by the school and RC team has made the stakeholders realize the importance of the SIP and its implementation, which was missing before the initiation of the SISM Project. Schools are using simple template to analyze the implementation status. Review of the implementation of SIP by SMC/PTA is found useful for sharing the experiences and measuring the progress among all stakeholders. Through the review, good practices of one school are also shared and replicated in other schools.

(4) Annual updating of SIPs

The DoE policy says that SIP is a rolling plan, which means that each school makes 5-year plan annually. However, the policy has not been practiced well at the ground level. The SISM Project had facilitated schools to update their annual SIP. The annual plan has made clear linkage with SIP of five- years. The original 5-years annually rolling SIPs tend very bulky so most community people are unwilling to go through it and the updating process of SIP was quite lengthy, time consuming, and costly. Annual updating of SIPs seems extremely useful and simple (less time consuming, less volume, less costly) to revise the major contents of SIPs among all school-level stakeholders. Due to this fact it is well appreciated by schools and RPs.

(5) Daily tracking of students attendance

In order to check whether any child is absent from school, most schools have started good method of controlling the regularity of students (by display, by tracking, etc). The heads of the children are counted in the morning before the class starts and then displayed it on the notice boards (or white boards). The class teachers inform about the absent children to parents and SMC. The system of displaying or keeping both teachers and students' daily attendance record on the display board has given positive impact in their regularity at school. This practice is replicated from Chitwan and Makwanpur districts SISM information exchange tour.

(6) Mother's group mobilization

In Dhading, mother gatherings are conducted in all of the 5 pilots VDCs by Partner NGO. Mothers of the school catchment areas are participated in the gathering/meetings.

Regularity of children is increasing day by day due to the contribution of, specially, Mothers. Due to Mother's Group initiation, a school starts to bring khaja (Tiffin) for their children during tiffin break time and collecting money for extra English teacher.

(7) Re-activation of Child Club for school management

Previously, Child Clubs were formed but were not activated through the school management. After facilitation by the SISM Project, Child Clubs are mobilized more. These clubs are instrumental for community mobilization, increasing enrollment, reducing student and teacher's absenteeism, decreasing student dropout, organizing extracurricular activities and recreational programs.

Child Clubs are taking responsibility to bring non-school going children to school, organize "Bal Diwas (Children's Day)" function under their leadership, organize and participate in extra-curricular activities etc. Class-wise Code of Conduct of students is displayed in each classroom and in the office respectively so that the school has been able to manage the school well.

(8) Re-activation of PTA

Although the Education Act instructs all schools/SMCs to form PTA, it was found that, at the time of the SISM Project starting, PTA was formed only by limited schools in Rasuwa and nearly half schools in Dhading. It was reported that schools have limited information about PTA roles and responsibilities. In facilitation of the SISM Project, majority of schools formed PTA in the pilot schools and now PTAs are closely working together with SMCs for improvement of the schools.

7.3.6 Good Practices at the VDC/RC Levels

(1) SIP review at VDC-level

With the initiative of the partner NGO, VDC level workshops concerning SIPs are conducted at each pilot VDC in Dhading, with involving head teachers and SMC chairperson of each school of VDC, local CBOs/NGOs/GOs, staff of VDC, all the major political parties of VDC level as well as SS/RPs from DEO and partner NGO. This type of gathering is found quite effective since all the major stakeholders of the VDC are coming together to discuss the common issue related to education. All the schools belonging to the same VDC learn from each other and collaborate and compete with each other. These sharing and discussion also help the school make the realistic SIP, based on the available resource of the school rather than "wish-listing" type they used to make before the SISM

intervention.

(2) Conducting SIP and SMC related activities by using RC development fund

In the SISM Project pilot districts, all SSs and RPs received D-ToT on SIP orientation and on SMC/PTA training. The SISM Project has supported RC-ToT and the school-level SMC/SIP training only for the pilot schools. Due to realizing the need of such type of trainings, some SSs/RPs of Dhading conducted RC-level SIP training in the non-pilot VDCs by using their own RC development fund prior to the non-pilot school training by the SISM Project.

7.3.7 Good Practices at the DEO Levels

(1) DEC meeting and networking meeting with district-level educational stakeholders

Before the SISM Project, DEC was formed and was functional in Dhading, while in Rasuwa, it was not so activate. After the SISM intervention, DEC has become more functional in Rasuwa and holding regular meeting. The network meeting with teachers professional organizations, political parties, head teachers, NGOs, Dalit organizations and disable organizations are improved (in term of frequency of meeting and agenda of discussions) then before in both districts.

7.4 MoE/JICA Joint Terminal Evaluation

7.4.1 Evaluation Results of the 5 Evaluation Viewpoints

(1) Relevance

The SISM Project is very relevant to the GoN education policy. In SSRP, improving school-based management through empowerment of SMC is raised as one of the strategies to achieve the goal of ensuring equitable access to quality education. Additionally, the SISM Project was in line with the needs at the district and the school/SMC levels.

(2) Effectiveness

The prospective to achieve the project purpose is high considering the achievement level of the schools/SMC and SSs/RPs capacity development. Moreover, many improvements at the school level were observed by interviews and observation; awareness level of SMCs and community members were increased, and they are actively involved in preparation, implementation and monitoring of SIP, students attend school more regularly, teachers are better prepared for class, school infrastructure are constructed, students are actively

involved in extracurricular activities.

Community mobilization activities conducted by the two partner NGOs was effective in ensuring effects at the community level. Community mobilizers of the NGOs ensured community mobilization, close assistance to SMCs and the community, and monitoring at the school level. As a result, SMCs and community people are more actively involved with school-related meetings and activities.

As for the coordination among DEO, DDC and VDC, it did not function effectively due to the absence of members of DDC and VDC and insufficient information sharing among the agencies which are under the supervision of MoE and MoLD.

(3) Efficiency

Efficiency is relatively high. Although some changes in schedule were made, most of the project activities were implemented as planned. The Project implemented a number of activities to produce steady outputs. Most of the inputs were adequate in terms of quality, quantity, and timing to produce steady outputs. Because DoE and DEO are under MoE, their project management system among those agencies functioned effectively as well as efficiently. However, DDC and VDC are in the line of MoLD, it was difficult to involve these agencies in the project management system, although efforts were made.

The Project was able to utilize existing resources of the Nepal side, which include SMC and SIP system, EMIS data, staff at DoE and MoE as resource persons in DEP workshop, and costs by utilizing public transportation and government facilities for training.

Regarding coordination with other development partners, experiences and materials of Save the Children and World Education in their SMC/SIP related programs were shared. As for coordination with other schemes, information sharing with JOCVs, CASP and SHNP was made. The Project coordinated well with SHNP in conducting D-ToT in the pilot districts of SHNP.

(4) Impact

Impact is observed to some extent at this moment and can be observed in the future with MoE's continuous initiative for promotion of the education policy for EFA.

The schools in the non-pilot VDCs benefit from the Project, planning to or already having been able to improve their SIP. This became possible because: 1) RPs in non-pilot VDCs are trained together with RP in the pilot VDCs, and they provided support to SMCs in the non-pilot VDCs, using the knowledge and skills acquired through the training and their

own RC development fund; 2) GoN provided funds to conduct district level and RC level SMC training nation-wide, and SISM provided budget and technical support to conduct school-level SIP orientation in all of the non-pilot districts.

Training Guide developed by the Project was printed and distributed nation-wide. It is evaluated highly from other districts as a practical guide. PTA, Child Club and Mother Group were activated and their awareness regarding school management was raised. They started to participated in planning and implementing SIP actively. Lastly, the students benefitted from the Project, as well. They formed Child Club and actively participate in implementation of SIP and extracurricular activities by their own initiative.

(5) Sustainability

Sustainability can be expected if appropriate budget is ensured and MoE/DoE mainstream the SISM model and process in the existing system. The project implementation system will be continued because the Project did not develop a new system; however, contract with NGO might be difficult when the Project leaves.

In DoE, the school management matters and SIP matters are coordinated by the School Management Section, while the DEP and VEP are coordinated by the Program and Budget Section. Therefore, it is important to establish sustainable coordination within DoE to sustain and scale-up the on-going efforts. Compared to DoE and DEO, participation of VDC and DDC in the Project was not satisfactory. Therefore, it may be difficult to expect sufficient involvement of VDC and DDC in the project implementation system in future as well as unless some kind of coordination is made between MoE and MoLD.

7.4.2 Recommendations

(1) Recommendations to be implemented during the Project period

- 1) Feedback to the results of the evaluation study to the field level
- 2) Follow-up of the non-pilot schools
- 3) Activities to strengthen the continuous collaboration and coordination with VDCs and DDCs
- 4) Recommendations to be considered by MoE/DoE
- 5) Standardization and documentation of the SISM model
- 6) Actions to be taken after the termination of the Project and clarification of the roles and responsibilities of the concerned sections under DoE
- 7) Importance of the field visits by MoE/DoE

(2) Recommendations to be implemented after the termination of the Project

- 1) Action to be taken for mainstreaming the outcomes of the Project
- 2) Utilization of the resources developed by the Project

(Prepared by Yoko Ishida)

CHAPTER 8: OUTPUT DISSEMINATION AND NETWORKING WORKSHOP

DoE and the SISM Project organized the 2nd SISM Output Dissemination and Networking, Workshop at Local Development Training Academy (LDTA), Jawalakhel, Lalitpur for one and half day on 31 January and 1 February 2010. The workshop aimed at sharing school management and planning practices among the pilot districts, the neighboring districts, I/NGOs and partner NGOs. The workshop consisted of two parts: Part I – SISM Internal Sharing held on the afternoon of 31 January; and Part II – Dissemination and Networking on 1 February. The objectives, programs and discussions are outlined in the following sub-sections.

8.1 Objectives:

Part I and Part II had the different objectives. The objectives of the workshop Part I and Part II separately were as shown in Table 8-1.

Table 8-1: Objectives of Part I and Part II

Part I	<ul style="list-style-type: none"> - To share and discuss the experience, learning and next steps among the representatives of stakeholders of the SISM pilot schools/DEOs and DOE, and prepare for the presentation for Part II.
Part II	<ul style="list-style-type: none"> - To share the leanings of SISM project with various stakeholders working in the areas of improvement of school management, - To learn from the experiences of other agencies working in the areas of improvement of school management, - To come up with recommendations in connection with SIP and SMC capacity development, - To share the key policies of Capacity Development Plan under the SSRP in connection with school management.

8.2 Participants:

There were altogether 94 participants in Part I and 111 in Part II. In Part I, the participants included the pilot districts, program/planning officer of DDC, VDC secretaries and VEC representatives, SMC representatives, Head Teachers, SO, SSs and RPs together with District Education Officer. Besides the participants of Part I, the officers from MoE, DoE,

RED, NCED, and NFEC, the neighboring districts of Kathmandu Valley, some I/NGOs, JICA and JOCV participated in the Part II. The participants were summarized as in Table 8-2.

Table 8-2: Numbers of the Participants of Part I and Part II

Part I		Part II	
DEO, SSs and RPs from the SISM Pilot Districts	42 persons	DEO, SSs and RPs from the SISM Pilot Districts	42 persons
Head Teachers (HT) and SMC-Chairpersons from the selected SISM Pilot Schools	15 persons	Head Teachers (HT) and SMC-Chairpersons from the selected SISM Pilot Schools	15 persons
DDC representatives of pilot districts and VDC secretaries of 8 pilot VDCs	9 persons	DDC representatives of pilot districts and VDC secretaries of 8 pilot VDCs	9 persons
DoE	6 persons	MoE and DoE	13 persons
JICA-Nepal, JOCV and SISM Project members	22 persons	RED & DEOs of selected non-pilot Districts	9 persons
		International/national development partners (4)	4 persons
		JICA and JICA education-related projects, JOCV, and SISM Project members	19 persons
Total:	92 persons	Total:	111 persons

8.3 Resource Persons and Facilitators:

Mr. Krishna Dhungana from DoE moderated the sessions for the whole workshop duration. Ms. Yoko Ishida, Team Leader of JICA/SISM Project, Mr. Hari Prasad Lamsal, MoE and Mr. Deepak Sharma, DoE were presented PPT in Part II.

During the group work session, Mr. Krishna Dhungana, Mr. Janardan Nepal, Mr. Shanker Bdr Thapa and Mr. Khagaraj Paudyal played the role of the leading facilitators for their respective groups.

8.4 Contents:

The major contents of the Workshop were as follows:

Table 8-3: Major Contents of Part I and Part II

Part I:	Part II:
<ol style="list-style-type: none"> 1. Quick review of the SISM’s three year activities, achievement and learning between the two pilot districts 2. Discussion and preparation of the presentation for the Part II. 	<p>A. Opening Sessions:</p> <ol style="list-style-type: none"> 1. Reporting on the Results of Three-Year SISM Project (by SISM Team and by the Partner NGOs) 2. Presentation on good practices and lessons learnt on SIP from SISM Pilot District (Rasuwa and Dhading) 3. Learning and recommendations from SISM (by DoE and SISM Team) 4. CD Plan with highlights on the Implementation Plan of SMC Training (by MoE) 5. Strengthening of SIP/VEP/DEP (by DoE) 6. Group work (divided into four (4) groups) for sharing the SIP/SMC-related experiences and good practices and presentation: <ul style="list-style-type: none"> - Two groups: SIP/SMC-related recommendation to the central and to the local-level - Two groups: VEP/DEP-related recommendation to the central and to the local-level <p>B. Closing</p>

8.5 Highlights

8.5.1 Part I (31 January, 2011)

The participants gathered at 1:30 PM from Rasuwa and Dhading districts. Mr. Krishna Dhungana from DoE moderated the sessions. Mr. Dhungana welcomed all the participants on behalf of Department of Education for SISM Output Dissemination and Networking Workshop and shared the objectives of the workshop. The workshop session was chaired by Mr. Jeeban Sharma Paudel, DEO Rasuwa.

(1) Introduction of the participants

Mr. Krishna Dhungana introduced the workshop participants and invitees by asking them to say their name, organization and place.

(2) Quick review of the SISM’s three year activities, achievement and learning

between the two pilot districts

From Rasuwa District

Mr. Devi Subedi, Under Secretary, DEO Rasuwa briefly presented the SISM project activities in the Rasuwa district. His presentation covered major activities implemented in SISM Project, achievements, best practices and lesson learned. After Mr. Devi's presentation, representative from each SMC, HT, VDC and DDC (one from each agency) verbally shared their experiences one by one. The key points of presentation were as follows.

Table 8-4: Key Points of Verbal Sharing by SMC, HT, VDC and DDC-Rasuwa

Name of Presentations	Key Points of Presentation
Mr. Lakpa Tenjing Tamang SMC Chairperson Bhimsen Lower Secondary School	<ul style="list-style-type: none"> - Parents were less involved in school activities before SISM Project. - SISM provided SIP Orientation, SMC/PTA training involving all SMC, PTA and parents, teacher, students' representatives. - We updated SIP, send it to VDC, DDC and get some fund from VDC/DDC. - As a SMC Chairperson, I have enthusiasm to upgrade our school. Due to SISM Project, parents are more active for school activities and it is beneficial me to fulfil my plan to upgrade school in Lower Secondary level from Primary level.
Mr. R.C. Chalise HT Bachhaladevi Lower Secondary School	<ul style="list-style-type: none"> - I have been working in the same school since 18 years. The SIP preparation was started from 2002. Before SISM, I as a HT, prepared SIP and send it to DEO and RC. - We learn to prepare realistic and simple SIP from SISM. We plan non budgetary and budgetary such as land purchasing, school building construction activities in SIP. We collect fund from Deusi and Bhailo and complete our mission. - SISM facilitated us to form PTA and child club. Now parents and students are active and started to ask us about status/progress of SIP activities.
Mr. Tikam Shahi VDC Secretary Dhaibung	<ul style="list-style-type: none"> - Before SISM, VDC did not take care about SIP and out-of-school-children. VDC fund was allocated in memory-based. - We learn how to prepare VEP from SISM. We collect school-going and non-going children, schools information and update VEP. - VEP helps us to allocate fund based on SIPs. It would be better to extend SISM activities in all VDCs.
Mr. Resham Lal Kadel DDC	<ul style="list-style-type: none"> - I have been working in Rasuwa since 6 months. This is the third events of SISM, I participated. - SISM has contributed in Rasuwa for increasing literacy rate by increasing enrolment rate and decreasing drop-out rate.

From Dhading District

Mr. Shiva Regmi, Section Officer, DEO Dhading briefly presented about the activities carried out in the Dhading district regarding SISM project. He highlighted that from the capacity building purpose, SISM project is helpful in working with DEO, DDC and VDC. Especially RPs and SSs have been benefited in closely working with the schools and VDC. (Details of presentation attached in Annex iii). After DEOs presentation, one/one representative from each SMC, HT, VDC and DDC also verbally shared their experiences one by one. The key points of presentation were as follows.

Table 8-5: Key Points of Verbal Sharing by SMC, HT, VDC and DDC-Dhading

Name of Presentations	Key Points of Presentation
Mr. Raj Kumar Shrestha SMC Chairperson Kundala Higher Secondary School	<ul style="list-style-type: none">- SMC/PTA, Parents were less aware about their roles and responsibilities. Due to SISM activities SIP Orientation, SMC/PTA training, they became active in school activities.- We know the budget and activities of DEO, DDC, VDC. We learn about need of focusing on quality aspects.- SMC started head counting, SIP follow up activities etc.
Mr. Ram Hari Burlakoti, HT	<ul style="list-style-type: none">- Capacity of SMC/PTA on SIP updating and school management is strengthened due to SISM interventions. We are started to involve SMC, PTA, parents and students in SIP updating and implementation.- We prepare realistic and simple SIP with focusing on non-budgetary activities- SIP follow up at VDC-level is effective to share good things from one school to another.- Due to women groups and child club mobilization, student's regularity is now improved.
Mr. Ram Hari Kadel VDC Secretary Benighat	<ul style="list-style-type: none">- Due to SISM interventions, we learn how to prepare VEP. We are regularly updating annual VEP.- VEP and SIP follow up at VDC-level helps us to allocate fund based on SIPs.
DDC	<ul style="list-style-type: none">- No representation from DDC.

(3) Discussion and preparation of the presentation for Part II

After the presentation, each district Dhading and Rasuwa was separated into two groups to work on the preparation for the next day the presentation. Four sub-groups DEO, VDC/DDC, SMC and Head Teachers were formed and worked on five questions as follows:

- a. Situation before SISM interventions by the area/level in district, VDC

and school -

- b. What (Actions) interventions carried out during the piloting/SISM Project?
- c. What are (Results) the output/outcome from the SISM interventions?
- d. What are the issues/challenges faced?
- e. What are the Recommendations/plan of actions to carry out after the SISM Project?

The partner NGOs, RPs and SSs were assigned to provide support for SMC and HT groups. All groups prepared their group work in the assigned tasks.

(4) Closing of Day I

Mr. Jeeban Sharma Paudel chair of the Day I closed the Day I program. In his closing remarks, Mr. Sharma thanked all the participants for their active participation, He shared, “we had shared very good lesson learned and best practices from the field. From discussion and sharing, we come in conclusion that SISM Project have brings many positive changes: capacity development of SMC/PTA, decreasing drop-out, increasing learning achievements and developing sense of ownership among stakeholders through SIP. He shared DoE and DEO need to work on for expanding learning of the SISM Project to non-pilot schools and non-pilot districts.”

8.5.2 Morning Session of Part II (1 February 2011)

(1) Opening

The workshop began at 10:20 am. Mr Krishna Dhungana moderated the entire workshop sharing objectives of the workshop. The 1st session (before lunch) was held in the chair of Mr. Man Bahadur Chhetri, DEO Dhading. Senior Representative of JICA Nepal Mr. Toru Take, Director NFEC Mr. Bala Ram K.C., Director NCED Ms.Dev Kumari Guragain, and Executive Director CDC Mr. Chitra Prasad Devkota were the chief guests.

Mr. Toru Take, Senior Representative, JICA Nepal Office extended thanked all the participants and stakeholders especially DEO Dhading, Rasuwa for making the SISM model as the best model and for its grand success. He shared that the result of final evaluation is encouraging and replicable in term of improving capacity of SMC, PTA, VDC/DDC and DEO. He shared that “the SISM Project has been evaluated as ‘the best practices’ among JICA supported projects by the Evaluation Department of JICA Headquarter.” He further shared, “SISM project is one the most important intervention for JICA under MoE/DoE/DEO collaboration.” He requested all stakeholders to make

efforts for the continuity of the SISM project initiatives from their own. He shared JICA is considering positively to find out ways to make SISM follow up and support in SSRP implementation process.

(2) Reporting on the Results of Three-Year SISM Project (by SISM Team and by the Partner NGOs)

Ms. Yoko Ishida, Team Leader of SISM Project presented briefly on the achievements from February 2008 to February 2011. The presentation included i) Project purpose and Output; ii) Input, Activities and Outputs; iii) Stakeholders and Impact; and iv) Achievement and Learning.

(3) Presentation on good practices and lessons learnt on SIP from SISM Pilot District (Rasuwa and Dhading)

All eight sub-groups (4 sub-groups from Dhading and 4 sub-groups from Rasuwa) SMC, Head Teachers, VDC/DDC and DEO one by one presented their group work. The presentation covered a) Situation before SISM interventions by the area/level in district, VDC and school, b) What (Actions) interventions carried out during the piloting/SISM project? c) What are (Results) the output/outcome from the SISM interventions? d) What are the issues/challenges faced? e) What is the Recommendations/plan of actions to carry out after SISM Project?

(4) Learning and recommendations from SISM (by DoE and SISM Team)

Ms. Yoko Ishida highlighted from the SISM Project on the achievement and learning as follow:

- ✓ 4 representatives of SMC/PTA from each pilot school were trained in the RC level ToT
- ✓ SIP updated and Annual SIP prepared by the schools
- ✓ Annual SIP implemented and reviewed, mostly no or low budgetary activities were completed
- ✓ SSs/RPs skills and knowledge improved through learning by doing, they were involved in training at the school level,
- ✓ SISM model created and proposed that there are poor networking with DEP/VEP and SIP, difficulties in monitoring, yet to have influence to policy level and no follow up to and from the non-pilot schools.

She stressed the importance of the continuation of using the SISM model by adding the new meaning of “SISM”; S = Simple, I = Implementable, S = Sustainable and M = model,

besides its original meaning.

(5) Discussion/Clarification

After the presentation from SISM Project and Dhading and Rasuwa districts, MC opened the floor for the discussion and clarification. The participants and invitees raised their queries, concerns and suggestions which is summarized in the following table.

(6) Queries/Concerns/Suggestions

All presentations are found very good and impressive and mainly covered quality part.

What about the quantities progress? Is it documented?

Mr. Buddhi Man Shrestha, CCS Italy.

It is good to know about the voices from the field. How SMC/PTA become capable? Are parents are willing to send their children in public schools or private schools?

Ms. Astrid Smith, UMN.

What about the merging of school? Have there any progress made so far? I want to know the views from DoE?

Mr. Rishi Ram Sharma, World Education.

Addressing the queries made by the participants, Mr. Man Bahadur Chhetri, DEO Dhading responded that it took time to see the result in long-term. Presently majority of the SISM pilot schools enrolled 100 % school age children of their catchments area. Some public school started to teach in English medium.

Mr. Shiva Regmi, Section Officer added his views that the outcomes made so far in Dhading and Rasuwa is not only from SISM Project. It is from the combined efforts of SMC/PTA, teachers, community, VDC/DDC, DEO and all development partners. The SISM Project is supporting for capacity development of our system.

Mr. Babu Krishna Shrestha, RP of Dhading and Mr. Dhruva Lamichhane, RP of Rasuwa put their views that due to improvement in the management of the public schools, parents are changing their mind to send their children in public schools from private schools. There are some examples in Salyantar VDC of Dhading and Dhaibung VDC of Rasuwa that parents are started to shift their children in public schools from private schools.

Mr. Khagendra Subba from the SISM Project clarified that for quantitative and qualitative progress documentation, the SISM Project has carried out Baseline Survey, Mid-term

Evaluation, Final Survey; Third Party Evaluation and MoE/JICA Joint Evaluation. The presentation covered the qualitative aspects observed, experienced from the concerned stakeholders only.

(7) Wrap-up of the Discussion Session

Mr. Balaram K.C., Director, NFEC wrap up the discussions session. He shared before SISM Project; DoE/DEO were also doing SIP, VEP and DEP. In Rasuwa, all 18 VDCs have VEP. There were some gaps in planning and implementation. The SISM Project interventions are proved constructive for filling the gaps. Due to capacity development of SMC/PTA, schools are now updating good quality SIPs in participatory ways. He highlighted that community people and community leaders have been contributing a lot for the improvement of public schools since very beginning. Those schools having poor roofing and building previously are now gradually improving both physical and educational aspects of the schools. So the participations from community are necessary to continue the best practices and lessons learned. Developing ownership on school activities is important which SISM Project has better experience. He shared “we have resources: physical and financial, we need to emphasise to work on developing ownership of community that schools is “our”. We work together for our schools, all schools (both pilot and non-pilot)”.

(8) Closing of the Morning Session

Mr. Man Bdr Chhetri, chairperson of the morning session, closed the 1st session. In his closing remarks, he thanks all the participants for their active participation and discussions.

8.5.3 Afternoon Session of Part II

The 2nd session (after lunch) was held in the chair of Mr. Gyani Yadav, DEO Kathmandu.

In the opening of the afternoon session, Director General, Mr. Lava Deo Awasthi shared the following message:

This Output Dissemination and Networking Seminar is very useful and fruitful in term of sharing what really happening in the fields and providing directions for the future. Thanks to JICA Nepal for providing support for improvement of education system of Nepal. He shared we cannot continue it as it is what SISM did in the pilot schools/VDCs/districts but we can reflect the best practices and learning of the SISM. Now our responsibility is increased on how to incorporate or reflect SISM initiatives in the regular program of DoE and local level planning. DoE/MoE is working together

with MoLD to support schools through local bodies such as SIP/VEP for funding support. As per the spirit of MoLD Circulation, how to integrate local level planning is challenging and important tasks for us. The experiences of SISM will be very good for us in this regards. We need to focus on ECED management, right sizing and increasing learning achievement at school level which is one of the priority areas of SSRP. Thanks for past, present and future.”

(1) Presentation on Strengthening of SIP/VEP/DEP

Mr. Deepak Sharma, Deputy Director DoE made presentation entitled “Educational Plan Preparation and Use in Local Level: some issues for discussions on SIP/VEP/DEP”. He covered SISM contributions in SIP as follows:

- Community participation and ownership in plan updating and implementation,
- Capacity development for planning, implementation and monitoring at local level,
- Linkage between SIP and VEP,
- Technical support for capacity building of SSs/RPs,
- Capacity development of SMC/PTA on local resource mobilization.

He presented there are several issues that need to address/considered during local level planning. The major issues covered in his presentation were: a) provision of free and compulsory, b) How to implement piloting program of Integrated Secondary Education in SSRP pilot districts, c) how to facilitate SMC for improvement of school management, d) How to address the access and quality education for marginalized community? e) how to improve ECED? f) how to implement local curriculum effectively g) What about Technical Education and Vocational Training h) how to include literacy program in SIP, i) how to improve SLC result of the public school j) how to ensure minimum enabling environment and how to achieve minimum learning achievement? And so on.

(2) Presentation on CD Plan with highlights on the Implementation Plan of SMC Training

Mr. Hari Prasad Lamsal, MoE made presentation entitled “Realities of School Education and Our Responsibility”. He presentation focus on three major tasks need to be done in education 1) to enrol all school-age children in school, 2) to ensure completion of at least basic level (grade 1-8) of all enrolled children and 3) to increase the learning achievements of the students of basic education.

His presentation gave emphasis to do performance self-assessment exercise and fulfilled the roles and responsibilities by those concerned.

(3) Group work (divided into four (4) groups) for sharing the SIP/SMC-related experiences and good practices and presentation:

Originally, it was planned to form into four groups and worked on the groups, but due to time limitation, plenary discussion was done. The group work focused on four major questions and the participants were divided into four rows based on their sitting arrangement. Each participant from each row had to provide suggestion for corresponding questions for that row. The summary of group work findings were illustrated as follows:

Table 8-6: Summary of Findings and Suggestions Provided by the Participants

A. SIP/VEP/DEP Preparation Process (from participation to appraisal level)
<ol style="list-style-type: none"> 1. Emphasize on linkage between SIP/VEP/DEP and make it compulsory. 2. In SIP/VEP/DEP preparation, active involvement of I/NGO, VDC, DDC, DEO and other stakeholders is must. A clear guideline with simple format should be released by ministry or department for updating of SIP/VEP/DEP. 3. Orientation training for related stakeholders is necessary. Provision of refresher training for SIP/VEP/DEP preparation. 4. Consultation/Interaction among stakeholders is necessary in SIP/VEP/DEP updating and implementation process. 5. Make the SIP/VEP/DEP based funding compulsory. 6. The duration of SMC, VEC, and DEC should be at least 5 years. 7. The minimum qualification of the committee members should be marked/specified. 8. Provision of rewarding and encouragement to the hard working people. 9. There should be writing committee and advisor committee. Feedback should be provided on the drafted SIP/VEP/DEP. Appraisal from SMC/VEC/DDC is essential. 10. The budget should be allocated to district based on DEP, for VDC based on VEP and for school based on SIP. 11. SIP/VEP/DEP should be adopted as a major tool for educational development. 12. The evaluation of the school should be based on SIP preparation, implementation, monitoring and updating. 13. For SIP preparation, the trainers for school level should be prepared from DTOT and RC TOT. 14. SIP/VEP preparation process should be carried out in all the schools and VDCs throughout the country and based on that implementation process should be forwarded. 15. Public awareness. Management of capacity development training to SMC/PTA/HT/SS/RP. Gathering and interaction. Necessity identification of the stakeholders. Evaluation, monitoring and discussion.
B. Coordination (SIP/VEP/DEP preparation):- between VDC/DDC/NGO/INGO and other organizations
<ol style="list-style-type: none"> 1. Specific program should be designed to utilize the local resources and materials. 2. The major contents of SIPs should be included in VEP and VEPs related contents in DEP for effective implementation. 3. DEO need to play coordinating role among/between district level stakeholders and school. 4. I/NGO should play supportive role to DEO. Coordinate with VDC/DDC for reassurance of the resources. There should be coordination from the preparation phase to implementation and monitoring phase. 5. The local institutions, I/NGO, VDC, DDCs participation is very essential for SIP/VEP/DEP preparation and their educational program should also be included in SIP/VEP/DEP. 6. Program implementation and monitoring and evaluation.

7. Prioritization of the activities and time management.
8. Group meeting. Orientation for capacity development. Good relationship between the local institution and organizations.
9. Interaction between VDC, DDC, I/NGO and other organizations for SIP/VEP/DEP preparation, implementation and monitoring.
10. DoE should prepare the budget and program based on SIP/VEP/DEP.

C. Resource (in manpower, kinds and money) collection and mobilization.

1. Human resources for SIP/VEP/DEP updating should be developed. Money to be managed by MoE, DoE, NGO, INGO, DDC, VDC, Municipality and local donors and prepare plans from funding ceiling.
2. Local resource identification and mobilization related workshop should be organized annually at school level. Conduct awareness program to focus on how to use the resource available locally.
3. Conduct stakeholders awareness program to raise awareness level among the stakeholders and make them feel ownership towards the school.
4. Promote practical education and skill based education.
5. Community mobilization, develop networking and capacity development.
6. Involve local organization such as mother groups in education development.
7. Coordinate with other institution for collection of resource and materials.
8. The funding support should be based on plans from local level.
9. Commitment of stakeholders in plan preparation. Review and evaluation of plan, and involve stakeholders in planning process.
10. The budget going in school should be wisely used in implementation of SIP.
11. "One door system" should be implemented funding through government channel at school level.
12. Use of educational materials.
13. Awareness about use and collection of local materials and resources.
14. The related ministries should coordinate for plan preparation. Prioritize the annual program preparation. Prepare a guideline for district level program preparation.
15. Conduct program partnership.

D. Implementation process: - monitoring, updating, review and supporting help.

1. Prepare and use a format for review of SIP/VEP/DEP.
2. Monitoring for implementation status of SIP/VEP/DEP. The updating should be done based on necessity of SIP/VEP/DEP.
3. SIP/VEP monitoring from RP/SS. DEP from DDC, DEO. SIP updating from SMC, VEP from VDC and DEP from DDC/DEO.
4. Annual Updating of SIP by School, VEP by VDC and DEP by DEO. And allocation of budget from DoE for that.
5. School should prepare action plan for SIP preparation and approve it by HT and SMC. Allocate the budget in presence of all the stakeholders. Give responsibility and monitor it by RP.
6. Maximum use of RPs: - all schools, all teachers, students, parents.
7. Development of monitoring and feedback mechanism.
8. Half yearly review and annual updating is essential for effective monitoring. And it would have been fruitful if a format for monitoring was prepared.
9. A monitoring form should be prepared similar like self evaluation sheet of school. A monitoring guideline should be produced for SIP/VEP/DEP monitoring.
10. Additional facilities are essential for monitoring process.
11. Conduct discussion session with SMC at least twice a year regarding SIP and provide training for proper implementation.
12. The DoE have to instruct DEO for half yearly and annual review of SIP/VEP/DEP.
13. SIP: - RP/SS monitoring, change from school, update by school, help from RP/SS/NGO. VEP: - RP/SS/DEO monitoring, VEC will update, help from RP/SS/NGO. DEP: - monitoring by DoE, updating by DEO, help from P.O/SS/NGO.

(4) Closing and Wrap up:

Chair, Mr. Gyani Yadav closed the event by his closing remarks. He summed up on the presentations and expressed opinions by the participants in his closing remarks.

Mr. Gyani shared that from the presentation and plenary discussions:

“The SISM project has played a positive roles to meet its goals and support at the school level especially working with child clubs, mothers group, school visit, training on SIP/VEP and DEP and encouraging community participation in school management. The training has enabled to SMC/PTA to take active roles and responsibilities. He further highlighted that the need of keep continue the efforts from the regular activities of MoE/DoE and with further collaboration and coordination with MoLD and respective agencies to keep going of school level activities such as SIP at school and school health and nutrition. He thanked all the stakeholders and the SISM team members involved in the SISM Project for their hard work to make the project successful. He requests all to keep their efforts continue for bring 100 school-age-children in school and teach to them for better future. ”

(Prepared by Khagendra Subba and Bishnu Acharya)

The following annex shows the information of the power-point presentation prepared by the representatives of the pilot districts and shared in the Morning Session of Part II. The status of the schools “Before SISM Project”, “During SISM”, and “After SISM Project were explained and the issues and recommendation were also presented by each of the presentations.

Annex: Presentation Slides of the Pilot Districts⁴

District : Dhading

Group: District Education Office

Before SISM Project

1. Although SIP training was conducted, only HT and SMC Chairperson participated
2. Only 2 days training
3. Only HT involved in SIP preparation
4. SIP was not updated
5. SIP preparation was considered as burden
6. SIP only focused on physical aspects
7. There was no schools self-assessment
8. Resource and materials were not identified and mobilized (VDC, DDC and DEO)
9. There was confusion in SIP preparation
10. There was no training on VEP, so VEP was not prepared
11. DEP was prepared but only the committee members participated
12. It was only prepared for formality

During SISM

1. Capacity building training (RP, SS and so on)
2. School-level training on SI
3. SIP follow up
4. SIP review/update (RC/VDC/School level)
5. Orientation on VEP/DEP preparation

After SISM Project (Achievements)

1. Capacity development
2. Increase on participation
3. Plan preparation based on real situation (SIP, VEP, DEP)
4. Development of feeling of ownership
5. Resource mobilization and identification
6. Focus on no-budgetary programs
7. Focus on quality aspects

⁴ Original slides were prepared in Nepalese language, which were translated by the SISM Project Team.

Issues (During SISM Project)

1. The non-pilot VDCs and school expect the programs from SISM in their domain
2. The SO/SSs/RPs involved in SISM Project, expect capacity development training and educational visit and facilities as per government norms

Issues/Challenges (After SISM Project)

1. During SISM project, SISM provided capacity development training to the DEO resources through DoE. And after SISM also these types of training is expected from DOE
2. The contribution of Aasaman Nepal in schools quality improvement is expected after SISM too
3. The continuation of manpower, financial and physical resource investment during SISM is expected after SISM too

Recommendation

1. The programs conducted during SISM should be included in regular program
2. SIP/VEP/DEP programs should be reviewed and updated regularly
3. Continuation of capacity development and refresher training to the DEO human resources
4. Continuation of school self -assessment and attendance analysis program which is very much liked and appreciated by the stakeholders
5. Conduct the programs with the help from NGO and INGOs
6. The DoE need to play important role for keeping the moral high of district employees

District : Dhading
Group: VDC/DDC

Before SISM Project

1. Poor co-ordination among VDC, DDC, DEO and schools
2. VDC/DDC grant distributed based on access/power
3. Passive VEC
4. VEP wasn't updated in all VDCs
5. No linkage between SIP and VEP
6. Having tendency that educational development is role of DEO only

Activities implemented during SISM

1. Reshuffled VEC and preparation of VEP based on SIP
2. Start a system to allocate VDC fund based on SIP
3. SIP/VEP follow-up and update
4. Co-ordination among VDC, DDC, DEO and schools

After SISM Project (Achievements)

1. Ownership feeling among stakeholders towards school
2. Good coordination among education related stakeholders
3. Improve in access of stakeholders up to school
4. Enrolled out-of-school-children in school
5. Start a system to allocate VDC/DDC fund based on SIP/VEP
6. Initiate effective monitoring
7. Increased quality of education
8. Decreased drop-out and repetition rate
9. Resource mobilization and identification
10. Realistic plan preparation, implementation and review

Issues/Challenges

1. Political instability
2. Replication of SISM activities in non-pilot schools/VDCs and continuation of SISM activities
3. Resource collection for some ambitious planned activities
4. Linkage between VEP-DEP

Recommendation/Plan of Actions after SISM

1. Continuation of SIP/VEP updating
2. Focus on resource mobilization
3. Continuation of co-ordination among I/NGOs
4. Budget allocation based on SIP/VEP/DEP
5. Conduct regular monitoring
6. Taking initiatives especially for children with difficulties to bring in school

District : Dhading
Group: HT

Before SISM		
School-level	VDC-level	District-level
✓ SIP- Highly ambitious and less practical	✓ Only 20 VDC has VEP	✓ No Follow up on the basis of SIP
✓ Less effort of concern stakeholders in SIP formation	✓ VEC was not formed	✓ Weak linkage between SIP, VEP &DEP
✓ No Review and Annual updating of SIP	X	X
✓ Poorly planned local Resource Mobilization	X	X
✓ Lack of prioritization of SIP Planned Activities	X	X

In SISM Projects		
School-level	VDC-level	District-level
✓ Practicable and Implementable SIP	✓ VEP preparation on the basis of SIP	✓ Follow up on the basis of SIP
✓ Increase in participation, Ownership and Capacity of stakeholder	✓ Active VEC is formation	✓ Budget released on the basis of SIP
✓ Develop mechanization of SIP Appraisal	✓ Budget released on the basis of SIP/VEP	X
✓ Focus on Non Budgetary Activities	✓ VEP Review and Follow up	X
✓ SIP Review, Follow Up and Annual Update is done	✓ RC Level MTOT	✓ District Level ToT
✓ Identification and Utilization of Local Resources through SIP	X	X
✓ Training for School Level Stakeholder	X	X

Achievements

School-level	VDC-level	District-level
✓ Improve in management of school	✓ Budget released on the basis of VEP/SIP	X
✓ Aware about the roles, responsibilities and rights of stakeholder	✓ Monitoring and implementation of School by VEC	X
✓ Teaching learning activities through Child Friendly Environment	X	X
✓ Child Club formation and Child related activities implementation	X	X
✓ Improvement of Educational Indicator (Enrollment Increase, Drop out decrease and Regularity)	X	X
✓ Increase in Monitoring by SMC/PTA	X	X
✓ Discussion and review of SIP on regular meeting of SMC/PTA	X	X

Challenges

- Continuation of the SIP Updating and Review
- Active support and involvement of stakeholders
- Roles of CBOs/NGOs

Suggestions

- Favorable environment for the effective implementation of SIP
- Continuation of support of CBOs/NGOs
- Regular follow up by Government Mechanism
- Budgetary support for SIP/SMC/PTA
- Awareness Program for Parents

District : Dhading

Group: SMC

Before and After SISM Project

Before SISM Project	After SISM Project
– SIP were prepared only for formality,	– Implementable and realistic SIPs are prepared.
– Participation of some stakeholders,	– High participation and ownership.
– SIP were prepared only,	– SIP are reviewed and updated.
– Only focus on budgetary activities,	– Both budgetary and non-budgetary activities are planned and implemented.
– SMC/PTA were less aware on their role and responsibilities,	– SMC/PTA are aware on their role and responsibilities.
– No linkage between SIP and VEP,	– VEP prepared based on SIP.
– Training were limited up to district and resource center only,	– Training are conducted in all three level district, resource center and schools.
– Less supporting organizations,	– Increase supporting organizations to schools.
– Mothers group and child club were not formed,	– Mothers group and child club are formed and active.
– Less awareness about child friendly school and child rights,	– Increased in awareness about child friendly school and child rights.
– Less monitoring and evaluation,	– Monitoring and evaluation have been improved.
– No practice of head counting.	– Start head counting.

Activities implemented during SISM

1. Training and workshop are implemented at district, RC and school-level
2. SIP are prepared, reviewed and updated
3. VEP/DEP are prepared, reviewed and updated
4. Child club are formed and activated
5. Head counting
6. Bi-monthly meeting
7. Community mobilization
8. Inter-VDC Information Exchange

After SISM Project (Achievements)

1. Developed capacity of stakeholders
2. Developed ownership feeling
3. Fulfilling accountabilities
4. Increased in students regularity
5. Decreased in drop-out rate
6. Stakeholder's participation in enrollment campaign
7. Conducting child led activities
8. Mothers are more sensitized for education of their kids
9. Increase in community mobilization
10. Use of seasonal calendar
11. Mobilization of local resources and networking
12. Linkage among SIP-VEP-DEP

Issues/Challenges

1. Institutionalization of SISM activities and continuity
2. Fulfilling roles and responsibilities
3. Resource mobilization
4. Activities implementation
5. Community mobilization

Recommendation/Plan of Actions after SISM

1. Continuation of SISM activities
2. Expansion of SISM activities
3. Collective responsibilities
4. Incorporate SISM initiatives and best practices in DEO regular plan and budget

District : Rasuwa

Group: DEO

Situation of the district before SISM Project

- Preparation of SIP only as formality in all schools but not as process wise & realistic way
- Ineffective implementation of it
- In the beginning, capacity build up training to SMC /RP/SS but not later
- Lack of active participation of NGOs/CBOs
- No yearly updating of SIP but as rolling plan
- No formation of VEC, hence no VEP
- More budgetary programme rather than non-budgetary, so over ambitious
- Allocation of budget from local bodies in ad hoc basis, not as system
- Formation of DEP not in effective process
- No linkage between SIP & DEP

Activities conducted during SISM project

- Sharing of experiences and good practices of SISM project to non-pilot Schools
- Formation of child club and mother groups in Non- pilot school
- Preparation of Social audit report, monitoring of Non pilot schools to replicate the activities of Pilot VDCs

Outputs of SISM Project

- Active participation of stakeholders in SIP formation and implementation
- Yearly appraisal and updating of SIP
- Implementation of at least 75% of non-budgetary activities
- Increase ownership of stakeholders to schools
- Identification, collection & mobilization of local resources.
- Regular monitoring from stakeholders in schools
- Increase in regularity in teachers & students nearly 90%
- 100% enrolment of school going aged children in primary level in pilot VDCs
- Decrease of drop outs and repeaters
- Increase of learning achievements from 45 % to 60 %
- Formation of child club and mother groups in schools
- Community mobilization from social mobilisers

Challenges

- Regular monitoring and follow up due to fragmented settlement and remoteness
- Lack of support from pro-poor community
- Collection and mobilization of adequate resources to fulfill the budgetary activities of SIP
- Proper classroom size as per number of students
- Difficulty in SSA due to lack of awareness
- Inadequate support from local bodies

Recommendations with action

- SIP review on annual basis
- Orientation in HT/SMC/PTA meeting
- Allocation of activities in DEO calendar
- Focusing SIP in different programs
- Request to DOE to allocate budget in RC basis
- RP/SS meeting exploring to cover all the schools to form different groups
- SIP monitoring and follow up
- Coordination with local bodies

District : Rasuwa

Group: VDC/DDC

Before SISM Project

1. Lack of co-ordination among VDC, DDC, DEO and schools
2. Ignoring SIP/VEP during VDC/DDC grant distribution
3. No record of school going and non-going children
4. No identification of community need

Activities implemented during SISM

1. Capacity strengthened for updating VEP/DEP
2. Co-ordination and networking meeting among VDC, DDC, I/NGOs
3. Conducted awareness raising activities at community level

After SISM Project (Achievements)

1. Capacity strengthened of VDC/DDC representatives
2. VEP, DEP updating and dissemination
3. Updated 24 SIPs, 3 VEPs and 1 DEP
4. Very good co-ordination between school and VDC/DDC
5. Increased enrollment and decreased drop-out rate

Issues/Challenges

1. Inadequate budget
2. Less responsibilities feeling
3. Difficulties to allocate fund based on SIPs
4. Frequent transfer of VDC Secretary
5. Lack of sufficient manpower in VDC, DDC

Recommendation/Plan of Actions after SISM

1. Allocation of budget for SISM related activities
2. Continuation of training
3. Institutionalization of SIP, VEP and DEP based funding system

District : Rasuwa

Group: HT

Before SISM

1. SMC/PTA did not feel their responsibilities to prepare SIPs
2. SIPs were ambitious
3. Implementation of SIPs was weak
4. Monitoring of SIPs activities was weak
5. Local resource identification and mobilization was low
6. Low participation of stakeholders on SIP updating process and implementation
7. VEC and VEP were limited to policy documents only
8. High drop-out rate.

Activities implemented during SISM

1. Capacity development on plan formulation
2. Annual SIP updating is regular

After SISM Project (Achievements)

1. Prepared implementable and realistic SIPs
2. Increased community participation in school
3. SMC/PTA, Parents started to visit/monitor schools
4. Decreased drop-out rate
5. Developed capacity for updating SIPs

Issues/Challenges

1. Capacity development of all SMC/PTA is not adequate. New SMC/PTA members need additional training
2. Difficulties to collect fund for budget needed activities

Recommendation/Plan of Actions after SISM

1. Continuity in preparing and updating SIPs
2. Continuation on mobilization of mothers groups and child club
3. Maintaining child friendly environment
4. Activation of SMC/PTA
5. Effective enrollment campaign
6. Provisions of training for new SMC/PTA members

District : Rasuwa**Group: SMC****Before SISM**

1. Less information about role and responsibilities of students, SMC, PTA
2. Low participation of stakeholders on SIP updating process and implementation
3. Previous training and workshop were not effective due to short duration and limited participation of school-level stakeholders (2 persons per school)
4. No practice of SIP follow-up and updating
5. Plans were not realistic
6. Community were less concerned on school affairs
7. Un-clarity about resource identification and mobilization

Activities implemented during SISM

1. Learned simple methods of resource identification and mobilization
2. Social auditing
3. Parents gathering, interactions, awareness, formation of PTA
4. Increase in scholarship
5. Provide progress report to parents for increasing quality
6. Preparation and use of code of conduct for both students and teachers
7. Capacity development related training of SIP, SMC/PTA
8. SIP annual updating
9. VEP preparation and updating
10. Formation of child club

After SISM Project (Achievements)

1. Increased in enrollment
2. Developed capacity of stakeholders and learned their roles and responsibilities
3. Increased community participation in school
4. Increased in students learning achievements
5. Decreased in drop-out rate
6. Child clubs are became active
7. Transparent social auditing
8. Competition feeling developed for school accreditation
9. Schools are becoming child friendly
10. Active in local resources identification and mobilization

Issues/Challenges

1. Geographical remoteness
2. Less awareness on their roles and responsibilities especially on parents
3. Political instability
4. Poor linkage between SIP-VEP-DEP
5. Ignoring community busy time while activity formulation
6. Monitoring and evaluation is weak

Recommendation/Plan of Actions after SISM

1. Provisions of training for regular updating of SIP/VEP and DEP
2. Provision of annual SIP/VEP/DEP in policy
3. Clarifying stakeholders' roles in monitoring & evaluation of school activities
4. Activity need to be scheduled in community less busy time
5. Good linkage between SIP-VEP-DEP and effective implementation

CHAPTER 9: CONCLUSION

The SISM Project, throughout its 3-year implementation period, reviewed, reorganized and updated the existing systems and instruments, since there were many guidelines, manuals and systems developed and introduced by the GoN agencies and by the projects supported by the development partners. Eventually, the SISM Project proposed the SISM model for the SMC/SIP capacity development with the SIP orientation, the simplified annual SIP format, Training Guide, and the cascade training approach of the district and the RC level trainers' training.

In order to develop more implementable and sustainable SISM model, the SISM Project tried to understand the school and community needs and to clarify the minimum requirement to support the capacity development of the schools/SMCs with the good collaboration and coordination between the local education administration and the partner NGOs. For making optimum use of the SISM model and the other outputs and experiences of the SISM Project, it is highly recommended for MoE/DoE and the pilot DEOs to continue and support the on-going activities in the field.

As the results of the different evaluations showed, there were many positive changes observed at the school and the district/RC levels. Please let us recommend you to visit the SISM pilot districts, Dhading and Rasuwa, and witness what was produced at the school/SMC level. Please have a look at how the school and SMC members were being changed and taking actions in low-budgetary and/or no-budgetary activities to improve their own schools. In order not to waste precious input and efforts by the school, SMC and community members and by the SISM Project, the SISM model needs to be mainstreamed by MoE/DoE in order to reflect the school-level needs in completing the capacity development plan and for taking action in the very near future.

We wish that the SISM model be utilized and contribute to the improvement of the children's access to the quality basic education in Nepal, even after the completion of the SISM Project in February 2011.

Finally, we would like to express our sincere gratitude to all of the supporters of the SISM Project. We enjoyed working with all of you and learnt a lot. We greatly appreciate all of your kind support and collaboration to the SISM Project.

(Prepared by the SISM Project Team)

APPENDIX

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Appendix-2: Minutes of Meeting of the Final ARM Meeting

Minutes of the SISM Final Annual Review Meeting (ARM) To Review the Progress, Findings, Learning and Recommendations from the SISM Project

1. Date: January 31, 2011

2. Venue: Conference Room of Department of Education, Sano Thimi, Bhaktapur

3. Participants:

[Ministry of Education]

- | | |
|---------------------------|----------------------|
| 1. Mr. Janardan Nepal | Joint Secretary, MoE |
| 2. Mr. Hari Prasad Paudel | Section Officer, MoE |

[Department of Education]

- | | |
|---------------------------------|----------------------|
| 1. Mr. Khagaraj Baral | Director, DoE |
| 2. Mr. Hari Prasad Bashyal | Director, DoE |
| 3. Mr. Deepak Sharma | Deputy Director, DoE |
| 4. Ms. Rajya Laxmi Nakarmi | Deputy Director, DoE |
| 5. Mr. Arun Kumar Tiwari | Deputy Director, DoE |
| 6. Mr. Bishnu Bahadur G.C. | Deputy Director, DoE |
| 7. Ms. Devina Pradhananga | Deputy Director, DoE |
| 8. Mr. Balaram Timalisina | Deputy Director, DoE |
| 9. Mr. Chudamani Paudel | Deputy Director, DoE |
| 10. Mr. Damodar Acharya | Deputy Director, DoE |
| 11. Mr. Krishna Prasad Dhungana | Under Secretary, DoE |
| 12. Mr. Shankar Bahadur Thapa | Under Secretary, DoE |
| 13. Mr. Janardan Nepal | Under Secretary, DoE |
| 14. Mr. Khagaraj Paudyal | Under Secretary, DoE |
| 15. Mr. Bishnu Prasad Wagle | Officer, DoE |

[NFEC]

Mr. Balaram K.C.	Director
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[NCED]

Mr. Vishnu Thaiba	Executive Director
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[RED]

Ms. Renuka Pandey	Under Secretary
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[DEO]

Mr. Jeevan Sharma Paudel	DEO Rasuwa
Mr. Man Bahadur Chhetry	DEO Dhading
Mr. Gehnath Gautam	DEO Dolakha
Mr. Devi Prasad Subedi	Under Secretary, DEO Rasuwa
Mr. Shiva Prasad Regmi	Section Officer, DEO Dhading
Mr. Babukrishna Shrestha	Resource Person, DEO Dhading

[NGO]

1. Mr. Nawal Kishor Yadav	Executive Director, Aasaman Nepal
2. Mr. Sanjeev Kumar Gupta	Team Leader, Aasaman Nepal
3. Mr. Dineshwor Shah	Aasaman Nepal
4. Mr. Bidur Thapa	Team Leader, SEARCH-Nepal
5. Mr. Shree Krishna Paudel	SEARCH-Nepal

[EOJ/JICA]

1. Mr. Mitsuyoshi Kawasaki	Chief Representative, JICA
2. Ms. Maiko Takeuchi	Representative, JICA
3. Mr. Krishna Lamsal	PO, JICA Nepal
4. Mr. Mitsukani Sugimoto	Chief Advisor, JICA/SHNP Project
5. Ms. Naoko Ishii	PC, JICA/SHNP Project
6. Mr. Raj Mukut Bhusal	NPC, JICA/SHNP Project
7. Mr. Narayan Shrestha	FPO, JICA/SHNP Project
8. Ms. Kusum Bista	FPO, JICA/SHNP Project

[SISM]

1. Ms. Yoko Ishida	Team Leader, SISM/JICA
2. Ms. Atsuko Tsuruta	SISM/JICA
3. Mr. Khagendra Subba	SISM/JICA
4. Mr. Bishnu Acharya	SISM/JICA
5. Ms. Anima Pathak	SISM/JICA
6. Mr. Dipendra Chaudhari	SISM/JICA
7. Mr. Subir Shrestha	SISM/JICA
8. Mr. Dinesh Shahi	SISM/JICA

4. Agenda of the Meeting:

- 09:45 – 10:00 Registration (Tea)
10:00 – 10:10 Opening:

- Opening Remarks (by DG)
- Objective of the Meeting (by DoE)
- 10:10 – 10:20 Briefing of the SISM Progress from February 2008 to January 2011 (by SISM)
- 10:20 – 10:40 Sharing from Rasuwa DEO and the partner NGO
- 10:40 – 11:00 Sharing from Dhading DEO and the partner NGO
- 11:00 – 11:15 Finding and Learning from the CP Training in Japan (by CP Training Participants)
- 11:15 – 11:30 Evaluation Results and Recommendations (by SISM)
- 11:30 – 11:50 Discussion /Clarification
- 11:50 Remarks from JICA Nepal Office
- 12:00 Closing

5. Proceedings: Agenda and discussion

Opening

Mr. Krishna Prasad Dhungana, Under Secretary, DoE conducted the SISM Final ARM Meeting. The SISM Final Annual Review Meeting was chaired by Mr. Hari Prasad Bashyal, Director, DoE. Mr. Dhungana introduced himself and participants of the meeting.

Opening Remarks from Mr. Janardan Nepal, Joint Secretary, MoE:

Mr. Nepal welcomed all the participants and highlighted on the background and importance of SISM Project in connections with Mid Term Review of BPEP II. SISM Project was conceptualised to give momentum to ‘Formula Funding’ with the vision that the schools will prepare their own planning based the local resources. The concept was piloted in five districts in the beginning and with the finding that it did good and worked out, it was later expanded to all 75 districts. Thus, School Improvement Plan came out in the surface, but lacked a lot of preparatory faults, the Formula Funding which was supposed to be the Seed Money for the school, schools prepared SIP as an instrument to get the fund from DEO which totally forgotten to mobilise the local resources. It also lacked in community participation and became a responsibility to Head teacher primarily. He commented that ‘we are good in planning, but not good in implementation’. The prepared SIP was not followed up, reviewed and updated periodically.

In such context, considering that we still need SIP to work as ‘trigger’ to start up school improvement with community participation, MoE/DoE made request to JICA to extent support, thus SISM project came out in surface. He highlighted in the Final ARM meeting:

- In CP training and other formal, informal meeting, we have time and again requested to keep continue SISM Project's learning and 'doable' actions into our system,
- District colleagues, MoE/DoE should always think about the 'sustainability' and 'continuity' of the learning from the project, even it may be difficult to 'expand'.
- From government side, we must keep continue what we have started up, what we have done 'workable', 'doable' must be continued with our full commitment.

Finally, Mr. Nepal concluded that there must be 'minimum resources' for the follow up actions after SISM Project to keep continue. For doing so, MoE has full commitment to provide support.

Sharing Objectives and Agenda of the meeting:

Mr. Khagaraj Baral, Director, DoE welcomed the participants in the meeting and shared the objectives as to share about the experiences, learning, challenges and recommendations of the project; and agenda of the SISM Final Annual Review Meeting as follows:

- i) Briefing of the SISM Progress from June 2010 to January 2011
- ii) Sharing from Rasuwa DEO and the partner NGO
- iii) Sharing from Dhading DEO and the partner NGO
- iv) Finding and Learning from the CP Training in Japan
- v) Evaluation Results and Recommendations of SISM project

Agenda 2: Sharing of the SISM Project Achievement from February 2008 to February 2011

Team Leader, Ms. Yoko Ishida of SISM Project presented briefly on the achievements from February 2008 to February 2011. The presentation included 1. Project purpose and Output, 2. Input, Activities and Outputs 3. Stakeholders and Impact and 4. Achievement and Learning. (Please refer to annex i.)

Ms. Yoko Ishida highlighted from the SISM Project on the achievement and learning as follow:

- ✓ 4 representatives of SMC/PTA from each pilot school were trained in the RC level ToT
- ✓ SIP updated and Annual SIP prepared by the schools
- ✓ Annual SIP implemented and reviewed, mostly no or low budgetary activities were completed
- ✓ SSs/RPs skills and knowledge improved through learning by doing, they were involved in training at the school level,

- ✓ SISM model created and proposed that there are poor networking with DEP/VEP and SIP, difficulties in monitoring, yet to have influence to policy level and no follow up to and from the non-pilot schools.

Agenda 3: Sharing from DEO Rasuwa and the partner NGO

Mr. Jeevan Sharma, DEO Rasuwa shared from his district base experiences on ‘Outputs, Good Practices and Lessons learnt from SISM Project’. His presentation covered, 1. Major activities conducted under SISM, 2. Community Mobilisation, 3. Achievements, 4. Good Practices, and 5. Challenges. (Please refer to annex ii.)

Mr. Sharma highlighted the major achievement from the SISM Project is “increased in ownership of local-level stakeholders towards school’ after the orientation and training. The training has strengthened capacity of SSS/RPs/SMCs/PTAs on SIP/VEP/DEP and Child club mobilisation. SMC/PTA members have become more aware about their roles and responsibilities, community participation, local resource mobilisation, parents and guardians support to schools have been increased. Child clubs and Mothers Groups formed at the school level have played vital role in increasing student’s enrollment and helping to reduce the drop outs from schools.

Mr. Sharma shared that the major challenges are difficulties on the regular monitoring and follow up due to fragmented and remote settlements; replication of SISM activities in other non-pilot VDCs is limited due to its phase out and still equal participation of all stakeholders at meeting/interactions is yet to be increased.

Mr. Bidur Thapa, Search Nepal, Team Leader presented from the Partner NGO of SISM Project working in Rasuwa. His presentation was based on the ‘Community Mobilisation Activities during the project period May 2008 to January 2011’. The presentation covered the activities conducted such as: i. Orientation program in VDC level, ii. Coordination with DEO, DDC, VDC, VEC and schools, iii. Enrolment Campaign, iv. Child Committee Formation/updating, v. Parents Teacher Association (PTA) formation, vi. Child Committee Training, vii. Child Friendly Training and viii. Community Involvement. (Please refer to annex iii.)

Agenda 4: Sharing from DEO Dhading and the partner NGO

Mr. Man Bahadur Chhetry, DEO Dhading, presented briefly on i. SISM project in Dhading, ii. Some positive actions, iii. Best practices and iv. Suggestions. The major highlights from positive actions enlisted are: in SISM project activities, i. all RPs, SSS, SO were involved despite working in the five pilot VDCs, ii. involvement of all local stakeholders of school in SIP

formation, iii. Annual SIP updating in all non-pilot schools of the district, iv. SIP review in regular meeting of SMC/PTA, v. SIP follow up at VDC level, vi. increased VDC budget in education sector, vii. DEP updating, and viii. strengthened Child Committee. (attached in annex iv.)

Mr. Chhetry's presentation on best practices highlighted that 'community participation is high on SIP formulation, implementation, review and updating; child clubs, mothers group are highly active on 'enrolment campaign, checking out the drop and student's regularity through head count', follow up visits of mothers and parents in school and its activities, regular meeting of SMC/PTA and implementation and review of SIP on VDC level and VEP review. He stressed that SISM had strong modality by involving government agency (DoE/DEO), partner NGO and development partner for effective implementation of the program

Mr. Chhetry provided suggestions to carry out 1. SIP follow up at VDC level workshop, 2. Periodic SIP review and annual SIP update, 3. VEC should take initiative to coordinate with district and schools, 4. to reduce drop out and increase learning achievement livelihood and quality education programs should be initiated, and 5. Child committee at schools should be promoted by schools and DEO.

Mr. Sanjeev Kumar Gupta, Aasaman Nepal presented social mobilisation under SISM project. He shared that major activities such as strengthening and mobilisation of mothers groups and child groups, Child Right training, Child Friendly training to school teachers, regular meeting with SMC/PTA, community groups, enrolment campaign and 'head counting of students'. These activities were carried out for raising awareness in the community for the better participation in the school management, increasing enrolment and reducing drop out of students and promoting quality education in schools for the better learning environment. (attached in annex v.)

Agenda 5: Findings and Learning from CP Training in Japan

Mr. Balaram K.C., Director, NFEC, CP Training participant in Japan, shared his experiences from Japan visit. He found that Japanese are more conscious about the time management, highly cultured and polite. He was impressed by the vocational training for young people. The training was aimed at creating job opportunities and based on the local market needs. Such as furniture produced from the trainees are sold into the local market. He thanked to JICA and people of Japan for their cooperation, good response, free and frank behaviour.

Agenda 6: Evaluation Results and Recommendations

Ms. Yoko Ishida, Team Leader, SISM Project shared briefly about the ‘evaluation results and recommendation’. (attached in annex vi.)

Ms. Ishida highlighted that the evaluation carried out were End-line survey, Third Party Evaluation, Internal Terminal Evaluation, MoE/JICA Joint Evaluation. The MoE/JICA Terminal Evaluation found that the SISM project showed very high relevance in perspectives of the needs and SSRP, effectiveness is high for capacity development of schools and SMCs, SSs/RPs though coordination with VDC/DDC is not enough, efficiency is relatively high with the use of local resource and synergy, the impact is observed such as changes in pilot and non-pilot schools regarding SIP formulation, implementation, review and update have been started with greater community participation; and the sustainability of the SISM project activities are expected with program and budgetary provision with the involvement of DDC/VDC.

Ms. Ishida suggested recommendations from the experiences from SISM project. She reiterated for the continuation of the SISM model such as cascade training approach, SIP orientation and updating workshop, SS/RPs monitoring and guidance to be continued. For the forthcoming action plan of SMC capacity development, she recommended to cover the whole districts and schools within 3 years time for which NRs.80-90 million per year budget is estimated. She recommended that the follow up activities to support schools and SMCs is highly required to visit and see the changes in the pilot and non-pilot schools of the pilot district and strengthen access to DDC/VDC fund and technical support.

Agenda 7: Discussion/Clarification

After the presentation of Ms. Yoko Ishida, MC opened the floor for the discussion and clarification. The participants and invitees raised their queries, concerns and suggestions which is summarised in the following table.

Queries/concerns/suggestions	Response
Mr. Janardan Nepal, US, DoE: “What is the difference between BPEP-II and SISM Project initiative on conducting mother’s group meeting, street drama? Was it complementary or not?”	Mr. Man Bahadur Chhetry, DEO Dhading responded that definitely the past experiences with BPEP II helped a lot in reactivating the mothers group and planning process. Those activities were inactive and through SISM project, it was reactivated in the presence of community participation.
Ms. Devina Pradhananga, DD, DoE: “SISM Project is meant for the Primary School	Mr. Jeevan Sharma, DEO Rasuwa responded that ECED is being considered while preparing SIP.

<p>Management. In context of primary education grade 1-5 to be upgraded and newly termed as Basic Education up to grade 1-8, how it can address the changes and ECED in its activities?"</p>	<p>Mr. Deepak Sharma further elaborated that grade 1-5 is being upgraded to 1-8 as Basic Education and Rasuwa is pilot district to integrate grade 1-12 including ECED. The budget has been provisioned from this year onward.</p>
<p>Ms. Naoko Ishii, Project Coordinator, JICA/SHNP Project: "SISM Project recommendation says about the better coordination with DDC/VDC. We are dealing with MoE and MoHP, but faced challenges on coordination with MoLD. How we can over-come such hurdles?"</p>	<p>Mr. Jeevan Sharma, DEO Rasuwa shared that at the district level, the coordination among the agencies is good, but SISM highlighted that it should be emphasised more.</p> <p>Mr. Deepak Sharma, DD, DoE shared that without VEP and SIP, DDC/VDC will not provide the fund to the school. It is mentioned through MoLD guideline which is done through the DoE/MoE and MoLD coordination. For upper level system, there must be well coordinated effort.</p>
<p>Mr. Shankar Bahadur Thapa: "Now, it's time for us to keep going the good things we have learnt from SISM during these three years. We equally need to identify the concrete measures about how to increase the enrolment and reduce the drop-out rate?"</p>	<p>Mr. Shiva Regmi, SO, Dhading shared that enrolment campaign, mother's group, child committees and community gatherings are examples of increasing enrolment and taking measures to reduce the drop out. Another example is 'head counting' of the students and mobilising peers to bring them again to school to keep continue their study.</p>
<p>Ms. Kusum Bista: "I think, the formation of Mother's Group is out-side of school system. How can we continue and bring it into the school system?"</p>	<p>Mr. Devi Prasad Subedi, US, DEO Rasuwa responded that Mother's Group is not that vague term and it is not out of the school system. It is being formed from the mothers of the students in school. They are mobilised to send their children in school, help them to provide Khaja and take positive actions for those school drop-out children.</p>
<p>Ms. Maiko Takeuchi: "Recently, CP Training in Japan has been conducted. How did you find coordination in school and local bodies? How program reflected into SIP can be reflected and implemented in context of Nepal?"</p>	<p>Mr. Balaram K.C., Director, NFEC responded that not exactly we can implement what Japanese school system and local bodies are practicing. For example, Ward Office is over all in-charge of overseeing schools under its territory. Here, under SSRP, we are also moving to strengthen SMCs, local bodies at VDC with authority to open new ECED, salary provided for Primary Schools through DDC. Mr. Deepak Sharma responded that DoE/MoE is working together with MoLD to support schools through local bodies such as</p>

	SIP/VEP for funding support.
Mr. Krishna Lamsal: “We need to work out together for sharing key achievements made through SISM project to DPs and institutions. There are some possibilities to reflect into the policy level.”	
Mr. Khagaraj Paudel: “I think, we may not be able to keep continue the full scale of the SISM Project way put on inputs to carry out the activities in the district. But, schools are capable of doing SIP formulation of their own with their resources and government fund.”	

Agenda 8: Remarks from JICA Nepal Office

Mr. Misuyoshi Kawasaki, Chief Representative, JICA Office Nepal highlighted on his remarks on the SISM Final Annual Review Meeting. He shared that SISM Project has been rated as the best JICA practices with the Evaluation Department of JICA Headquarter. He further shared, “We all agree that SISM project is one the most important intervention for JICA under MoE/DoE/DEO collaboration. I have visited DEO and school in Dhading in last December. I have found that the RPs has the key role and it is highly important.” Mr. Kawasaki highlighted that ‘for the SISM model to continue and future SISM project, it must be examined and revised under the capacity development plan framework in SSRP and school based management. But, the essence of SISM work is still relevant in SSRP. JICA is considering positively to find out ways to make SISM follow up and support in SSRP implementation process.’ Finally, he thanked all the participants and stakeholders for making SISM project as the best practice and for its grand success.

Closing:

Mr. Hari Prasad Bashyal, chair of the meeting summed up on the presentations and expressed opinions by the participants in his closing remarks. Mr. Bashyal shared that ‘SISM project has played a positive roles to meet its goals and support at the school level especially working with child clubs, mothers group, school visit, training on SIP/VEP and DEP and encouraging community participation in school management. The training has enabled to SMC/PTA to take active roles and responsibilities.’ He further highlighted that “It is good to know that other neighboring VDCs are also demanding to expand the SISM activities into their schools. DoE/DEO will keep continue the efforts from the regular activities and with futher collaboration and coordination with MoLD and respective agencies to keep going of school level activities such as SIP at school and school health and nutrition. He thanked all the participants and JICA members for actively taking participation in the meeting.”

The meeting was adjourned at 12:15 p.m.

Appendix-3: Original PDM

Name of the Project: The Support for Improvement of Primary School Management

Target area: Dhading District and Rasuwa District

Version-2 (Date: October 17, 2007)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Overall Goal: The enrolment rate and dropout rate of primary school in the target area are improved.	1. Increase in the net enrolment rate in primary education in the target area 2. Improvement of the dropout rate in primary education in the target area	Education statistics by MoES and DEO	MoES continues to promote the education policy for "Education for All"
Project Purpose: School management is improved with community participation and with government support in the target area.	1. The number of schools in the target area that have achieved target of the annual SIP planned during the Project Period.	1. Annual SIP, School activity report, NGO monitoring report, interview to DEO (SS/RP) & SMC	MoES continues to promote the policy of school-based management. MoES continues to promote the policy of community involvement in schools
	2. The level of satisfaction of parents and community members with school management	2. Questionnaire to students, parents & community members	
	3. The amount of contribution (money/labor/in kind) to school activities from parents and community members.	3. Audit report, School activity and financial report, NGO monitoring report	
	4. Transparency of the school management	4. School activity report, NGO monitoring report, Questionnaire to parents & community members	
	5. The number of actions taken by central/local government to technically & financially support school management.	5. Education policy documents, interview to MoES, DDC, VDC and DEO	
Outputs: 1. The capacity of SMC to manage school by community participation is improved	1-1 The number of SMCs which selected members reflecting disadvantaged groups	1-1 School report, interview to SMC, parents & community members	MoES continues to promote the policy and strategy of SMC & SIP. The budget allocation to SIP does not decrease. The budget of the DDC/VDC does not decrease. The changes of economic &
	1-2 The number of SMCs which understand the real situation of the primary education in the community	1-2 NGO monitoring report, Questionnaire to SMC, parents & community members	
	1-3 The number of SMCs which can prepare SIP that adequately reflects the needs of the community	1-3 SIP (5 years & Annual), Appraisal report by RP, NGO monitoring report, Questionnaire to SMC, parents & community members	
	1-4 The level of participation of parents & community members in SIP formulation workshop	1-4 NGO monitoring report, School activity report	
	1-5 The number of SMCs which can adequately implement, monitor & evaluate activities of	1-5 NGO monitoring report, RP/SS Report, Annual SIP, School activity report	

	school		political situation do not affect the activities in the target area. Frequent transfer of counterpart personnel does not occur.
	1-6 The number of parents (and community members) who participated in the mass gathering	1-6 School Activity report, NGO monitoring report	
	1-7 The level of participation of the disadvantaged groups in the mass gathering	1-7 School activity report, NGO monitoring report, Interview to SMC, parents & community members	
	1-8 The number of parents & community members who have willingness to contribute to school activities	1-8 Questionnaire to SMC, parents & community members, NGO monitoring report	
	1-9 The number of SMCs which planned and implemented activities for out-of-school & dropout children	1-9 Annual SIP, School activity report, NGO monitoring report	
2. The capacity of DEO, DDC and VDC to technically and financially support school-based management is improved.	2-1 The number of occasions (public meeting / visit to school) for DEOs (SS/RP) to understand situation of education	2-1 DEO activity report, School activity report, NGO monitoring report	
	2-2 The number of DEO's (SS/RP) visit and achieve to disadvantage schools	2-2 Questionnaire to DEO, School Record, RP activity record/reports	
	2-3 The proportion of budget allocation to primary education of VDC	2-3 VDC financial plan & record	
	2-4 The number of DEC meeting	2-4 DEC financial plan & need	
	2-5 The proportion of the budget allocation to primary education by DDC	2-5 DDC financial plan & record	
	2-6 The number of the regular networking meetings of stakeholders (DDC, DEC, VDC, DEO and other donors) in education	2-6 Interview to stakeholders, Meeting report	
3. Policy options to suggest measures to be taken by MoES/DoE to achieve minimum quality in education nationwide are developed	3-1 The number, feasibility & quality of measures suggested	3-1 Policy suggestion documents, project documents, meeting reports with concerned organizations (DEO/DoE), Annual Review Meetings minutes	
Activities: 1-1 To raise awareness on school management among community	<Nepal Side> 1. Counterparts personnel	<Japan Side> 1. Experts:	Security conditions in the target area are not worsened.

<p>1-2 To facilitate SMC to further represent the whole community</p> <p>1-3 To improve the current training targeting school/SMC for community mobilization, planning, monitoring, evaluation, and reporting</p> <p>1-4 To facilitate the participatory process of SIP development and implementation</p> <p>1-5 To facilitate school/SMC to take measures to enroll out-of-school children and to reduce dropouts</p>	<p>2. Office space and facilities in DoE & DEOs</p> <p>3. Running cost</p> <ul style="list-style-type: none"> - Project implementation: e.g. SIP training & supervise & monitor SMC - Office utility 	<p>Long term</p> <ul style="list-style-type: none"> - Leader/Educational Administration - School Management/Administration - Local Educational Administration <p>Short term</p> <ul style="list-style-type: none"> - Depending on necessity <p>2. Counterpart training</p> <p>3. Equipment & materials necessary for the project</p> <p>4. Operational costs including NGO cost (as local SMC facilitator)</p>	<p>Current government policy related to SIP & school based management is not dramatically changed.</p> <p>Political changes at the DDC/VDC level do not affect the Project's legitimacy</p> <p>Community people in the target area understand and actively collaborate with the Project activities.</p>
<p>2-1 To support DEO to clarify district problems and priorities by analyzing SIP</p> <p>2-2 To facilitate DEO to take action to support technically and financially disadvantaged schools</p> <p>2-3 To support VDC to incorporate village-wide education issues in village plans</p> <p>2-4 To strengthen the network of stakeholders in education (DEO, DDC, DEC, VDC and other stakeholders) to mobilize available resources</p>			<p>Pre-conditions</p> <p>Security conditions in the target area are not worsened.</p> <p>MoES, DDC, VDC, DEO, community people in the target areas and other donors do not oppose to the activities</p>
<p>3-1 To analyze the disparities among schools both in technical and financial capacity in target area</p> <p>3-2 To examine possible measures to ready the gaps among schools</p> <p>3-3 To examine possible measures to rectify the gaps among districts</p> <p>3-4 To provide MoES/DoE with the policy suggestions to achieve the minimum quality of education and share them with other concerned organizations</p> <p>3-5 To share the lessons drawn from the target districts with other districts</p>			

* Target figures are to be defined after the baseline survey

Appendix-4: Reasons of Updating of PDM

Narrative Summary	Objectively Verifiable Indicators		Reasons of Updating
	Original Indicators	Proposed Indicators	
Overall Goal: The enrolment rate and dropout rate of primary school in the target area are improved.	1. Increase in the net enrolment rate in primary education in the target area 2. Improvement of the dropout rate in primary education in the target area	1. Increase in the net enrolment rate in primary school age children in the target area 2. Improvement of the dropout rate in primary school children in the target area	To clarify the target of the indicators
Project Purpose: School management is improved with community participation and with government support in the target area.	1. The number of schools in the target area that have achieved target of the annual SIP planned during the Project Period.	1-1 Number of the target schools which get the 100% of the completion rate (%) of the non-budgetary activities in their latest school year SIPs 1-2 Number of the target schools which get the 80% and above average completion rate (%) of the low budgetary activities in their latest school year SIPs. 1-3 Number of the target schools which get the 30% and above average completion rate (%) of the budgetary activities in their latest school year SIPs 1-4 Completion rate of the budgetary activities is to increase comparing to the before-SISM situation	To clarify the indicators and to set the targets
	2. The level of satisfaction of parents and community members with school management	2 The average of the satisfaction level of parents and community members with school management, of the schools, is to become “3.5” and above by 5-level rating	To clarify the indicators and to set the targets
	3. The amount of contribution (money/labor/in kind) to school activities from parents and community members.	3. The amount (converted into NRs) contributed to school activities by parents and community members in the latest school year at the timing of the end-line survey is to increase 20% from the year 2065 in the target schools	To clarify the indicators and to set the targets
	4. Transparency of the school management	4. As per legal provision, 75% and above of the target schools are to share the financial audit reports and the social audit reports of the latest school year with the SMCs.	To clarify the indicators and to set the targets
	5. The number of actions taken by central/local government to technically and financially support school management.	5-1 No. of events, related to the school management, supported by the local government is to increase comparing to the before-SISM situation 5-2 The contents and the areas of the support.	To clarify the target of the indicators
		6 Increase in the accessing to the VDC/DDC funds by the target schools	To clarify the target of the indicators
Outputs: 1. The capacity of SMC to manage school by community participation is improved	1-2 The number of SMCs which selected members reflecting disadvantaged groups	1-1 100% of the target SMCs are to select members reflecting disadvantaged groups and the participation of all the members is to be improved in decision making of the SMCs comparing to the before-SISM situation.	To clarify the indicators and to set the targets
	1-2 The number of SMCs which understand the real situation of the primary education in the	1-2 80% and above of the target schools are to have SIPs in which they reflect and prioritize the community needs in the planning section and to get “3.0”	To clarify the indicators and to set the targets

Narrative Summary	Objectively Verifiable Indicators		Reasons of Updating
	Original Indicators	Proposed Indicators	
	community	and above by 5-level rating.	
	1-3 The number of SMCs which can prepare SIP that adequately reflects the needs of the community		
	1-8 The level of participation of parents & community members in SIP formulation workshop	1-3 100% of the target schools, which have prepared the SIPs, are to include parents and community members in their SIP formulation process.	To clarify the indicators and to set the targets
	1-6 The number of SMCs which can adequately implement, monitor & evaluate activities of school	1-4 50% and above of the target schools are to get "3.0" and above by 5-level rating about SMCs' SIP implementation and monitoring.	To clarify the indicators and to set the targets
	1-6 The number of parents (and community members) who participated in the mass gathering		
	1-7 The level of participation of the disadvantaged groups in the mass gathering	1-5 The level of participation of the parents including the disadvantaged groups in the mass gathering (parental gathering, schools' annual functions etc.) is to increase comparing to the before-SISM situation	To clarify the target of the indicators
	1-8 The number of parents & community members who have willingness to contribute to school activities		
	1-10 The number of SMCs which planned and implemented activities for out-of-school & dropout children	1-6 The number of SMCs which could improve their planning and implementing activities for out-of-school & dropout children and the contents of the activities comparing to the before-SISM situation	To clarify the target of the indicators
2. The capacity of DEO, DDC and VDC to technically and financially support school-based management is improved.	2-1 The number of occasions (public meeting / visit to school) for DEOs (SS/RP) to understand situation of education	2-1 SS and RPs visit schools as provisioned in education regulations at least (3 times per month for SS, 2 times per responsible school per year for RP)	To clarify the indicators and to set the targets
	2-2 The number of DEO's (SS/RP) visit and achieve to disadvantage schools	2-2-1 100% of the schools located in the disadvantaged areas among the target schools are to be visited once by the SSs and RPs in the latest school year at the timing of the end-line survey and 80% and above of the schools located in the disadvantaged area are to be visited twice. 2-2-2 Purpose of visits and types of support need to be checked to understand the quality.	To clarify the indicators and to set the targets
	2-3 The proportion of budget allocation to primary education of VDC	2-3 The average of the SMCs' satisfaction level with the SSs/RPs support is to get "3.0" and above by 5-level rating.	To clarify the indicators and to set the targets
	2-4 The number of DEC meeting	2-4 Number of the target schools/SMCs is to increase comparing to the before-SISM situation, which participated in the technical and financial consultation with the	To clarify the target of the indicators

Narrative Summary	Objectively Verifiable Indicators		Reasons of Updating
	Original Indicators	Proposed Indicators	
		VDCs. And the number of the target schools/SMCs which could receive the supports from VDCs	
	2-5 The proportion of the budget allocation to primary education by DDC	2-5 Number of the target schools/SMCs is to increase comparing to the before-SISM situation, which participated in the technical and financial consultation with the DDCs. And the number of the target schools/SMCs which could receive the supports from DDCs	To clarify the target of the indicators
	2-6 The number of the regular networking meetings of stakeholders (DDC, DEC, VDC, DEO and other donors) in education	2-6 The number of the regular stakeholders' networking meetings at the districts and VDC levels with regard to the educational issues.	To clarify the target of the indicators
3. Policy options to suggest measures to be taken by MoE/DoE to achieve minimum quality in education nationwide are developed	3-1 The number, feasibility & quality of measures suggested	3-1 The number of technical guidelines and/or measures created and submitted to MoE/DoE	To clarify the target of the indicators
		3-2 The number of technical guidelines and/or measures for which MoE/DoE took some action	To clarify the target of the indicators

Appendix-5: Updated PDM (Agreed by the Annual Review Meeting on October 20th, 2009)

Name of the Project: The Support for Improvement of Primary School Management

Target area: Dhading District and Rasuwa District

Project Period: February 26th 2008 ~ February 25th 2011

PDM Ver.3 (Date: November 20th, 2009)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal: The enrolment rate and dropout rate of primary school in the target area are improved.</p>	<p>3. Increase in the net enrolment rate in primary school age children in the target area 4. Improvement of the dropout rate in primary school children in the target area</p>	<p>1. Education statistics by DEO EMIS 2. Education statistics by DEO EMIS</p>	<p>MoE continues to promote the education policy for “Education for All” Socio-economic and political situation in the target areas is not worsened.</p>
<p>Project Purpose: School management is improved with community participation and with government support in the target area.</p>	<p>1-1 Number of the target schools which get the 100% of the completion rate (%) of the non-budgetary activities in their latest school year SIPs 1-2 Number of the target schools which get the 80% and above average completion rate (%) of the low budgetary activities in their latest school year SIPs. 1-3 Number of the target schools which get the 30% and above average completion rate (%) of the budgetary activities in their latest school year SIPs 1-4 Completion rate of the budgetary activities is to increase comparing to the before-SISM situation 2 The average of the satisfaction level of parents and community members with school management, of the schools, is to become “3.5” and above by 5-level rating 3. The amount (converted into NRs) contributed to school activities by parents and community members in the latest school year at the timing of the end-line survey is to increase 20% from the year 2065 in the target schools 4. As per legal provision, 75% and above of the target schools are to share the financial audit reports and the social audit reports of the latest school year with the SMCs. 5-1 No. of events, related to the school management, supported by the local government is to increase comparing to the before-SISM situation 5-2 The contents and the areas of the support. 6 Increase in the accessing to the VDC/DDC funds by the target schools</p>	<p>2. Self assessment by the SMCs 3. Focus group discussions with the parents and SMCs 1. Focus group discussion with the parents and SMCs 1. Financial data collection from the pilot schools by the SISM Project 2. Focus group discussions with the parents and SMCs 1. School audit reports - financial and social audit report 1. Focus group discussions with the parents and SMCs 2. Interview of DEO, DDC/DEC and VDC/VEC by the SISM Project 1. Focus group discussion with the parents and SMCs 2. Interview with the DEO personnel</p>	<p>MoE continues to promote the policy of school-based management. MoE continues to promote the policy of community involvement in schools</p>

Outputs: 4. The capacity of SMC to manage school by community participation is improved	1-1	100% of the target SMCs are to select members reflecting disadvantaged groups and the participation of all the members is to be improved in decision making of the SMCs comparing to the before-SISM situation.	1-1	Focus group discussions with the parents and SMCs	MoE continues to promote the policy and strategy of SMC & SIP. The budget allocation to SIP does not decrease. The budget of the DDC/VDC does not decrease. The changes of economic & political situation do not affect the activities in the target area. Frequent transfer of counterpart personnel does not occur.
	1-2	80% and above of the target schools are to have SIPs in which they reflect and prioritize the community needs in the planning section and to get "3.0" and above by 5-level rating.	1-2	Self assessment by the SMCs and rating by the DEO, SSs and RPs.	
	1-3	100% of the target schools, which have prepared the SIPs, are to include parents and community members in their SIP formulation process.	1-3	Focus group discussions with the parents and SMCs	
	1-4	50% and above of the target schools are to get "3.0" and above by 5-level rating about SMCs' SIP implementation and monitoring.	1-7	Self assessment by the SMCs	
	1-5	The level of participation of the parents including the disadvantaged groups in the mass gathering (parental gathering, schools' annual functions etc.) is to increase comparing to the before-SISM situation	1-5	Focus group discussions with the parents and SMCs	
	1-6	The number of SMCs which could improve their planning and implementing activities for out-of-school & dropout children and the contents of the activities comparing to the before-SISM situation	1-6	Focus group discussions with the parents and SMCs	
5. The capacity of DEO, DDC and VDC to technically and financially support school-based management is improved.	2-1	SS and RPs visit schools as provisioned in education regulations at least (3 times per month for SS, 2 times per responsible school per year for RP)	2-1	Questionnaire survey of the SSs and RPs by the SISM Project	
	2-2-1	100% of the schools located in the disadvantaged areas among the target schools are to be visited once by the SSs and RPs in the latest school year at the timing of the end-line survey and 80% and above of the schools located in the disadvantaged area are to be visited twice.	2-2	Questionnaire survey of the SSs and RPs by the SISM Project	
	2-2-2	Purpose of visits and types of support need to be checked to understand the quality.			
	2-3	The average of the SMCs' satisfaction level with the SSs/RPs support is to get "3.0" and above by 5-level rating.	2-3	Focus group discussions with the parents and SMCs	
	2-4	Number of the target schools/SMCs is to increase comparing to the before-SISM situation, which participated in the technical and financial consultation with the VDCs. And the number of the target schools/SMCs which could receive the supports from VDCs	2-4	Focus group discussions with the parents and SMCs	
	2-5	Number of the target schools/SMCs is to increase comparing to the before-SISM situation, which participated in the technical and financial consultation with the DDCs. And the number of the target schools/SMCs which could receive the supports from DDCs	2-5	Focus group discussions with the parents and SMCs	
2-6	The number of the regular stakeholders' networking meetings at the districts and VDC levels with regard to the educational issues.	2-6	Interview of DEO, DDC/DEC and VDC/VEC		

6. Policy options to suggest measures to be taken by MoE/DoE to achieve minimum quality in education nationwide are developed	3-1 The number of technical guidelines and/or measures created and submitted to MoE/DoE	3-1 Data from the SISM Project	
	3-2 The number of technical guidelines and/or measures for which MoE/DoE took some action	3-2 Data from MoE, DoE and the SISM Project	
Activities: 1-6 To raise awareness on school management among community 1-7 To facilitate SMC to further represent the whole community 1-8 To improve the current training targeting school/SMC for community mobilization, planning, monitoring, evaluation, and reporting 1-9 To facilitate the participatory process of SIP development and implementation 1-10 To facilitate school/SMC to take measures to enroll out-of-school children and to reduce dropouts	<Nepal Side> 4. Counterparts personnel 5. Office space and facilities in DoE & DEOs 6. Running cost - Project implementation: e.g. SIP training & supervise & monitor SMC - Office utility	<Japan Side> 5. Experts: Long term - Leader/Educational Administration - School Management/Administration - Local Educational Administration Short term - Depending on necessity 6. Counterpart training 7. Equipment & materials necessary for the project 8. Operational costs including NGO cost (as local SMC facilitator)	Security conditions in the target area are not worsened. Current government policy related to SIP & school based management is not dramatically changed. Political changes at the DDC/VDC level do not affect the Project's legitimacy Community people in the target area understand and actively collaborate with the Project activities. Institutional memory and institutionalization of knowledge and skills will be considered.
2-1 To support DEO to clarify district problems and priorities by analyzing SIP 2-2 To facilitate DEO to take action to support technically and financially disadvantaged schools 2-3 To support VDC to incorporate village-wide education issues in village plans 2-4 To strengthen the network of stakeholders in education (DEO, DDC, DEC, VDC and other stakeholders) to mobilize available resources			
3-1 To analyze the disparities among schools both in technical and financial capacity in target area 3-2 To examine possible measures to ready the gaps among schools 3-3 To examine possible measures to rectify the gaps among districts 3-4 To provide MoE/DoE with the policy suggestions to achieve the minimum quality of education and share them with other concerned organizations 3-5 To share the lessons drawn from the target districts with other districts			Pre-conditions Security conditions in the target area are not worsened. MoE, DDC, VDC, DEO, community people in the target areas and other donors do not oppose to the activities

Appendix-6: Implementation Schedule (PO and performance) (1/2)

		1st JFY			2nd JFY						3rd JFY														
		2008			2009						2010						2011								
		3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2
	Monitoring Report	△ IC/R				△ Mid				△ End				△ Mid				△ End				△ Mid	△ Draft F/R	△ F/R	
	Other Outputs				△ Baseline									△ Recommendations1			△ End-line			△ Recommendations2					
(1) Preparatory Work																									
(1-1)	Discussions on Basic Policies	Plan																							
		Performance																							
(1-2)	Discussion of Selection Criteria	Plan																							
		Performance																							
(1-3)	Preparation of Inception Report	Plan																							
		Performance																							
(1-4)	Discussion with DOE	Plan																							
		Performance																							
(1-5)	Set up of the Project Office	Plan																							
		Performance																							
(1-6)	Selection of Partner NGO(s)	Plan																							
		Performance																							
(1-7)	Selection of Pilot Schools	Plan																							
		Performance																							
(1-8)	Baseline Survey	Plan																							
		Performance																							
(1-9)	Kick-off Seminar	Plan																							
		Performance																							
(1-10)	Information Distribution to Districts	Plan																							
		Performance																							
(2) Project Management (Preparation and Implementation)																									
(2-1)	Bi-monthly Meeting of Annual Review Meeting	Plan																							
		Performance																							
(2-2)	Bi-monthly Meeting with Pilot District	Plan																							
		Performance																							
(2-3)	Preparation/Conduct of Training in Japan and in the Third Country (Indonesia)	Plan																							
		Performance																							
(2-4)	Preparation of Monitoring Report (Mid-term Progress Report)	Plan																							
		Performance																							
(2-5)	Internal Mid-term Evaluation	Plan																							
		Performance																							
(2-6)	JICA Mid-term Evaluation	Plan																							
		Performance																							
(2-7)	Public Relations	Plan																							
		Performance																							
(3) Component 1: Improvement in School Management																									
(3-1)	SMC Training Needs Assessment	Plan																							
		Performance																							
(3-2)	Preparation/review of SMC Training Program	Plan																							
		Performance																							
(3-3)	Support/follow-up of SMC Member Election	Plan																							
		Performance																							
(3-4)	Updating of Training Program	Plan																							
		Performance																							
(3-5)	SMC Training Part-1 (SIP Preparation)	Plan																							
		Performance																							
(3-6)	SMC Training Part-2 (implementation, monitoring etc.)	Plan																							
		Performance																							
(3-7)	Plan of Action to Improve Enrollment	Plan																							
		Performance																							
(3-8)	Improvement in SIP Report Writing	Plan																							
		Performance																							
(3-9)	End of Academic Year Assessment	Plan																							
		Performance																							
(3-10)	Monitoring of SIP Preparation and Implementation	Plan																							
		Performance																							
(3-11)	Creation of SMC/SIP Model	Plan																							
		Performance																							
(3-12)	School Maintenance of Grant-aid Schools	Plan																							
		Performance																							
(3-13)	Improvement of SIP Monitoring	Plan																							
		Performance																							
(3-14)	Conducting of SMC/SIP Training with the Non-pilot Schools	Plan																							
		Performance																							

Appendix-6: Implementation Schedule (PO and performance) (2/2)

		1st JFY			2nd JFY			3rd JFY																			
		2008			2009			2010			2011																
		3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
Monitoring Report		△			△			△			△			△			△			△			△				
Other Outputs		IC/R			Mid			End			Mid			End			Mid			Draft			F/R				
		△			△			△			△			△			△			△			△				
		Baseline									Recommendations1			End-line			Recommendations2										
(4) Component 2: Capacity Building at the District Level																											
(4)-1	Survey on DEO Programs/Projects	Plan																									
	Performance																										
(4)-2	Relationship among DEP, VEP and SIP	Plan																									
	Performance																										
(4)-3	Workshop with DDC and VDC	Plan																									
	Performance																										
(4)-4	Training of VDC	Plan																									
	Performance																										
(4)-5	Training of DDC	Plan																									
	Performance																										
(4)-6	Support for DEO Monitoring	Plan																									
	Performance																										
(4)-7	Networking Workshop	Plan																									
	Performance																										
(4)-8	Support in SIP Marketing and Fund Raising	Plan																									
	Performance																										
(4)-9	Creation of DEP/VDC Training Model	Plan																									
	Performance																										
(4)-10	Establishment of Monitoring System	Plan																									
	Performance																										
(5) Component 3: Preparation of Policy Recommendations and Donor Coordination																											
(5)-1	Understanding of Decentralization Progress	Plan																									
	Performance																										
(5)-2	Survey on Programs to Address Disparity	Plan																									
	Performance																										
(5)-3	Wrap-up of DEO Programs	Plan																									
	Performance																										
(5)-4	Wrap-up of Ministry Programs	Plan																									
	Performance																										
(5)-5	Creation of Policy Recommendations 1 & 2	Plan																									
	Performance																										
(5)-6	Coordination with SSR and Other Policies	Plan																									
	Performance																										
(5)-7	Output Dissemination Workshop	Plan																									
	Performance																										
(5)-8	Training Guide Dissemination Symposium (Workshop)	Plan																									
	Performance																										
(5)-9	Endline Survey	Plan																									
	Performance																										
(6) Project Management (Evaluation and Reporting)																											
(6)-1	Internal Terminal Evaluation	Plan																									
	Performance																										
(6)-2	JICA Terminal Evaluation	Plan																									
	Performance																										
(6)-3	Annual Review Meetings	Plan																									
	Performance																										
(6)-4	Annual Progress Report	Plan																									
	Performance																										
(6)-5	Final Report	Plan																									
	Performance																										

Appendix-7: Community Mobilization Activities Conducted by the Partner NGOs under the SISM Project (as of November 2010)

	Activities	Objectives	Approaches	Major activities	Output/Achievement	Good point/lesson learned	Necessary to improvement
01	Recruitment & Training of Social Mobilizers	To select the Quality SM for targeted S ISM VDC	Advertise- ment	Recruitment process	Selected 10 SMs from the 8 VDCs	Selected the local youths in the Pilot VDCs	
02	Formation & Facilitation of Community Groups	Relation build up with community; Convey message of SISM, Participate in School activities	Meeting, counseling and interaction	Meeting with child club, mothers groups and other stakeholders discussion regarding schools issues	Raise awareness and build relationship with community people, SMC/PTA	Realize the role and responsibility of school management, parents, children and SMC/PTA	Creation of non-threatening environment and keep touch with the community people
03	Child Committee Activities (Formation and Training)	To involve school activities, develop leadership role to students; to share the experience of /committee in schools	Consulta- tion with HT ,teacher and stud Orientation, role play, case study, demonstration.	1.Meaning and definition of child, 2 child right, role and responsibility of child 3.code of conduct of child club, 4.support to friends and classmate in needy area 5. Role of child club in enrollment campaign	Conducted child club training in 23 batches, 766 students, teacher, SMs trained in this subject	Child club is one of the effective thing for school level activities, if we can use in right way they can support to schools and community people.	Continue support to the child club from each side i.e., school, DEO and community
04	Child Friendly Training	1. Create child friendly environment in schools 2. Provide knowledge on child centered and child friendly	Training	1.Case study, sharing of childhood stage, 2.Introduce the concept of child friendly schools, major dimension of child friendly, 3.role and responsibility of teacher, students and parents in schools, 4.child friendly games in local level	4 batches, and 110 participants (teachers HT, teacher/ECD, RPs SMs)	Participants were very eager to take the training, content were very useful and training delivery skill also very good	Two day was not enough. All teachers should receive the training.
05	Enrollment Campaign	To increase enrollment rate in primary school, and to campaign for out-of-school children	Meeting , rally, finding out of children in village, display banner in public places, etc	Door to door visit program, meeting with SMC /PTA, and parents and rally in catchment area	Increase awareness, community participation and program organized in 24 schools.	Working together with community people, participation and ownership,	Need to have some provision of additional budget to attract hardcore poor people of the community each year for some period of

Appendix-8: Schedule and Number of Participants in Community Meetings in Dhading (by Aasaman Nepal)

Project Year	Activities	Month													Number of Participants		
		Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov 2010	Male	Female	Total
1st yr	Community Meeting								✓	✓	✓	✓	✓		63	39	102
2nd yr	Enrollment Campaign						✓								133	146	279
	Mother Group Formation		✓													828	828
	Mother Group Meeting			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			512	512
	Child Committee Formation			✓	✓										334	122	456
	Child Committee Meeting					✓	✓	✓	✓	✓	✓	✓	✓		183	63	246
	Formation of Friends of Child											✓			183	47	230
	Head Counting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	International Literacy Day Celebration												✓				
3rd yr	Mother Meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		1711	1711
	Child Committee Meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1443	1087	2530
	Child Committee reformation								✓						461	115	576
	Child Right Training							✓									457
	Enrollment Campaign							✓							571	548	1119
	Meeting for Enrollment Campaign with Different Stakeholder				✓	✓									1185	397	1582
	Child Friendly Training											✓	✓		39	30	69
	Community Meeting										✓	✓	✓	✓	488	655	1143
	Head Counting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Child Right Day Celebration												✓				
International Literacy Day Celebration												✓					

Appendix-9: List of the Office Equipment (as of January 2011)

No.	Item	Quantity	Quantity	Management in charge
1st Year				
No.	Item	Purchased by JICA budge	by IDCJ	Where it is located
1	Desktop Computer, HP Compaq	3	0	Office Staff
2	HP Laser Jet 1018 Printer	1	0	Office
3	Acer Laptop	0	1	Office
4	Canon iR 2022N, Printer/ photocopy/scanner/ fax	1	0	Office
5	Standby UPS 1000, Image Integrated Technology	1	0	Office
6	Nikon Digital Camera	1	1	Office
7	Sony Voice Recorder	1	1	Office
8	Microsoft Office XP (CDs Pack)	0	4	Office
9	CDMA - Sky Phone Ruim Card (Wireless Internet) (2nd Year)	2	0	Office
10	KIS Antivirus (CD)	4	0	Office
11	Motorbike	1	0	Rasuwa DEO
12	4WD Vehicle	1	0	Office
13	Laptop	2	0	DEO
14	Multimedia Projector	1	0	Office
15	Mobile Phone (Set)	5	1	Office Staff
16	Stavole Stabilizer (AVR- 2000N)	0	1	Office- for Photocopy machine
17	Small Table for Photocopy machine	1	0	Office
18	Computer Table	4	0	Office
19	Revolving Chair (Large)	2	0	Office
20	Revolving Chair (Small)	5	0	Office
21	Plastic white chairs	6	0	Office
22	Camera stand(U6600)	0	1	Office
23	Max HD 3DL Stapler (Large)	0	1	Office
24	Kangroo 700, Punching Machine	0	2	Office
25	Flip Chart Board (Large- Metal)	1	0	Office
26	Flip Chart Board (Small- Metal)	1	0	Office
27	Flip Chart Board (Wodden)	3	0	Office
28	Pen Holder	0	5	Office
29	Pen Drive (2 GB)	4	0	Office
30	Business and Planning Diary	0	2	Office
31	Phone Diary	0	1	Office
32	Training Bag (Large)	0	2	Office
33	Copy Holder	0	2	Office
34	Telephone Sets	0	2	Office
35	sony handy cam -DVD 905	1	0	Office
36	Calculator 1 large(ct-612v) , 3 small (mj - 120t)	4	1	Office Staff
37	Water Boiler (Jug)	0	1	Office
38	Electric Heater	2	0	Office
39	Desk Sharpner	2	0	Office
40	Gas Heater	1	0	Office
2nd Year				
1	CDMA - Sky Phone Ruim Card (Wireless Internet) (2nd Year)	2	0	Office
2	Laptop (2nd Year)	0	2	Partner NGOs
3	Generator (2nd Year)	1	0	Office

Appendix-10: List of Data/Documents Collected

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
1	सेरोफेरो पढ्छौ यसरी	We read surroundings like this	HMG-Ministry of edu and sports/ UNICEF/World Education		Nepali	Original	Reading from the surroundings
2	A progress report on : Development of Village Education Plan (VEP) under the Community-Based alternative Schooling Project (CASP)		Aasaman Nepal		Nepali, English	Report	
3	Japanese Technical Cooperation for the CASP (April 2007- January 2008)		IC Net Limited	Mar-08	English	Report	
4	CASP Community mobilization under CASP (April- September 2007)		Intergrated Community Development Campaign ICDC- Nepal, Dhading		English	Report	
5	CASP Community mobilization under CASP in Dhading (April 2007- February 2008)		ICDC Nepal, Dhading		English	Report	
6	Semi- annual report of community mobilization for ASP/ School out reach program (May - October 2007)		Jharana Bhattarai/ Global Action Nepal	2-Jan	Nepali, English	Report	
7	Final Financial Report of Community Mobilization for flexible schooling program (FSP) (May 2007- February 2008)		Volunteers Initiative Nepal (VIN)	2-Mar-08	English	Report	
8	Final Report of Community Mobilization		PIRE Center		Nepali, English	Report	

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
9	Final Report of Community mobilization for flexible schooling program (FSP) (May 2007-February 2008)		Forum for Social Enlightenment- Nepal (FORSE Nepal)		English	Report	
10	A Final Report on Community mobilization components		Resouce center for child and women development	10-Feb-08	English	Report	
11	Final report of community mobilization for SOP Program-Sundarijal VDC, Kathmandu (April 2007- February 2008)		Women Self reliance and Empowerment center (WSEC)		Nepali, English	Report	
12	Final report of community mobilization for SOP Program-Talku, Kathmandu (April 2007-February 2008)		Mahila Sarokar Kendra (MSK)		Nepali, English	Report	
13	Final report of community mobilization activities of FSP, Gangabu, Kathmandu (March 2007- February 2008)		Volunteers Initiative Nepal (VIN)	2-Mar-08	Nepali, English	Report	
14	Final report of flexible schooling program (FSP) at Sarbesor Primary School, Palpakot, Koteshwore		Society for Integrated Development (SID)	29-Feb-08	Nepali, English	Report	
15	विद्यालय व्यवस्थापनमा हाम्रो दायित्व	Our responsibility on school management	Danida/ World Education/ UNICEF/ HMG- Ministry of edu and sports		Nepali	Original- book	1. School mgmt, 2. SIP, 3. ways of increasing school's income, 4. accounts mgmt in school
16	Dhading in Map: Accessibility, Natural resources application, service center and poverty map		GIS Unit/DIDC, Office of District Development Committee, Dhading		English	Original- book	
17	Flash II report 2062 (2005-06)		GoN- Ministry of Edu and Sports, DOE	Oct-06	English	Original- book	

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
18	Gender Mainstreaming in Education: A reference manual for governments and other stakeholders		Commonwealth Secretariat	Jun-99	English	Original- book	
19	Flash I report 2063 (2006-07): Percentage of girls' enrolment of primary level		GoN- Ministry of Edu and Sports, DOE	Dec-06	English	Original- book	
20	Flash I report 2064 (2007-08): Share of girls and boys in enrolment and GPI by social groups at primary level		GoN- Ministry of Edu and Sports, DOE	Dec-07	English	Original- book	
21	Flash II report 2063 (2006-07): Percentage of dalit enrolment at primary level, flash II 2006-07		GoN- Ministry of Edu and Sports, DOE	Aug-07	English	Original- book	
22	हाम्रो पुस्तकालय	Our Library	UNICEF/World Education/GoN- Ministry of edu and sports		Nepali	Original- book	About the library and its use
23	सबैका लागि शिक्षा-सुनिश्चितताका लागि विद्यार्थी भर्ना अभियान तथा विद्यालय स्वागत कार्यक्रम, सहयोगी पुस्तिका २०६५	Education for all- Campaign for enrollment of students and school welcome program, handbook 2065	GoN- Ministry of Edu and Sports, DOE		Nepali	Original- Handbook	1. Strategy for organizing programs, 2. Edu for all campaign, 3. committee mgmt, 4. program monitoring
24	बालबालिकाले मन पराउने विद्यालय	School loved by all childrens	GoN- Ministry of Edu and Sports/ UNICEF/World Education/Danida		Nepali	Original- book	1. Classroom mgmt, 2. teaching training, 3. our library, 4. evaluation of student's learning
25	सबै बालबालिकालाई विद्यालयमा स्वागत	Welcome to all childrens in school	GoN- Ministry of Edu and Sports/ UNICEF/World Education/Danida		Nepali	Original- book	1. Committee mapping, 2. welcome to all childrens in school, 3. birth registration and students enrollment

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
26	गुणस्तरीय शिक्षा स्रोत सामग्री	Quality Education: source material	GoN- Ministry of Edu and Sports/ UNICEF/World Education/Danida		Nepali	Original- book	
27	विद्यालय अनुदान कार्यान्वयन निर्देशिका एवम- विद्यालयस्तरीकरण फाराम	School Grants Implementation Guideline	DOE- Budget and program section	2063	Nepali	Original- book	
28	शिक्षक र पेशागत सीप विकास	Teachers and professional capacity development	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. Role of RP on developing teaching profession, 2. duties & responsibility of school mgmt, committe & village edu committee
29	अपाङ्ग बालबालिका र विद्यालय व्यवस्थापन	Disabled childrens and school management	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. Favorable school for all kind of childrens, 2. classroom mgmt, 3. extra activities, 4. teaching method
30	दोस्रो भाषाको रूपमा नेपाली शिक्षण	Learning Nepali as second language	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. Contents of language learning, 2. teachers role on learning and class mgmt, 3. learning to communicate
31	धार्मिक विद्यालय मूल प्रवाहमा कसरी	Hows the religious school on main flow	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. types of school, 2. process of organizing school
32	नेपाली, कक्षा २-५ (शिक्षक स्रोत सामग्री)	Nepali, class 2-5 (Teachers souce material)	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. poems, 2. stories, 3. conversation, 4. essay
33	गणित, कक्षा २-५ (शिक्षक स्रोत सामग्री)	Mathematics, class 2-5 (Teachers	GoN- Ministry of Education and Sports/UNICEF/ World		Nepali	Original- book	1. graph, 2. measurement, 3. add, 4. card game

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
		source material)	Education				
34	सामाजिक शिक्षा, कक्षा २-५ (शिक्षाक स्रोत सामग्री)	Social Science, class 2-5 (Teachers source material)	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. we, our family and neighbour, 2. social awareness, 3. national tradition, 4. geographical study
35	विज्ञान, कक्षा २-५ (शिक्षाक स्रोत सामग्री)	Science, class 2-5 (Teachers source material)	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. introduction and use of science's instruments, 2. balance diet, 3. solar eclipse and lunar eclipse, what and how
36	हामी पढ्छौं यसरी	We read like this	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. making books, 2. developing drawing and writing skill, 3. project work, 4. studing loudly and silently
37	नेपाली पढ्छौं यसरी	We read nepali like this	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. Introducing words through games, pictures and surroundings
38	गणित पढ्छौं यसरी	We read mathematics like this	GoN- Ministry of Education and Sports/UNICEF/ World Education		Nepali	Original- book	1. Reading add and sub through different games and songs
39	विद्यालय सुधार योजना, सहयोगी पुस्तिका	School Improvement Plan, Handbook	GoN- DOE, Ministry of edu and sports	2005	Nepali	Original- book	1. SIP, 2. SIP making process, 3. Process of evaluating SIP, 4. VEP

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
40	Performance evaluation of districts (Fiscal year 2062/63)		Public health administration, monitoring and evaluation division, Ministry of Health and Population	2064 Jestha	English	Original- book	1. use of financial indicator, 2. top ten and bottom ten districts, 3. evaluation method, data analysing and evaluation process
41	Unequal Citizens: Gender, caste and ethnic exclusion in Nepal- summary		DFID/ The World Bank		English	Original- book	1. Poverty outcomes, 2. Legal exclusion, 3. public discourse and actions, 4. inclusive service delivery
42	Improving lives for children and women in Nepal- Decentralized action for children and women (DACA)		GoN- Ministry of local development/ UNICEF		English	Original- book	1. Introduction of DACA and its strategy, 2. mission of UNICEF and HIV/AIDS awareness
43	Finding Hope in troubled times: Education and protection for children in Nepal		Save the children Norway and USA- Nepal	2007	English	Original- book	1. stress, vulnerability and resilience, 2. school programs, 3. discrimination, 4. edu in a time of conflict
44	District profile of Nepal 2007-08 (A socio- economic development database of Nepal)		Intensive study and research centre		English	Original- book	1. National Profile
45	Three year interim plan (2007/08 - 2009/10)		GoN- National planning commission	Dec-07	English	Original- book	1. good governance, 2. infrastructure development, 3. social development, 4. peace process and inclusive development

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
46	स्थानीय निकायको ऐन/नियमको सङ्ग्रह, स्थानीय स्वायत्त शासन ऐन, २०५५, स्थानीय स्वायत्त शासन नियमावली, २०५६, स्थानीय निकाय आर्थिक प्रशासन नियमावली, २०६४	Compilation of Local Organizations Acts/ Rules/ Regulations (Local Self Governance Act 2055, Local Self Governance Rules and Regulations 2056)	K.P. Bhandari	2064	Nepali	Original- book	
47	Guidelines for improving your skills in project proposal writing, report writing, report presentation		Singha Raj Upreti	Aug-02	English	Original- book	1. Presentation skills, 2. Report writing skills, 3. Project proposal
48	Fundamentals of monitoring and evaluation		Singha Raj Upreti	Jun-07	English	Original- book	1. Introduction, importance and designing monitoring and evaluation, 2. training context, 3. public officials understanding
49	Ratna English- Nepali pocket dictionary		Shyam P. Wagley	2002	Nepali, English	Original- book	
50	Ratna's Nepali English Nepali Dictionary		Prof. Babulall Pradhan	2004	Nepali, English	Original- book	
51	नेपालमा शिक्षा योजना: अवधारणा तथा प्रयोग पुस्तिका २०६४	Education plan in Nepal: Concept and handbook 2064	GoN- Ministry of Education and sport		Nepali	Original- book	1. Education plan 2. Development plan 3. Process and method of education plan
52	Girls education st a Glance		unicef	2064	english	original - book	

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
53	The move to programme based approaches: An effective partnership for girls education		Ted freeman Gos Gilroy Inc	2006	English	Original - book	
54	Educating Girls in South Asia Promising Approaches		Barbara Herz	Mar-06	English	original - book	
55	Reaching the girls in south Asia: Differentiated Needs and Responses in Emergencies		Alexandra Mathieu	Mar-06	English	original - book	
56	Measuring Gender Inequality in Education in South Asia		Elaine unterhalter	Oct-06	English	original - book	
57	Addressing social and Gender Disparity in south Asia through SWAps and PBAs in education		Amanda Seel	Oct-06	English	original - book	
58	From parity to Equality in Girls Education: How are we doing in South Asia?		Els Heijnen - Maathuis	Jun-08	English	original - book	
59	poverty and Economic Vulnerability in South Asia: Does it impact Girls' Education		Eshya Mujahid - Mukhtar	Jun-08	English	original - book	
60	Gender Mainstreaming Does it happen in education in south Asia		Chandra Gunawardena Swarna Jayaweera	Jun-08	English	original - book	
61	progress in Girls' Education : The Chaallenge of Gender Equality in south Asia		Sarah Huxley	Jun-08	English	original - book	
62	Beyond Gender ; Measuring Disparity in South Asia Using an Education Parity Index		Friedrich huebler	Jun-08	English	original - book	
63	Health and Girls' Education in south Asia : An Essentail synergy		Vimala Ramachandran	Jun-08	English	original - book	

S.N.	Title	Translated Title	Publisher/Author	Date	Language	Original/Copy	Keywords
64	सामुदायिक विद्यालय सफलताका पाइलाहरू	Community schools : steps for success	Balanand poudel	2065	Nepali	original - book	
65	नेपालमको शिश्रामा लैङ्गिक समानताको मापन	Measurement of gender equality in education	Kathmandu Education Foundation	2006	Nepali	original - book	
66	लैङ्गिक समाविकासका लागि बालिका शिश्राको रणनीति तथा कायान्वयन योजना	stragecy and action in girls education for gender development	DEO Sanothimi , Bhaktapur	2064	Nepali	original - book	
67	Membership Report		Association of International NGOs in Nepal	2008			