

Ministry of Education, Science and Technology  
The Government of Nepal

# **The Project for Support for Improvement of School Management Phase-II (SISM II)**

## **Completion Report**

June 2018

Japan International Cooperation Agency (JICA)

International Development Center of Japan Inc.

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The Government of Nepal

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Improvement of School Management  
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**Far Western Region 9 districts**

Testing District: Doti

Monitoring Focus District: Dadeldhura

**Western Region 16 districts**

Testing District: Rupandehi

Monitoring Focus District : Kapilbastu

**Central Region 19 districts**

Follow-up Districts: Dhading and Rasuwa

Monitoring Focus District : Bhaktapur

**Mid-Western Region 15 districts**

Testing District: Jumla

Monitoring Focus District : Kalikot

**Eastern Region 16 districts**

Testing District: Solukhumbu

Monitoring Focus District g: Sankhuwasabha



※Different colors show 14 zones.

**Project Location Map (Target: All 75 Districts)**

## ABBREVIATIONS

ADEO:	Assistant District Education Officer
ASIP:	Annual Strategic Implementation Plan
AWPB:	Annual Work Plan and Budget
AY:	(Nepalese) Academic Year (from middle of April to middle of April in next year)
BPEP-II	Basic and Primary Education Project Phase-II
BS:	Bikram Sambat
CC:	Coordination Committee (for SISM2)
CDC:	Curriculum Development Center
C/P:	Counterpart
C-ToT:	Central-level Training of Trainers
DDC:	District Development Committee
DEC:	District Education Committee
DEO:	District Education Office
DEP:	District Education Plan
DD:	Deputy Director
DG:	Director General
D-O:	District Orientation
DoE:	Department of Education
DP:	Development Partners
DRR:	Disaster Risk Reduction
D-ToT:	District-level Training of Trainers
ECD	Early Child Development
ELS:	End-line Survey
EMIS:	Education Management Information System
ESD:	Education for Sustainable Development
ETC:	Education Training Center
FGB:	Formulation Guide Book
FY:	(Government of Nepal) Fiscal Year (from middle of July to middle of July in next year)
GoJ:	Government of Japan
HQ:	Headquarters
HT:	Head Teacher
HT-LCBT:	Head Teacher Leadership Capacity Building Training
IDCJ:	International Development Center of Japan
I/NGO:	International Non-Government Organization
IPR:	Implementation Progress Report
JICA:	Japan International Cooperation Agency



MEC:	Minimum Enabling Condition
MoE:	Ministry of Education
MoEST:	Ministry of Education, Science and Technology <sup>1</sup>
NCED:	National Center for Education Development
NGO:	Non-Government Organization
NIR:	Net Intake Rate
NPCS:	National Planning Commission Secretariat
NPR:	Nepalese Rupee
OG:	Operational Guide
PDM:	Project Design Matrix
PIM:	Programme Implementation Manual
PMEC:	Priority Minimum Enabling Conditions
PRSP:	Poverty Reduction Strategy Paper
PTA:	Parent Teacher Association
RC:	Resource Center
RC-O:	Resource Center Orientation
RC-W:	Resource Center Level Workshop
R/D:	Record of Discussions
RED:	Regional Education Directorate
RP:	Resource Person
R-ToT:	Regional-level Training of Trainers
SESP:	Secondary Education Support Project
SGMG:	School Grant Management Guideline
SIP:	School Improvement Plan
SIP-CP:	SIP Contact Person
SISM:	The Project for Support for Improvement of School Management
SLW:	School-level Workshop
SMC:	School Management Committee
SO:	Section Officer
SS:	School Supervisor
SSA:	School Self-Assessment
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan

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<sup>1</sup> As re-structuring of central-level Ministries, “Ministry of Education” and “Ministry of Science and Technology” were combined into “Ministry of Education, Science and Technology” in 2018.

STM:	Supplementary Training Manual for Annual SIP Updating References for Disaster Preparedness in School
STR:	Student-Teacher-Ratio
T5:	Technical Taskforce Team for Trainers' Training (of SISM2)
ToT:	Training of Trainers
T3:	Technical Taskforce Team (of SISM2)
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
US:	Under Secretary
VEC:	Village Education Committee
VEP:	Village Education Plan
VDC:	Village Development Committee

**Exchange Rate (June 2018)**

USD1.00 = ¥108.812

NPR1.00 = ¥1.012360

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## CHAPTER 1: Overview

### 1.1 Background and Introduction

Government of Nepal (GoN) has been working over many years on improvement of school management for achieving the equitable access and quality of education through various Plan/Program including Primary Education Program BPEP-II (1999-03), Education for All (2003-09), School Sector Reform Plan (SSRP) (2009-15) and School Sector Development Program (SSDP) (2016-23). One of the strategic priorities commonly included in these plans is strengthening school management with empowerment of local communities using School Improvement Plan (SIP).

JICA has extended technical support about 10 years in the areas of improvement of school management through the Project for Support for Improvement of School Management (hereafter referred to as SISM1) from February 2008 to February 2011, SISM Follow-up (2012), and SISM-Phase 2 (SISM2) from June 2013 to June 2018. SISM2 was to build on the results of SISM1 and expand the program to the national level.

The changes in the education indicators during the Project is summarized in the following table.

**Table 1-1: Nation-wide Education Data of 2007/08, 2012/2013 and 2017/18**

Indicators	2007/08 (Beginning of SISM1)	2012/13 (Beginning of SISM2)	2017/18 (End of SISM2)
Total number of schools	Total: 29,220	Total: 34,782 Community <sup>2</sup> : 33,666 Institutional <sup>3</sup> : 5,790 Religious <sup>4</sup> : 818	Total: 35,601 Community: 27,915 Institutional: 6,566 Religious: 1,121
Total enrollment	Total: 4,418,713	Total: 7,665,448 Basic <sup>5</sup> : 6,399,885 Secondary <sup>6</sup> : 1,265,563	Total: 6,391,524 Basic: 5,836,732 Secondary: 1,554,792
Gross Intake Rate (GIR) in Grade 1	Total: 145.2	Total: 137.7	Total: 128.6
Gross Enrollment Rate (GER)	Primary: 138.5	Basic: 120.1 Secondary: 51.7	Basic: 120.1 Secondary: 60.6
Net Enrollment Rate (NER)	Primary: 89.1	Basic: 87.5 Secondary: 32.4	Basic: 92.3 Secondary: 43.9
Promotion and Repetition rates at Grade 1	Repetition (1-5): 17.2	Promotion: 72.5 Repetition: 19.9	Promotion: 82.5 Repetition: 13.9
Promotion and Repetition rates at Grade 8		Promotion: 86.9 Repetition: 6	Promotion: 90.6 Repetition: 3.9
Survival Rate to Grade-5 & 8		Grade 5: 84.2 Grade 8: 69.6	Grade 5: 88.3 Grade 8: 77.4

Source: Compiled by SISM2 based on the Flash I Report 2064 (2007/08), 2069 (2012/13), and 2074 (2017/18), Department of Education (DoE)

<sup>2</sup> Community schools are of three types: (i) community-aided (schools, which are fully supported by the government for teachers' salary and other expenses), (ii) community-managed (schools, which are fully supported by the government for teachers' salary and other funds but their management responsibility lies with the community) and (iii) community-unaided (schools, which are either getting partial support or no support from the government)

<sup>3</sup> Private schools which are supported by founders, parents and trustees

<sup>4</sup> There are some schools running as religious schools such as Madrassa, Gumba/Vihar and Ashram/Gurukul.

<sup>5</sup> Grade 1 to 8

<sup>6</sup> Grade 9 to 12



## 1.2 Project Outline

### (1) Project Title

The Project for Support for Improvement of School Management Phase-II (SISM2) in Nepal

### (2) Objectives

The overall goal, project purpose and expected outputs of the PDM-Version 3 are as shown in Table 1-2.

**Table 1-2: Project Summary of the SISM Project**

Level	Goals/Objectives
Super Goals (End Outcomes)	Access to and quality of school education is improved
Overall Goals (Intermediate Outcome)	The technical and financial mechanism for enhancing school management through SIP process is maintained at the national and district level.
Project Purpose	Schools are managed through SIP process nationwide for improving access to and quality of basic education
Outputs	<ol style="list-style-type: none"><li>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed</li><li>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target (testing area)</li><li>3. The capacity of central and local education authorities to support school management through SIP process is strengthened</li><li>4. Emergency support of providing teaching and learning material for all of the community schools located in the three community schools located in the three earthquake affected districts; Sindhuli, Ramechhap, and Okahldhunga; properly and timely done based on the school needs (added in August 2015)</li></ol>

### (3) Implementation Period

June 2013 to June 2018

SISM2 was originally planned for three years and half from June 2013 till December 2016, however, it was extended twice: first time, in July 2015, responding to the needs for emergency support after the Earthquake, and second time, in June 2017, responding to the request from GoN put forward to JICA during the Terminal Evaluation Mission. Final project period is as follows:

- 1<sup>st</sup> Project Year: From June 2013 to August 2014
- 2<sup>nd</sup> Project Year: From September 2014 to November 2015
- 3<sup>rd</sup> Project Year: From December 2015 to July 2018

The Project Design Matrix (PDM) was also updated three times, and the “Project Outline” follows the PDM version 3, updated in June 2017. The three versions of PDM are shown in Appendix-8.

#### (4) Implementation Agency

Department of Education(DoE), in coordination and collaboration with National Center for Educational Development (NCED), Curriculum Development Center (CDC) under the Ministry of Education

#### (5) Target Areas and Target Groups

- (a) 4 Testing Districts and 2 Follow-up Districts: During the first year (June 2013 to July 2014)

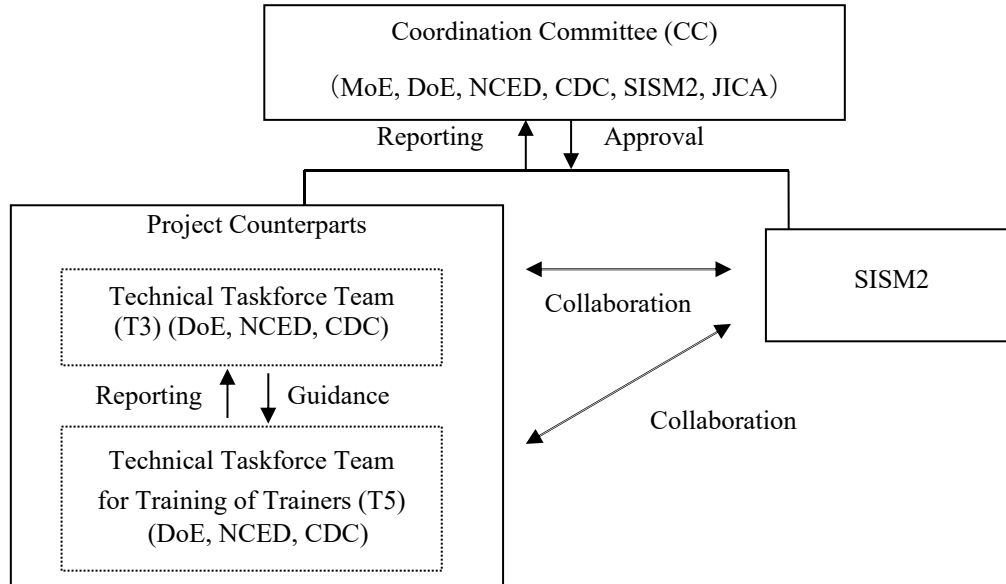
The target areas were four testing districts (Solukhumbu, Doti, Jumla, and Rupandehi), and two follow-up districts (Rasuwa and Dhading). Target groups were officers of central government authorities and local level officers of the districts, as well as all the schools in the areas.

- (b) All 75 Districts: During the second and the third year (September 2014 to July 2018)

The target areas were all 75 Districts for the national dissemination on “SIP Updating”, “Annual SIP Updating”, and “SIP Appraisal”. Target groups are all the stakeholders of central and local authorities and schools.

### 1.3 Operational Structure

The operational structure of SISM2 is shown in Figure 1-1. The leading agencies are Coordination Committee (CC), Technical Task Force (T3), and Technical Taskforce Team for Training of Trainers (T5). The member lists are shown in Appendix-1.



**Figure 1-1: Operational Structure of SISM2**

#### **Coordination Committee (CC):**

CC chaired by Joint Secretary, Planning Division of Ministry of Education (MoE) was formed, as the decision-making body of SISM2. The following list describes CC meetings held during the project

period. The objectives of the meeting were to monitor and discuss progress and make the plan of operation.

**Table 1-3: SISM2 CC Meetings**

	<b>Title</b>	<b>Date (Venue)</b>	<b>Agenda</b>
1	Internal Kick-off Meeting	June 28, 2013 (DoE)	- Preliminary discussion on a plan of operation, operation structure, selection of target districts and how to organize the 1 <sup>st</sup> CC meeting
2	1 <sup>st</sup> CC Meeting	July 9, 2013 (MoE)	- Plan of operation of the 1 <sup>st</sup> year - How to select Testing Districts - Operation structure
3	Kick-off Meeting	August 30, 2013 (MoE)	- Outline of SISM Phase 1 and SISM2 - Experience sharing with AIN - Action plan of SISM2 capacity development
4	Internal CC Meeting	April 23, 2014 (Hotel Kido)	- Reporting SISM2 progress - Information sharing among stakeholders
5	2 <sup>nd</sup> CC Meeting	July 25, 2014 (LDTA=Local Development Training Academy)	- Reporting SISM2 progress and achievement - Findings of Baseline/End-line Survey of the Testing and Baseline Survey of regional/national dissemination - Discussing 2 <sup>nd</sup> year action plan
6	Meeting of CC Members and JICA HQ Mission	August 12, 2015 (MoE)	- Reporting the SISM2 progress - Discussion on the PDM update - Discussion on the 3 <sup>rd</sup> Project Year action plan
7	3 <sup>rd</sup> CC Meeting	October 9, 2015 (DoE)	- Sharing the 2 <sup>nd</sup> Project Year completion report - Agreement on the 3 <sup>rd</sup> project year action plan
8	4 <sup>th</sup> CC Meeting	February 23, 2016 (MoE)	- Sharing the findings of SISM2 Joint-Mid Term Review - Revision of Project Design Matrix (PDM)
9	5 <sup>th</sup> CC Meeting	14 <sup>th</sup> June 2016 (MoE)	- Presentation and sharing progress of SISM2 3 <sup>rd</sup> Project Year - Sharing of SISM2 upcoming activities
10	6 <sup>th</sup> CC Meeting	March 29, 2017 (DoE)	- Sharing PPT of Results of Terminal Evaluation - Sharing SISM2 Evaluation Final Draft Report - Minutes of Meeting between Japanese Terminal Evaluation Team and the Concerned Authorities of the Government of Nepal
11	7 <sup>th</sup> CC Meeting	June 26, 2017 (MoE)	- Presentation of school learning achievement data - Sharing End line survey report - Discussion on National dissemination of SIP appraisal - Discussion on Revision of SIP-FGB
12	8 <sup>th</sup> CC Meetings	To be held in June 2018	- Progress sharing - Closing of the Project - Discussion on Future Plan (strategic plan)

### **Technical Taskforce Team (TTT=T3)**

Under the supervision of CC, T3 consisted of the representatives from DoE, NCED and CDC. T3 was responsible for designing, conducting, coordinating among central, regional, district and school level stakeholders, monitoring the smooth and effective implementation of SISM2 activities and reporting to the CC.

**Table 1-4: List of Major T3 Meetings**

	<b>Title</b>	<b>Date (Venue)</b>	<b>Main Topics</b>
1	1 <sup>st</sup> T3 Meeting	July 26, 2013 (DoE)	<ul style="list-style-type: none"> <li>- Defining the roles of T3</li> <li>- Selection of the testing districts</li> <li>- Discussion on the 1<sup>st</sup> year action plan</li> </ul>
2	2 <sup>nd</sup> T3 Meeting	Aug 2, 2013 (DoE)	<ul style="list-style-type: none"> <li>- Cascade training program and contents</li> <li>- VDC selection criteria for the Baseline Survey of the Testing</li> </ul>
3	3 <sup>rd</sup> T3 Meeting	Oct 2, 2013 (Dhokaima Cafe)	<ul style="list-style-type: none"> <li>- Training program and contents</li> <li>- Preparation of the Central-level Training of Trainers (C-ToT)</li> </ul>
4	4 <sup>th</sup> T3 Meeting	Apr 16, 2014 (NCED)	<ul style="list-style-type: none"> <li>- Sharing the progress of the Testing</li> <li>- Sharing the findings of the End-line Survey of the Testing and the Baseline Survey of the regional/national dissemination</li> </ul>
5	5 <sup>th</sup> T3 Meeting	Mar 13, 2015 (DoE)	<ul style="list-style-type: none"> <li>- Sharing the progress of the national dissemination and monitoring</li> <li>- Discussion on the upcoming activities</li> <li>- Sharing the ideas of the SISM2 3<sup>rd</sup> Project Year activities</li> </ul>
6	T3 Meeting of Members and JICA HQ Mission	Aug 11, 2015 (DoE)	<ul style="list-style-type: none"> <li>- Sharing the SISM2 progress</li> <li>- Discussion on the PDM update</li> <li>- Discussion on the 3<sup>rd</sup> Project Year action plan</li> </ul>
7	6 <sup>th</sup> T3 Meeting	Sep 15, 2015 (DoE)	<ul style="list-style-type: none"> <li>- Sharing the draft outline of the supplementary book on “Preparedness for Disaster Management at School” through SIP</li> </ul>
8	7 <sup>th</sup> T3 Meeting	Jan 3, 2017 (DoE)	<ul style="list-style-type: none"> <li>- Brief Sharing of SISM2 overall progress</li> <li>- Upcoming activities in January to June 2017</li> <li>- Discussions on continuity of SIP related activity "After SISM2: Supports for districts/schools"</li> </ul>
9	SGMG Working Group	Feb 16, 2017	<ul style="list-style-type: none"> <li>- Discuss the plan for SGMG development</li> </ul>
10	Meeting	Feb 21, 2017	<ul style="list-style-type: none"> <li>- Discuss the contents of SGMG draft</li> </ul>
11	T3/T5 Meeting	May 30, 2017	<ul style="list-style-type: none"> <li>- Sharing of SIP Study findings</li> <li>- Planning for SIP-FGB revision</li> </ul>
12	8 <sup>th</sup> T3 Meeting	Feb 26, 2018 (DoE)	<ul style="list-style-type: none"> <li>- To ensure that the promotion of SIP will be continued in the new federal system.</li> <li>- To prepare the Strategic Mid-Term Plan (tentative name) for the promotion of SIP in the next stage (federal system and SISM2 phase-out).</li> </ul>
13	9 <sup>th</sup> T3 Meeting	May 2018	<ul style="list-style-type: none"> <li>- (To be held) To discuss Wrap-up Seminar</li> <li>- To finalize the draft of the Mid-term Plan</li> </ul>

### **Technical Taskforce Team for Training of Trainers (T5):**

T5 was formed under T3, for designing, implementing and monitoring training and workshops/orientation at the central, district, Resource Center (RC), and school levels and updating training program/manuals etc.

**Table 1-5: List of Major T5 Meetings**

	<b>Title</b>	<b>Date (Venue)</b>	<b>Main Topics</b>
1	T5 Meeting	Nov 10, 2013	<ul style="list-style-type: none"><li>- Preparation of Cascade Training for Testing</li><li>- Collection of feedbacks on SIP-FGB 2069</li></ul>
2	T5 Meeting	Mar 26, 2014 (DoE)	<ul style="list-style-type: none"><li>- Reflection of cascade training</li><li>- Feedbacks and areas of improvement</li></ul>
3	T5 Meeting	July 22, 2014 (DoE)	<ul style="list-style-type: none"><li>- Preparation for Regional level ToT</li></ul>
4	T5 Meeting	Sep 9, 2014 (DoE)	<ul style="list-style-type: none"><li>- Sharing the overall activity, schedule and target districts for the national dissemination</li><li>- Discussion and finalization of SLW manual</li><li>- Discussion and collection of SIP Formulation Guidebook (SIP-FGB)</li></ul>
5	T5 Meeting	Nov5, 2014 (DoE)	<ul style="list-style-type: none"><li>- Preparation for the forthcoming SISM2 Testing Result Sharing and Networking Workshop (25<sup>th</sup> July 2014)</li></ul>
6	T5 Meeting	Oct 28, 2015 (DoE)	<ul style="list-style-type: none"><li>- Sharing and discussion on Draft Outline of Supplementary Training Manual for Annual SIP Updating and References for School Disaster Preparedness (STM) (Part -1)</li></ul>
7	T5 Meeting	Nov 25, 2015 (DoE)	<ul style="list-style-type: none"><li>- Sharing and Discussion on Draft STM (Part -1 and Part-2)</li><li>- Collections of feedback/suggestions</li></ul>
8	T5 Meeting	Dec 31, 2015 (DoE)	<ul style="list-style-type: none"><li>- Sharing the latest version of STM (Part-1 and Part-2)</li><li>- Draft Outline and Schedule of Regional Refresher</li><li>- Collections of feedbacks/suggestions</li></ul>
9	T5 Meeting	Mar 18, 2016 (DoE)	<ul style="list-style-type: none"><li>- Sharing the "Draft Outline of ETC-ToT" for integration of SISM materials, methods and experiences on SIP in the regular training program.</li><li>- Discussions</li></ul>
10	T5 Meeting	June 6, 2016 (DoE)	<ul style="list-style-type: none"><li>- Sharing the "Draft District Level Workshop at Earthquake Affected District"</li></ul>
11	T5 Meeting	June 23, 2016 (DoE)	<ul style="list-style-type: none"><li>- Draft outline and Questionnaire of End-line Survey</li><li>- Sharing of the idea if SIP Study</li></ul>

### **SISM2 Project Team**

During the five-year period, the total of eleven Japanese Experts were delegated in Nepal. Team Leader was changed from Dr. Yoko Ishida to Mr. Koji Sato. The result of the dispatch of Japanese Experts is shown in Appendix-5

#### **1.4 Updating of PDM**

PDM was updated three times. The first was in August 2015, based on the suggestions from the JICA Advisory Mission, visiting Nepal from August 9 to 15, 2015. The Mission discussed with CP and SISM2 the progress of project activities in connection with the SSRP pooling fund; PDM update and the 3<sup>rd</sup> Project Year action plan; and JICA's contribution to the planning process of School Sector Development Plan (SSDP). After the Mission, DoE counterparts and the SISM2 discussed and drafted the updated PDM. A new activity of emergency support was added as the Output 4. The second one was updated during the Mid-term review in February 2016. Activities related to Output3 were added based on the result of the review.

The third update was done according to the agreement of one-year extension of the Project between CC members and JICA, based on the recommendation by the Joint Terminal Evaluation, which took place from March 13 to 31, 2017. It was signed by both parties on March 29, 2017. Additional activities for the extension period includes supporting of: 1) conducting AIP Appraisal training/orientation nation-wide; 2) monitoring of Appraisal activities; 3) developing a detailed action plan for the extended one year specifying a leading agency for SIP related activities; 4) Revising SIP Formulation Guidebook (SIP-FGB) in alignment with School Grant Management Guideline (SGMG) ; and 5) developing mid-term strategy plan.

## CHAPTER 2: Summary of Inputs, Activities and Outputs

### 2.1 List of Main Activities and Outputs: June 2013– June 2018

The main activities of the project components I, II, III and IV conducted from June 2013 to May 2018 are shown in Table 2-1, excluding the following which are listed separately in other tables.

- ♦ Meetings of CC (Table 1-3), T3 (Table 1-4) and T5 (Table 1-5)
- ♦ Counterpart Training (Table 2-2)
- ♦ Surveys and Evaluation of SISM2 (Table 2-3)

**Table 2-1: List of Major Activities, June 2013 – May 2018**

	Activity	Schedule	Done by	Main Objectives	Number of Participants (ptpts)
<b>1<sup>st</sup> Project Year (June 2013 – August 2014)</b>					
1	5-day C-ToT for 4 Testing Districts (TDs) and 2 Follow-up Districts	Dec 1-5 2013	RED/T3/T5	-To prepare for D-ToT at TDs -To analyze the situation of SIP policy and process, share the goal of achieving the quality education	-31 ptpts from Central and districts level Officer from DoE, NCED, CDC, ETC, DEOs, INGOs
2	5-day D-ToT in 4 Testing Districts (TDs)	Dec 2013-Feb 2014	T3/T5/DEO	-To strengthen the capacity of the participants as trainers to help the process of development of SIP	-88 ptpts -Recommendations for the improvement of SIP Updating and monitoring process of RC-ToT and SLW schedule
3	3-day RC-ToT for School Level Workshop (SLW) in 4 TDs	Jan – Apr 2014	DEO	To train the participants on the skills for the formulation of SIP, for conducting SLW	-A total of 2,355 ptpts of key stake holders from 1,182 community schools
4	SLW for SIP Updating	Jan 24, 2014 - Jun 11, 2014	Schools in the 4 TDs	To build the base to update SIP	-32,889 key stakeholders participated in the SLW at the 1,182 community schools -Built the basis of the SIP
5	Joint Monitoring of RC-ToT and SLW in TDs	Jan -June 2014	T3/T5/SISM2	To monitor, guide, and learn from the field practice and reflect the lessons for further actions	-12 RC and 10 Schools were monitored
6	Workshop in Follow-up Districts (Dhadhing & Rasuwa)	5 – 12 Mar 2014	T3/T5/DEO	To refresh the knowledge and skills on SIP and continue giving the guidance to the school in the two districts	-68 participants
7	Wrap-up Workshop in TDs (one-day per district)	May-Jun 2014	T3/T5/DEO	To review and share the experiences and learnings through training and SIP formulation process	-Action plans for the continuation of SIP updating. -99 ptpts

8	Testing Result Sharing and Networking Workshop	Jul 25, 2014	MoE/T3/T5/SISM2	To share the results and learning from the SISM2 Testing	-150 ptpts
<b>2<sup>nd</sup> Project year (September 2014 – November 2015)</b>					
9	Preparation for National Dissemination (ND)	2014	T3/T5	To be ready for the national dissemination of SIP Formulation	-Plan for cascade training -Refinement and printing of SIP-FGB, SLW-M, SSA-Checklist, and other material
10	(ND): Regional Level ToT (R-ToT) @5 Regions	Nov 2014	RED/T3/T5	To prepare D-ToT trainers to guide and monitor the RC-ToT and SLW in their districts	-163 ptpts from ETC&69 Districts -The plans for D-ToT of 69 districts
11	(ND): D-ToT in 30 districts supported by SISM2	Dec 2014 – Mar 2015	RED/DEO/T3/T5	To prepare participants to be ready for RC-ToT and SLW	-784 from DEOs, ETCs, INGOs and others -Plans for RC-ToT
12	(ND): D-ToT in other 39 districts	Nov 2014 – Jun 2015	RED/DEO	To make the participants to be ready for RC-ToT and SLW	-900 ptpts in 39 Districts -Plans for RC-ToT
13	(ND): RC-W	Mar-Aug 2015	DEO	To train the participants ready for conducting SLW, at their school.	-52,500 ptpts from 26,247schools in 1,753 batches -Plans for SLW
14	(ND): SLW	Mar-Sep 2015	Concerned Schools	Formulation of SIP	-Total of 24, 259 schools completed SLW in 67 districts by the end of September 2015 -SIP Formulation
15	Joint Monitoring of D-ToT and RC-W	Dec 2014 - Apr 2015	T3/T5/DEO	To monitor the progress of D-ToT, RC-W and SLW	- 3 D-ToT, 7 RC-W were monitored
16	Monitoring Review Meeting	Jul-Sep 2015	T3/T5/RE D/DEO	To review and share the lessons learnt through SIP process at various level in different districts	-68 ptpts from 5 districts -Action plans are made
17	Emergency Material Distribution	Jun-Aug 2015	T3/T5/DEO	To support schools in 3 districts worst affected by the Earthquake without supports of education material from others.	-Orientation Program participated by 65 ptpts from 3 districts -Distribution of Educational materials to schools in three districts (with 1,336 schools)
18	Trial Workshop on Drawing Community Hazard Map	2-3 Sep 2015	DoE/DEO/SISM2	To identify Safe or Dangerous places around the school catchment area	-53 ptpts from 2 schools in Bhaktapur -Preparation of Hazard Mapping



3 <sup>rd</sup> Project year (December 2015 – June 2018)					
19	Preparation for ND of SIP Updating	Sept-Dec 2015	T3/T5	To prepare for the national dissemination of SIP updating (refresher)	-Supplementary Training Material (STM) developed and printed -OGs are developed -Social Audit Guide (SAG) are printed -All material distributed to all schools
20	(ND)R-ToT for SIP Updating (Refresher)	Jan-Feb 2016	RED/T3/T5	To train district facilitators of 75 districts for District level orientation (D-O)	-158 ptpts in 5 Regional ToT
21	Joint Monitoring of D-O of Intensive monitoring districts	Feb - Mar 2016	RED, T3/T5/DEO	To monitor the process of D-O for Annual SIP Updating, through the use of STM and to collect good practices SIP	-3 D-O visited. -57 ptpts
22	Joint Monitoring of RC-Oriented (RC-O9)	May, 2016	T3/T5/3 DEOs	To monitor the process of RC-O	-3 RC-O visited. Total of 97 ptpts (HT, Teacher)
23	Joint Monitoring of SLW	May - Jun 2016	T3/T5/4 DEOs	To monitor the SLW of Annual SIP Updating, with the use of STM and to collect good practices	-377 ptpts from 11 schools
24	Integration of SISM Model in Existing Training	Mar-June 2016	NCED/DoE/ETC	To train Trainers of HTs on SIP	-7 times (ETC-ToT, In-service Training for RPs) -156 ptpts
25	SIP Follow-up Training in Earthquake Most Affected Districts	June 2016-Mar 2017	13 DEOs, T3/T5/	To refresh the skills for SIP in these districts of special need	-450 ptpts in 13 Districts -979 ptpts in RC-O in Gorkha
26	SIP Study	Sep 2016-Mar 2017	T3/T5/2 DEOs/SISM2	To study and draw the lessons and recommendations	-SIPs (5-Year and Annual) of 79 schools in 2 RCs in 2 Districts were studied -SIP Study Report
27	Workshop on Drawing Community Hazard Map	Jan-Mar 2017	DoE/SISM2	To identify Safe or Dangerous places around the school catchment area	-Preparation of Hazard Mapping -131 schools and 241 ptpts
28	District Level Wrap-up Workshop (6 Intensive Monitoring Districts and 1 SIP Study District)	Apr-Jun 2017	T3/T5/RED/6 DEO/SISM2	To review and share the lessons learnt through the implementation of SIP training and workshops at various levels in the district in the past.	-198 participants (DEO Officers, RP, SMC/HT, I/NGO) -18 SIP good practice schools were awarded
29	Preparation of ND of SIP Appraisal	June – Dec 2017	T3/T5/	To disseminate SIP-Appraisal methods to enhance the quality of SIP	SIP-FGB is revised and OGs are developed and distributed to all schools

30	(ND): R-ToT on SIP Appraisal	Dec 2017 – May 2018	RED/T3/T5/	To train trainers of D-O on SIP Appraisal and use of revised SIP-FGB	-5 R-ToT conducted -134 participants
31	Joint Monitoring of D-O, RC-O and School Level on SIP Appraisal	Jan-May 2018	T3, RED, SISM2	To monitor, support, and learn lessons from the actual situation	-7 monitoring conducted (as of May 6) -44 ptpts at 2 D-O; 150 ptpts at 5 RC-O; 238 participants at 5 SLW
32	Preparation of strategic plan	Feb-May 2018	T3	To make the strategic plan for SIP promotion in the future	Draft of the Plan to be approved in May/June 2018

## 2.2 Counterpart Training

The counterpart training conducted by the SISM2 are summarized in Table 2-2.

**Table 2-2: Outline of the Counterpart (CP) Training in Japan**

<b>1. Counterpart Information Exchange and Training in Japan: May 31–June 8 2014</b>	
<p><b>【Members Dispatched】</b></p> <p>(1) Mr. Kamal Prasad Pokhrel (Sharma), Director, Planning and Monitoring Division, Department of Education (DoE)</p> <p>(2) Mr. Krishna Prasad Kapri, Director (Acting), Central Region</p> <p>(3) Mr. Jaya Prasad Acharya, Deputy Director, Program and Budget Section, DoE</p> <p>(4) Mr. Ramsharan Sapkota, Deputy Director, Community School Management Section, DoE</p> <p>(5) Mr. Dinesh Khanal, Deputy Director, Curriculum Development Center</p> <p>(6) Mr. Ram Prasad Adhikari, Under Secretary (Secretary to Honorable Minister of Education), MOE</p> <p>(7) Mr. Ramchandra Sharma, Section Officer, National Center for Educational Development (NCED)</p> <p>(8) Mr. Vishnu Prasad Adhikari, District Education Officer (DEO), Rupandehi District</p> <p>(9) Mr. Nepalhari Ranabhat, DEO, Jumla District</p> <p>(10) Mr. Ganesh Bahadur Singh, DEO, Doti District</p> <p>(11) Mr. Dilip Kumar Thakur, DEO, Siraha District</p>	<p><b>【Objectives】</b></p> <p>i) To visit and discuss the system, role and activities of the School Management Committee of public schools and the School Support Division of the Ward/Municipality Education Board.</p> <p>ii) To share the progress and the experiences of the SISM2 Model Testing with JICA HQ;</p> <p>iii) To discuss how to conduct the National/Regional Dissemination Campaign in the second year and how to design the implementation and the budget plan of the Campaign; and</p> <p>iv) To improve mutual understanding among the SISM2 key counterparts from MoE/DoE of Nepal, JICA HQ officers; and the SISM2 Project members through sharing information and discussion on the achievements and progress of the SSRP; Nepal- Japan collaboration in basic education development, etc.</p>
<p><b>【Achievement】</b></p> <p>The participants concluded that they could reflect the following things in Nepal, which learned from the school visit and lectures during the training in Japan;</p> <ul style="list-style-type: none"> <li>- Facilitate head teachers to involve more community members and parents in schools' affairs.</li> <li>- Build community ownership, responsibilities, and accountabilities to get community support.</li> <li>- Give higher attention or more focus (priority) to improve quality of basic education.</li> <li>- Motivate head teachers through head teacher's training. It should be improved.</li> <li>- Pedagogical change through improvement of head teachers and teachers' training are necessary.</li> <li>- Improve practice oriented pedagogy.</li> <li>- Good sanitation and safe environment in school ensured by all stakeholders: head teachers, teachers, guardians, students etc.</li> </ul>	

2. Counterpart Training in Japan: 10 – 18 September 2016	
<p><b>【Members Dispatched】</b></p> <p>(1) Ms. Dev Kumari GURAGAIN, then Director, DoE ED, NCED (then Director in DoE)</p> <p>(2) Mr. Shiba Kumar SAPKOTA, Deputy Director, NCED</p> <p>(3) Mr. Narayan Krishna SHRESTHA, Deputy Director, DoE</p> <p>(4) Mr. Bhagawan Prasad UPRETI, Chief Finance Controller, DoE</p> <p>(5) Mr. Bishnu Prasad ADHIKARI, Deputy Director, DoE</p> <p>(6) Mr. Nanda Lal PAUDEL, Under Secretary, MoE (then DEO in Kabhrepalanchok)</p> <p>(7) Mr. Badri Bahadur PATHAK, Under Secretary, MoE (then DEO in Sindhuli)</p> <p>(8) Mr. Arjun DHAKAL, Sector Officer, DoE</p> <p>(9) Mr. Hem Raj KHATIWADA, Curriculum Officer, CDC</p>	<p><b>【Objectives】</b></p> <p>(1) To enhance understanding of disaster preparedness at school with community participation in Japan;</p> <p>(2) To enhance understanding of disaster resilience education in Japan;</p> <p>(3) To discuss system and contents of head teacher capacity development and teacher professional development associated with school-based management between Nepal and Japan;</p> <p>(4) To consolidate the impact and sustainability of the SIP national dissemination of SISM2; and</p> <p>(5) To improve mutual understanding between the SISM2 key counterparts from MoE, DoE, NCED and CDC and JICA HQ, and discuss further mutual cooperation in future.</p>
<p><b>【Achievement】</b></p> <p>After the training, the participants organized a meeting to share their experiences in the training in Japan with their colleagues. The followings were main lesson learned which Nepal’s education system could also replicate on program and policies.</p> <ul style="list-style-type: none"> <li>- Teacher’s regular transfer in every 3 years</li> <li>- Provision of teacher’s training and refresher course</li> <li>- Pictorially writing of text books and its high quality</li> <li>- Head Teachers selection criteria need to be improved: i.e at least 10 years’ experience is compulsory for being a head teacher</li> <li>- Provision of incentive for the remote area teachers</li> <li>- DRR preparedness education in school</li> </ul>	

In the two training in Japan mentioned above, the participants gave feedbacks in forms of report writing, presentation and newsletter article writing.

There was one plan of the third country training in Indonesia, however due to the Gorkha Earthquake, it had to be cancelled.

### 2.3 Survey and Evaluation of SISM Project

During the Project period, the surveys were done for testing and learning. Following are the list of the surveys. The results of the survey are also described in Chapter 4.

**Table 2-3: Surveys and Evaluation Activities**

	<b>Monitoring/ Evaluation</b>	<b>Schedule</b>	<b>Done by</b>	<b>Objectives</b>	<b>Outputs</b>
1	Baseline Survey of the Testing of SISM Model	Aug-Nov 2013	Data collection was done by external consultant	To collect the baseline data of the testing and control districts	<i>"Baseline Survey Report of the Testing of SISM Model"</i> Nov 2013
2	End-line Survey of the Testing of SISM Model	Mar-Jun 2014	Same as above	To assess the effectiveness of SISM Model and to obtain lessons learnt from the Testing for updating SISM Model and preparing a regional/national dissemination plan	<i>"Testing Achievement Report"</i> July 2014
3	Baseline Survey of the National Dissemination of SISM Model	Mar-Jun 2014	Same as above	To collect the baseline data of the sample districts for monitoring and terminal evaluation of SISM2	<i>"Baseline Survey Report of the Regional/National Dissemination"</i> July 2014
4	JICA Mid-term Review Mission,	Aug 9 - 15, 2015	MoE/DoE CPs and JICA	To monitor the progress of SISM2 activities in connection with the SSRP pooling fund; to discuss the PDM update and the 3 <sup>rd</sup> Project Year action plan; and to discuss JICA's contribution to the planning process of School Sector Development Plan (SSDP).	<i>Minute of meeting on the evaluation result Feb, 2016</i>
5	End-line Survey	June 2016 - Feb 2017	SISM2 Project Team and RPs of sample district	To collect the end-line data to see the changes after the project implementation	<i>"End-Line Survey Report of the Regional/National Dissemination of SISM Model"</i> Feb, 2017
6	Joint Terminal Evaluation	Mar 2017	MoE/DoE CPs and JICA	To evaluate the relevance, effectiveness, impact, efficiency, sustainability of the project and to prepare a recommendation	<i>Minute of meeting on the evaluation result</i> Mar, 2017

## 2.4 Contribution to SSRP and SSDP

During the project period, MoE had two strategic sector programs namely: "School Sector Reform Plan (SSRP) (2009/10-2015/16)" and "School Sector Development Plan" (2016/17-2022/23)<sup>7</sup>. In both Plans, promotion of SIP was given high priority. In SSRP, SIP is regarded as the "reform-tool", as "SIP has been regarded as the enabling reform-tool for achieving most of the goals set by SSRP" (Page iv, in "Forward" by Director General of DoE, SIP-FGB). SSRP Joint Evaluation 2015 concluded that SIP process helped to "improve access, quality and management of educational

<sup>7</sup> SSDP may need to be revised based on the changing context. The existing plan will remain as the directives of the education sector until the revised version is in place

processes at the school and community levels”. In SSDP, it is stressed that SIP should be strengthened, being one of the “critical tools for quality improvement at the school level”.

Activities of SISM2 are regarded to be relevant and to contribute to the national strategy of SSDP. The Joint Terminal Evaluation, conducted in March 2017, points out the effectiveness of SISM2’s input in SSDP as follows: “The remarkable impact is that the effectiveness of SIP has been widely recognized as a tool for school improvement and integrated into the SSDP by allocating the increased budget to SIP related activities.”

The increase of reference to SIP is also found in the core documents of SSRP than in SSDP. SSDP presents clearer and more concrete references to SIP than SSRP. This may have been possible because of the various reasons. One is that SIP has been within the system for many years before SISM. SISM supported the revitalization.

The fact that the CP of SISM2 are those who are also responsible for preparing the SSDP and other related documents was also the key contributing factor. The CPs have better understanding of SIP process and built more experiences on how to promote SIP than before. The three rounds of national dissemination made it possible for all those concerned to think this is their program. In managing these various national level cascade trainings, many government officers including CC members, T3/T5 members, the Contact Person (CP) of SIP of each district were closely and repeatedly engaged in SISM2 activities as trainers, designers of training contents and session plans (The detail is described in “2-7: Capacity Development” as well as in Chapter 3.), and being the members of the joint monitoring and drafting of training material, etc. The core members of these activities were also involved in the preparation of the SSDP related document, including the core document, Annual Strategic Implementation Plan(ASIP), Annual Work Plan and Budget (AWPB) and Program Implementation Manual (PIM). The influence came from them. They were convinced of the importance of SIP having had the experience as listed above and reflected their thoughts in these documents.

Other factor is that SISM (both 1 and 2) has valued the coordination with Development Partners (DPs) and used as much occasion to interact with these organizations. They have known SISM2 in the training and through the training material, which made it easier for them to agree on the strategy for the promotion of SIP in SSDP. Such efforts are described in “2.9 Collaboration and Coordination with Other Donors”

The big factor also came from the influence from JICA side. The grant support to SSDP pool funds from Japan including the Poverty Reduction Strategy (PRA) Grant (2014/15) supported DoE to increase the allocation to school for SIP activities. JICA Education Advisor’s role was also vital. The Advisor created the effective linkage between the SISM2 and SSDP.

**2.5 Supporting Budgetary Allocation and Linking with Other Guidelines**

During the project period allocations of school grants by the GoN to SIP related activities has increased, as described in Program Implementation Manual (PIM)<sup>8</sup>.

**Table 2-4: Increase of Funding Allocation for SIP related activities in PIM**

FY	Activities	Target	Unit Cost NRs)
Before	FIP formulation and updating	All community schools	1,000-3,000

<sup>8</sup> Program Implementation Manual (PIM) is a manual produced annually by the Program and Budget Section of DoE. PIM explains every item of the Annual Work Plan and Budget (AWPB), which is also a part of the annual plan of SSDP.

2015/16 (2072/73)	SIP formulation and updating, increasing social accountability and transparency through social audit for ensuring quality education	29,133	6,500 for basic and 10,500 for secondary
2016/17 (2073/74)	Block grant to basic school for SIP, interaction for capacity development of community and SMC, guardians, education and extra-curriculum activities	21,211	10,000 for basic and 20,000 for secondary
2017/18 (2074/75)	Grant for School Improvement Plan, Interaction for the Capacity Development for Communities and SMCs, Conduction of Parental Education, Extra-curriculum activities for Basic and Secondary level school.	All community Schools	10,000 for basic and 20,000 for secondary

Under SSDP, the improvement of financial management of school is listed as one of the major tasks of MoE/DoE, and they were preparing various guidelines, including “School Grant Management Guideline”<sup>9</sup> (SGMG). Since the school grant is closely linked with SIP and since the major task was assigned to the Community School Management Section of DoE, SISM2 was asked to give support for preparation of the Guideline. SISM2 team members participated in the workshops/meetings organized by the Section in February and March 2017. When the draft was ready, SISM2 team members gave comments and suggestions. During the Regional-ToT under the national dissemination program for SIP Appraisal, DoE presented and briefed about the SGMG to the participants.

## 2.6 Products (Documents Produced by the SISM Project)

As shown in Table 2-4, SISM2 supported developing, printing and distributing the training guides, reference material, reports, operational guidelines, etc. under the leadership and participation of T3 and T5 members and other concerned stakeholders. *The detail is described in Chapter 3.*

## 2.7 Capacity Development

Major activities for capacity development of concerned stakeholders were done through various training program. In addition, participatory methods and on-the-job training also were proven to be effective. The integration of SIP training in the existing training program was an additional method used. Following are the summary of inputs and outputs in the area of capacity development. *The detail is given in Chapter 5.*

### 2.7.1 Working Closely with T3 and T5 Members

As described in Chapter 1, T3 and T5 had the key responsibility for conducting activities from the designing to the implementation and monitoring. Many members were in daily contact with SISM2 team members. Due to this, even the frequent transfers of officers turned out to be advantageous rather than disadvantage because even in their new positions of Section Officers (SO) and Undersecretary (US) stayed in touch because their new positions required the responsibility for conducting SIP related activities.

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<sup>9</sup> The title of the Guideline was changed a few times. Originally it was “School Grant Distribution and Operational Guidelines (SGDOG)”

Such continuous and daily communication helped build the ownership and internalize the importance of SIP. Any meetings of T3 and T5 were well attended and actively participated.

For the central level officers, facilitating and monitoring the Regional level, District level training/Workshop, RC level and school level training/workshop were also the occasion of enhancement of the capacity. Technical support and facilitation support of SISM2 provided the on-the-job capacity development opportunity.

## 2.7.2 Cascade Training and Other Training, and Joint Monitoring

As listed in the Table 2-1 above, SISM2 supported conducting various training, workshops and orientation for the improvement of SIP. SISM2 was able to conduct national dissemination training in three rounds within 5 years project time. It was made possible because of the collaboration with CP for the financial commitment of cost covering. Unordinary challenge in Nepal is the logistic of distribution. Many schools are located in the high-mountain areas where the access is extremely difficult. Careful attentions were given to the distribution to every community schools in the nation. Also, even more careful attention was given to the method of distribution. Handing the material without explanation only was avoided.

**Table 2-5: Summary of Training on SIP**

	<b>1<sup>st</sup> Year Testing of the Model</b>	<b>2<sup>nd</sup> Year National Dissemination of SIP Updating (*1)</b>	<b>3<sup>rd</sup> Year National Dissemination of Annual SIP Updating (*2)</b>	<b>3<sup>rd</sup> Year National Dissemination of SIP Appraisal (*3)</b>	<b>Others (*4)</b>
Regional Level ToT	1 time (by T3/T5)	1 time per each of the 5 Regions	1 time per each of the 5 Regions	1 time per each of the 5 Regions	
District level ToT/Orientation	4 Testing & 2 Follow-up Districts (by T3/T5)	69 Districts (30 by T3/T5, 39 by DEOs)	75 Districts (all by DEOs)	75 Districts (all by DEOs)	
RC level ToT/Orientation	49 RCs	1,053 RCs (all by DEO/RC)	1,053 RCs (all by DEO/RC)	1,053 RCs (all by DEO/RC)	
School level Workshop	1,182 Schools	29,536 Schools (all by schools)	28,975 Schools (all by schools)	All community schools	
Others (*4)	NA				56 times
Rough estimate of participants' number (*5)	<b>34,269</b>	<b>767,300</b>	<b>752,700</b>	<b>752,700</b>	<b>1,000</b>

(Source: Prepared by SISM2)

(\*1): 5 Regional and 30 District level were directly conducted by T3/T5 and 39 were financed by DoE budget and conducted by DEO. SISM2 gave technical and monitoring support.

(\*2): 5 R-ToT were directly conducted by T3/T5 and the rest was directly managed by DEO/RCs/Schools

(\*3): All levels of training/orientation were financed by DoE budget. SISM2 gave technical and monitoring support.

(\*4): Others include HT's training, RP's training, ETC-ToT, Disaster Support Orientation and Bosai-Mapping, 13 Earthquake Most Affected District Workshop, Intensive Monitoring Districts Wrap-up Workshops, etc.

(\*5): 2<sup>nd</sup> to 3<sup>rd</sup> years were estimated with simple multiplication of 25 participants for each event.

## **2.8 Support to Disaster Affected Districts**

After the Earthquake in 2015, two activities were conducted for the districts most affected by the Earthquake. The first one was conducted a few months after the Earthquake. Many schools lost the education material and SISM2 gave emergency support to 1,336 schools in three districts. Then in June 2016, two-day follow-up training on SIP updating and appraisal were conducted in 13 districts. *The details are given in Chapter 5 and 6.*

## **2.9 Collaboration and Coordination with Other Donors**

The SISM2 collaborated with other donors conducting SIP related activities.

### **(1) Invitation and participation in training/workshop**

In every training of regional, district and RC levels, invitations to I/NGOs working in the education sector was emphasized. Regional and district level, roughly 2-3 I/NGOs participated in these training/workshop.

### **(2) Information Sharing**

There are various international development partners including UNICEF, Save the Children, Plan International, World Education etc. SISM2 occasionally had meetings to share information about the strategies, approaches, activities (including training) and documents mainly in the areas of school management, SIP, DRR, Social Audit and Child Friendly Schools.

### **(3) Sharing Manuals/Materials**

When SISM2 updated SISM Model, the training manuals/materials prepared by UNICEF and/or the international I/NGOs were very helpful. At the same time, the manuals/materials prepared by SISM2 were given to them.

### **(4) Providing DoE/SISM2 Document**

Many I/NGOs are commonly used SIP-FGB and STM. SISM2 received some requests from international/national NGOs to provide some hard copies and/or soft copies, including Save the Children, Child Fund Japan (Japanese NGO), Children and Women in Social Service and Human Rights (Nepalese NGO) etc.

### **(5) Collaboration with CC-DRR**

SISM2 members collaborated with Child Centered DRR(CC-DRR) Consortium, Nepal, major members of which are UNICEF, Save the Children, NSET, Association of NGOs in Nepal, and Red Cross, and provided technical inputs, attending their technical working group meeting, and feedbacks on the draft documents such as “Teacher's Guide on School Safety” and “Head Teacher Manual on School Safety”. The project “Promoting and Strengthening School Safety in Nepal through operationalizing the Comprehensive School Safety Framework” funded by European Union Humanitarian Aid and Civil Protection used STM which SISM2 supported as training material for conducting piloting activities in 60 community schools in Nepal.

### **(6) Inputs on Educational Contingency Plan**

MoE/DoE has revised the Educational Sector Contingency Plan in 2016 which has been prepared to incorporate recommendations from lead, co-leads, cluster members, inter-cluster agencies in the series of meetings as well as lessons learned from past emergencies, including the 2015 earthquake response. The goal of this plan was to strengthen system-wide and coordinate response and preparedness plan for effective education response during humanitarian emergencies, including the early recovery phase and for ensuring greater predictability and more effective inter-agency responses in education in the areas of standards and policy setting, building response capacity, and operational support. SISM2 have



participated in “Sharing Workshop on Education Contingency Plan 2016”, organized by DoE several times such as the one on dated 28th November 2016 and provided inputs on the draft.

## **2.10 Bosai Mapping**

As an additional activity and trial, SISM2 was making a small-scale activity to search for the methods to motivate guardians to come to school and to take part in school activities, which will in turn help the formulation of SIP. The workshop of "Imagining the Dream School" were conducted in several schools in Bhaktapur. It was learned to be an effective approach where students not only enjoy and express their creativity but also arouses the parent's interest and concerns about their children's quality education and better school management. Thus, it was planned to replicate this activity in other schools of Bhaktapur in 2015. However, due to the Earthquake, this initiative and attention was shifted towards a safe school activity.

Based on the learning from the dream school activity, visual tools were developed to conduct the workshop on "Identifying Unsafe and Gathering Places around the school". This event provided an effective opportunity for motivating and enhancing parent's interest and concerns on their children's safety, quality education and better school management. This workshop was later named as "BOSAI<sup>10</sup> Mapping". This tool can be applied to make students, teachers, and communities think together about disaster preparedness. *The detail is described in Chapter 7.*

## **2.11 Public Relations**

SISM2 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 SISM2 published its newsletter from June 2013 to April 2017. The newsletters were distributed to the concerned officials 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.

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<sup>10</sup> “*Bosai*” is a Japanese term that is known as a manner of disaster prevention. It is based on ideas of “Self-Help”, “Mutual-Help”, and “Public-Help”.

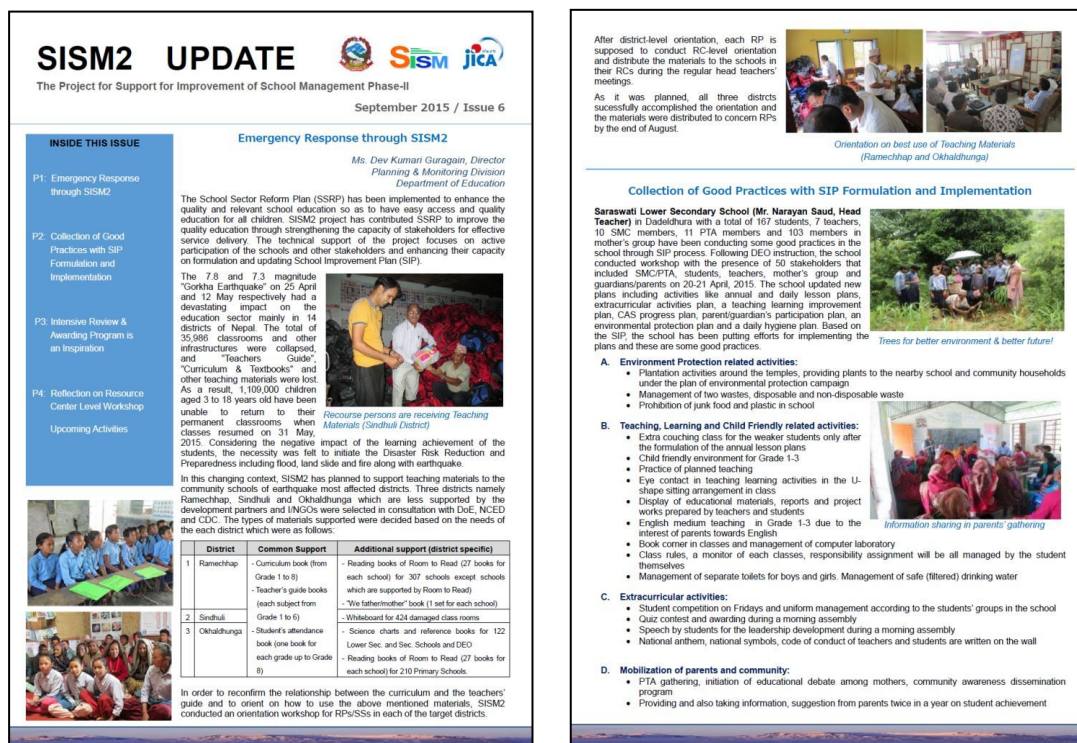


Figure 2-1: SISM2 Newsletter

**(2) SISM Website**

SISM2 has website under DoE's homepage (<http://sism.doe.gov.np/>), where major documents/materials are made available, in addition to the JICA's site (<http://www.jica.go.jp/project/nepal/006/index.html>). It facilitates not only the SISM2's stakeholders but also other concerned people to view the project documents and communicate to SISM2 regarding any other project related information.

**(3) Calendar**

SISM2 published the calendar based on the Nepalese Year every year (5 times in total). The calendars were distributed to all the DEOs, all RCs, and MoE, DoE, NCED, CDC, and JICA.

**(4) Radio Program**

In the year 2014, DoE/SISM2 together with NCED produced and broadcasted 15-minute radio program after Prime-Time News from Radio Nepal national transmission of 100.0 FM on SIP-formulation. DEOs, HTs, SMCs, teachers, guardians and students of Dhading, Rupandehi and Doti were interviewed for the radio program. Then later, NCED also produced and broadcasted 15-minute radio program including DRR issues on SIP and Radio Jingle: a 'filler' of about a minute integrated in other scheduled education programs and transmitted from Radio Nepal in April-June 2017.

Also, NCED and DoE/SISM2 agreed to produce radio programs on SIP good practices of awarded schools and disseminate from Radio Nepal. The aim is to disseminate and share knowledge, skills, lessons learned from good practices of SIP of awarded schools. Due to the limited time allocated, which is 15 minutes at one time, Dhadeldhura was chosen as the only one target district for an interview. The NCED team and SISM2 visited Dhadeldhura and interviewed with the different stakeholder representatives (SMC/PTA, HT, parents, teachers and students) from the three awarded schools. The program was broadcasted on November 4, 2017.

**(5) Education Newspaper Articles**

DoE/SISM2 has shared the results, lessons learned and good practices of the SIP twice during the project year, with wider audience publishing the articles in the "Ajako Shiksha", a National Weekly Newspaper having eight regular pages on education field.



**Figure 2-2: Newspaper Articles of SIP Good Practices**

**2.12 Mid-term Strategic Plan for SIP Promotion after SISM2**

Since Nepal is undergoing a political, social and administrative transformation with the introduction of the federal system, continuation of the efforts to promote SIP as a tool for improving the education needs to be confirmed and to be continued in the new system. For this purpose, MoE and JICA have agreed in June 2017 “to develop a mid-term strategic plan by DoE, which describes further development of SIP activities for better school management”<sup>11</sup> before the phase-out of SISM2. For this task, T3 was assigned to prepare the draft and SISM2 team members have been supporting and facilitating the process of drafting. The detail is described in Chapter 8.

<sup>11</sup> "Minutes of Meeting Signed for the Seventh Coordination Meeting between JICA and Concerned Authority of Government of Nepal" for SISM2 Project, signed on June 26, 2017.

## CHAPTER 3: Output 1 – Refinement of SISM Model

### 3.1 Objectives and Approaches

Output 1 in the PDM states “refined model to make effective use of SIP process for improving access to and quality of basic education is developed”.

SIP is not new, and SISM model does not mean that the model is designed newly. Rather, it is based on the existing concept, principles, design, and program. The refinement was done with the purpose of making SIP more practical, user-friendly, and implementable, so that it is main-streamed in the nation-wide SIP promotion and that it will be continued after SISM2 is over.

The characteristics of SISM Model are found in the principles and approaches outlined in the Box 3-1.

#### Box 3-1: Outline of “SISM Model”

School governance and management at the local level is the shared responsibility between central government, local government body and the school.

Major principles of SISM model are as follows:

- ♦ The approach is dictated by the MoE’s Education sector strategies as clarified in SSRP and SSDP policies and plans.
- ♦ The model can be integrated into the existing system without bringing in any new concept that may divert or complicate the simplicity of SIP.
- ♦ It helps revitalize SIP as a useful and most important tool for achieving the improvement of school management by creating the enabling condition for all stakeholders to discuss and work together for the improvement of the quality of education.
- ♦ The capacity development of the local stakeholders, especially at school level, is essential.
- ♦ SISM model has to be practical, user-friendly, needs-based, sustainable, and cost-effective.



The key approaches for the SISM model are as follows:

- ♦ The training is conducted in cascade model, so that the multiple stakeholders from the central to the local levels can be targeted in large number, with uniformed and standardized minimum framework.
- ♦ The ultimate purpose of the cascade training is the capacity development of local stakeholders who are directly and daily involved in school management.
- ♦ The training are designed and conducted in a participatory approach, aiming that the learning through the process is sustained as ability of the participants.
- ♦ SISM2 can help with intense and extensive cascade training and produce the impact, which will remain in the existing mechanism and system in the later years.
- ♦ Reaching the school level is the “must”.

## 3.2 Refinement Process

Refinement was continued throughout the project period in various ways. In the first year of SISM2, the major efforts were made by conducting cascade training in the four testing districts. In the 2<sup>nd</sup> Year, SIP-FGB was refined and distributed to all the schools along with other material for the national dissemination. In the third year, Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School (STM) was developed and used for the cascade training covering all schools, and then SIP-FGB was finally revised, which were again distributed to all the schools through the national dissemination of SIP Appraisal training/orientation.

### 3.2.1 Testing of SISM Model

The detail of the testing conducted in the first year of the project is described in the SISM2 1<sup>st</sup> Year Completion Report (July 2014) and *the summary is in Chapter 4 of this report*. The lessons learned and suggestions/comments given by trainers/facilitators/participants were reflected in the improvement of the model.

The key lessons learned from the testing, which were applied in the national disseminations are as follows:

- 1) Cascade training works to convey a unified message from central to school on how to prepare simple and implementable SIPs. The advantages of the cascade training are as follows:
  - The key persons for working on the improvement of school management, that is HT, SMC/PTA not only receive the training, but also conduct the training/workshop in their schools, and many schools can be covered by this way.
  - SS/RPs become more familiar with SIP and school management and will be able to guide/support school better in their regular works.
  - Participants of ToTs, by experiencing being both trainees as well as trainers, go through the contents of the training/workshop at least twice, and they become more familiar with the SIP and other aspects of school management, and their capacity is strengthened through the process.
- 2) RC-ToT plays an intermediary role in delivering unified message and for exchanging experiences.
- 3) School-level stakeholders; SMC, HT, women and PTA/Teachers, if trained, can prepare simple and implementable SIP by themselves.
- 4) SISM Model works because of its participatory approaches and easy-to-use and visually attractive tools.
- 5) Training for newly-selected SMC members is needed for revitalizing SIP and SMC/PTAs.
- 6) SIP needs to be linked with various issues i.e. social audit, school accounting, and linkage with VEP/MEP for “Synergy Effects”.

### 3.2.2 Baseline and Testing Achievement Survey

The detail of the Survey is described in Chapter 4.

### 3.2.3 Development, refinement, revision, printing and distribution of training material



For the SISM model, the training is the key means to achieve the goal. Since SISM 1 time, trainers team, including trainers of the central government, DEO and SS/RPs worked together to develop training package which cover the training of the central to the school levels.

The package has the following features.

- ♦ The training package includes trainer’s/facilitator’s manuals, with detail descriptions of activities, training material, visual aids, tips for facilitation, illustrations, with occasional reference to standardized and uniformed message and information extracted from government document.
- ♦ The training is designed using the participatory methods, with the use of various tools and visual aids for facilitation.
- ♦ The workshop process is designed in the way the participants realize their responsibilities through learning the reality of school, analyzing the situation and find out what they can do, without being told what to do.
- ♦ The manuals are made user-friendly, practical and simple.
- ♦ Some of the activities are conducted using such tools as SSA-Checklist, illustrations, attendance analysis, and roll-plays. These activities are of the types that can be taken out of the package and used independently as facilitation tools in other training and workshops.
- ♦ The important policies and document regarding school management, such as Child-Friendly-School, Social Audit, DRR and program policy and budget are included.

The training needs assessment was conducted, and the training contents and manual were reviewed many times on various occasions by T3 and T5, and trainers/facilitators and other users. Their suggestions and comments were reflected in each refinement process and the final version. Each of the activities for the revision process is described in detail in the previous SISM2 Annual Completion Reports and Progress Reports.

### (1) Published Material

Following table list the training material published during the project period.

**Table 3-1: Published Training Material**


	<b>Publications</b>	<b>Description of the Booklets</b>	<b>Distributed No.</b>
Testing before National Dissemination (2013-14)	1. SIP Formulation Guidebook (SIP-FGB), 2069	- Published with the support of JICA during SISM Follow-up in 2012.	4 Districts, 49 RCs and 1,182 schools
	2. School Level Workshop Manual (SLW), 2070	- Revision of the version developed in SISM1	
	3. School Self-Assessment Checklist	- Refinement of the version developed in SISM1 (List included in SLW-M was printed in 2 pages of A0 size)	
National Dissemination: SIP Formulation (Nov 2014 May 2015)	4. SIP-FGB 2071	- Refinement of the earlier version	All DEO, RC, schools, ETCs (total of 29,382)
	5. SLW Manual 2071	- Refinement of the earlier version	Same as above (total of 29,355)
	6. SSA-Checklist	- Refinements were done several times. (List included in SLW-M was printed in 2 pages of A0 size)	Same as above (total of 28,581 sets)
	7. Others	- Supplementary Book - Child-Friendly School Poster	All DEO, RC, ETC (3,896 and 3,692 per each)

National Dissemination : Refresher for Updating SIP (2015-16)	8. STM	- School level training manual for updating SIP with integration of DRR plan	All DEO, RC, schools, ETCs (32,000)
	9. Social Audit Guideline (SAG)	- DOE revised SAG and distributed to all schools along with STM	All DEO, RC, schools, ETCs (32,000)
National Dissemination : SIP Appraisal (2017-18)	10.SIP-FGB, 2074	- Revision of SIP-FGB 2072	All DEO, RC, schools, ETCs (34,000)


## (2) Operational Guides for Trainers

To make the cascade training through R-ToT, D-ToT and RC-W implementation smooth by conveying the same messages with the same quality in the trainings/workshops as much as possible, T5 and SISM2 created the three types of OGs: namely, OG (1) for the R-ToT facilitators; OG (2) for the D-ToT facilitators; and OG (3) for the RC-W facilitators (Three OGs were attached in the Progress Report (vol.1)).


Each OGs has two sections: “A. Outline of the ToT” which outlines the ToT schedule, overall goals, objectives of ToT, duration, participants, facilitators, expected outputs, training materials etc.; and “B. Tentative Training Programme”, which gives the daily session plan with contents, time allocation and materials/tools required. Each OG was distributed during each training and shared carefully in the last part of the training. In all the regional, district and RC level training/orientation, the last session was used for committing and announcing the schedule of the next step.




4.SIP-FGB 2071




5.SLW Manual




6.School Self-Assessment Checklist




7.Supplementary Book



7. Child Friendly School Poster



8.Supplementary Training Material (STM) 2073



10.SIP-FGB 2074

In the 1<sup>st</sup> National Dissemination, No.4-6 were distributed to all schools and No.7 to DEO, RC and ETCs.

In the 2<sup>nd</sup> National Dissemination, No.8 along with Social Audit Guideline (No.9) were distributed to all schools.

In the 3<sup>rd</sup> National Dissemination, No.10 was distributed to all schools

**Figure 3-1: Distributions of Training Material for National Dissemination**

All in all, the significant and essential aspects of SIP formulation and updating are all included in SIP-FGB of 2074. Revision process was done with careful attention to the detail. It was a careful walking through every line and word. More comments/suggestions from the various stakeholders were reflected than in any case of the previous versions.

### **3.2.4 Working together with T3 and T5, SIP-CP, and DEO**

In the refinement process, the sense of responsibility and ownership by the T3 and T5 members, as well as DEO and District Contact Person of SIP(SIP-CP) was important. They are Section Officers (SO) or Undersecretary (US) in position, who may be frequently transferred to the interchangeable positions within MoE, RED, DoE, NCED, CDC, ETC, and DEOs. Since the same person may be a T3/T5 member at one time, and trainers/facilitators, joint monitoring members, DEO or ADEO, or SIP-CP in other chances, and as a result the frequent transfer did not cause difficulties in SISM2. Rather, it helped them to own the process and contribute.

### **3.2.5 Collaboration with Other Agencies**

As described in Chapter 1, SISM2 continued sharing information about SIP related activities with donor communities directly and through DoE and other Development Partners. As described in Chapter 2, coordination and collaboration with other agencies were effectively done; as a result, many agencies are using the training material developed by DoE supported by SISM2. The model is well reputed and had impact on the policies in SSDP.

### **3.2.6 SIP Study**

As reported in the earlier Progress Report Vol.3 and Vol.4, SISM2 conducted SIP Study in 2016-17, under the support of T3/T5 and DEOs of two sample districts (Tanahu and Kapilbastu).

Sharing of the progress and results of the SIP Study were conducted many times: twice with T3/T5 in March and May 2017, once with School Grant Management Guideline (SGMG) Working Group, twice each in the sample districts, once in each of the 5 intensive monitoring districts during Wrap-up workshop, once in the MoE-hosted meeting in which MoE's officers (17 officers) and major development partners such as UNICEF, Save the Children, EU and Finland Embassy participated in June 2017, once at the CC meeting in May of 2017, and once at Save the Children-Nepal office in July 2017. These sharing provided chances of not only to help to refine the SISM model but also to establish the common understanding among the stakeholders for discussing the next steps.

- There is a confusion about SIP and AIP
- Schools' awareness of their problems and causes of problems is high
- School lacks information and guidance about Budget/Grants
- Planned activities are not funded.

The Study gave three simple recommendations, considering that the feasibility to implement these are high:

- ♦ Recommendation 1: To make the Annual Implementation Plan (AIP) mandatory, functional and key document and give clear guidance what to include.
- ♦ Recommendation-2: To improve the communication/guidance regarding school finance and account keeping urgently
- ♦ Recommendation-3: To revise SIP-FGB and orient to schools

As of May 2018, actions have been taken to address all the three recommendations.



## **Chapter 4: Output 2 – Testing of Model for National Dissemination**

### **4.1 Testing of Model in the four Districts**

#### **4.1.1 Objectives and Approaches**

In order to validate the effective and practical model for training mechanism/contents on SIP formulation and implementation, SISM2 at its 1st project year (July 2013 to June 2014) has conducted the Testing of SISM Model. The Testing aims:

- 1) To check if the SISM Model be operational from the central to the school levels;
- 2) To see any consideration needed due to the regional/geographical difference;
- 3) To see any additional updates needed to make SISM Model more efficient and sustainable;
- 4) To reflect the lessons learnt from the testing for national dissemination.

Four (4) Testing Districts (TDs) namely Doti, Jumla, Rupandehi and Solukhumbu were selected through the discussions with MoE and DoE, JICA Nepal Office, and SISM2. The selection criteria included i) geographical conditions (Mountain, Hill, Terai), ii) educational achievement (literacy, NIR, repetition, STR), iii) less opportunities to be supported by DP program, iv) accessibility, v) security and vi) total number of the schools is not more than 1,600 schools (technical and financial limitation). Considering the purpose and the schedule of the Testing, four districts; 1 (one) district from each of the four regions of Eastern, Western, Mid-Western and Far-Western were selected. Central Region was excluded because two of the districts in the region (Dhading and Rasuwa) were the target districts of SISM1. These districts were added as follow up districts. In addition, the follow-up activities were conducted in Dhading and Rasuwa districts.

#### **4.1.2 Outline of Central-level ToT (C-ToT)**

As the first step of the cascade, SISM2 conducted 5-days C-ToT on “Formulation and Updating of SIP” from December 1 to 5, 2013, in NCED Training Hall.

The main facilitators were from the T5 members and DoE experts who have expertise on subject matters on the particular session or topic. Some co-facilitators were invited from NGOs which had many years of experiences in the grass-root level training and facilitations and were chosen based on the recommendation by the Education Working Group of Association of International NGO (AIN). Altogether, 31 participants including two persons from each testing DEOs, one person from each follow up district and few participants from central level agencies i.e. MoE, DoE, NCED attended in the C-ToT.

#### **4.1.3 Outline of District-level ToT (D-ToT)**

Soon after the C-ToT, the D-ToT was conducted during the period from Doti and Rupandehi in December and January. Due to school’s winter vacation in Solukhumbu and Jumla districts, the Training was conducted in February 2014.

The C-ToT participants were the main facilitators for the D-ToT. The T5 and SISM2 team members provided backstopping support during the training. The participants of the D-ToT were DEO Officers, RPs, selected HTs or teachers and some members of I/NGOs. Altogether, 88 district-level stakeholders participated in the D-ToT. The summary of the training is presented in Table 4-1.

**Table 4-1: Summary of D-ToT in testing districts**

Districts	Date of training	Venue	No. of Participants					
			US/SO/ SS	RP	HT/ teacher	I/NGO	ETC	Total
Rupandehi	29 Dec 2013 – 2 Jan 2014	ETC, Bhairahawa	10	6	0	4	2	22
Doti	29 Dec 2013 – 2 Jan 2014	Rural Development Training Center	3	14	3	5	2	27
Solukhumbu	7 – 11 Feb 2014	DEO Training Hall	0	11	3	5	0	19
Jumla	24 – 28 Feb 2014	Hotel Amar Sandesh	2	9	5	4	0	20
	<b>Total</b>		<b>15</b>	<b>40</b>	<b>11</b>	<b>18</b>	<b>4</b>	<b>88</b>

\*US- Under Secretary, SO- Section Officer, SS- School Supervisor, RP- Resource Person, ETC- trainers from Educational Training Center.

#### 4.1.4 Outline of RC-level Workshop (RC-W)

Following the action plan prepared during D-ToT, the testing DEOs organized a total of 110 batches of the 3-day RC-W during February to May 2014. The number of the batches per district and per RCs were decided based on the number of the schools and the geographical conditions.

Two representatives from each community school (one either HT or teacher, and one from SMC) were the participants for the training. A total of 2,355 key stakeholders participated in the RC-W from the 1,182 community schools of four testing districts. The district-wise number of RC, number of batches, number of schools and numbers of the participants are illustrated in Table 4-2:

**Table 4-2: Summary of RC-W**

	Name of Districts	Date		No. of RC	No. of Batches	No. of Schools	No. of Participants					
		Starting	Ending				SMC	PTA	HT	Teacher	Others	Total
1	Doti	Jan.18, 2014	Jan.31, 2014	15	34	388	316	9	326	112	11	774
2	Jumla	Mar.17, 2014	Apr.05, 2014	10	15	160	146	11	131	31	0	319
3	Rupandehi	Jan.22, 2014	Feb.07, 2014	10	34	363	269	7	273	163	14	726
4	Solukhumbu	Feb.26, 2014	Apr.07, 2014	14	27	271	262	3	239	32	0	536
	<b>Total</b>			<b>49</b>	<b>110</b>	<b>1,182</b>	<b>993</b>	<b>30</b>	<b>969</b>	<b>338</b>	<b>25</b>	<b>2,355</b>

#### 4.1.5 Outline of School-level Workshop (SLW)

After three steps of the cascade training, the next step was the School-level Workshop (SLW). SISM2 supported the testing DEOs to conduct 2-day SLW in 1,182 community schools of four testing districts.

A total of 32,889 key stakeholders participated in the SLW at the 1,182 community schools in TDs. The district-wise number of schools and numbers of the participants is illustrated in Table 4-3.

**Table 4-3: Summary of the School-level Workshop**

	Name of Districts	Date		No. of Schools	No. of Participants					
		Starting	Ending		SMC	PTA	Teacher	Student	Others	Total
1	Doti	Jan.24	May16	388	2,474	2,119	1,280	1,829	4,358	12,060
2	Jumla	Mar.28	June03	160	961	804	547	781	1,376	4,469
3	Rupandehi	Jan28	Apr.22	363	1,890	1,475	1,604	1,681	2,947	9,597*
4	Solukhumbu	Mar. 01	June 11	271	1,525	1,398	742	1,089	2,009	6,763
	<b>Total</b>			<b>1,182</b>	<b>6,850</b>	<b>5,796</b>	<b>4,173</b>	<b>5,380</b>	<b>10,690</b>	<b>32,889</b>

\* This data covers the SLW of 353 schools only, 10 schools' data is not received from district.

(Source: Prepared by SISM2)

Those two persons who had received 3-day RC-W were the main facilitators of the SLW. They were responsible for organizing, coordinating and preparing and conducting the workshop. The participants of the SLW were from SIP writing committee, SMC members and PTA, representatives from teachers, representatives from student's preferably members of Child Club and/or other children's organizations of the school, selected guardians and community leaders /education devotees.

#### 4.1.6 Effectiveness of Four-layers of SISM Model

In the Testing, three-layer of ToTs of SISM Model were conducted; namely, 1) Central-level ToT; 2) District-level ToT; and 3) Resource Center-level ToT. After these three steps of ToTs, there is the school-level workshops.

In order to carry out the training in systematic and effective ways for the national dissemination, SISM2 and T3 and T5 developed an mechanism of cascade training in this Testing. Following approaches are important points and lesson learnt.

- 1) The School-level Workshop Manual (SLW-M) which used as the guiding documents or main textbook for all level of ToTs was very useful.
- 2) Emphasis on the practical exercises rather than theories was a comprehensive message for school.
- 3) Visual aids, such as illustration, formats, and information written on newsprints were very effective.
- 4) Introduction of activities which don't need budget or need minimum budget was positively accepted by school stakeholders.
- 5) The participants of D-ToT and RC-W could provide necessary facilitation at the lower level of training and workshop.
- 6) The key information regarding policies, norms, requirement, budget and program of the DoE/DEO shared to stakeholders was useful and created transparency.

## 4.2 Numerical Achievement of SISM Model

### 4.2.1 Objectives of Baseline and Testing Achievement Survey

The Baseline (before starting testing activities) and the Testing Achievement (after conducting testing activities mentioned in 3.1) Surveys of the Testing were conducted in the 1st Project Year through the questionnaire survey of SMCs, HTs, guardians, students, and RPs in TD and the Control Districts (CD), which are the TD-nearby district to assess the changes in TD by comparing before/after data. The total of eight districts are targeted for the surveys, which are grouped in two categories as follows:

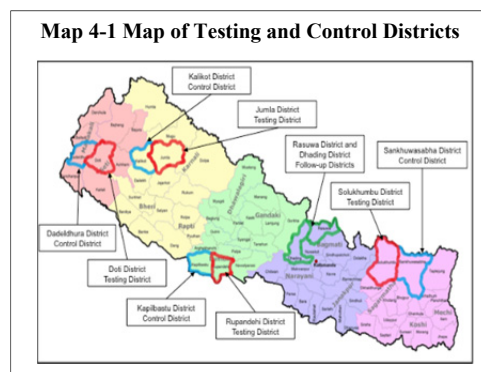
<b>Testing Districts (TDs):</b>	<b>Control Districts (CDs):</b>
TD-1: Solukhumbu in Eastern Region	CD-1: Sankhuwasabha in Eastern Region
TD-2: Rupandehi in Western Region	CD-2: Kapilbastu in Western Region
TD-3: Jumla in Mid Western Region, and	CD-3: Kalikot in Mid Western Region, and
TD-4: Doti in Far Western Region	CD-4: Dadeldhura in Far Western Region

The total of eight districts were targeted for the surveys Map 4-1:

The survey covered 160 public/community schools. VDCs and schools were selected by District Education Offices (DEOs), concerning geographical situation<sup>12</sup>. There were 2 VDCs<sup>13</sup> in each district and 10 schools per each VDC were selected.

The results of the Testing Achievements Survey showed many positive changes among head teachers (HTs), teachers, students, SMCs, and guardians in 4 TDs with compared to Baseline Survey. The following are major achievements noticed in the Testing Districts in general.

- 1) The capacity of school management facilitators at the central level is enhanced.
- 2) Each DEO personnel including Resource Persons (RPs) obtained a new understanding of SIP, which is a strong tool for making a school development plan and community participation.
- 3) Each DEO personnel practically understood how to conduct a SIP workshop with SMC, PTA, students and community.
- 4) RP's knowledge, skill and experience for SIP development are increased.
- 5) SMC members, guardians and students had a chance to participate in the SIP development process.
- 6) SMC members, guardians and students practically understood their roles and the meaning of community participation.
- 7) Relationship between school and community is enhanced.
- 8) The number of schools which have started developing school annual action plans in 2014 is increased.



Based on the result of Testing Achievement Survey, it clearly proves that SISM Model is able to function in nationwide deployment.

#### 4.2.2 Finding Detail

The major findings of Testing Achievements Survey related to SIP Formation, stakeholder's participation in SIP formulation, stakeholder's involvement in school management and teaching learning improvement are presented below:

<sup>12</sup> One VDC is selected near the town of the district, and the other VDC is a little bit far from the town

<sup>13</sup> Due to geographical condition, there are more than 3 VDCs. In this case, there are less than 10 schools in each VDC.

## (1) Formulation of 5-Y-SIP and its annual action plan

According to the results of the End-line Survey, 95% or 100% of the sampled schools of the four testing districts namely: Solukhumbu, Doti, Jumla and Rupandehi, responded that they formulated the Academic Year (AY) 2014/15 annual action plan of SIP. In contrast, 25% of those or less than that formulated the AY2014/15 annual action plan of SIP in the control districts except Dadeldhura (75%). Because the formulation rate of SIP in the target districts where SISM2 provided technical support for SIP development is higher than in the control districts (See the Table 4-4).

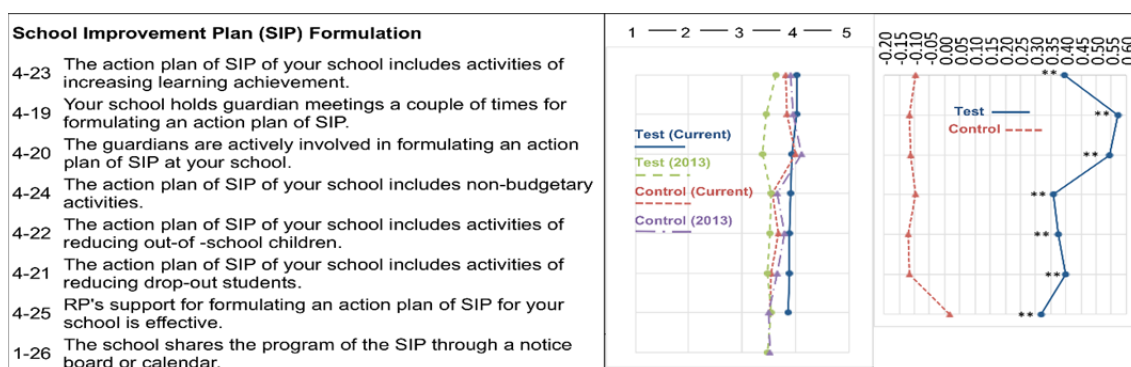
**Table 4-4: Formulation school annual action plan 2014**

District		AY 2014/15	District		AY2014/15
Testing Districts	Solukhumbu	100%	Control Districts	Sankhuwasabha	15%
	Doti	100%		Dadeldhura	75%
	Jumla	100%		Kalikot	25%
	Rupandehi	95%		Kapilbastu	25%

Note: The number of sample schools is 20 per district. In total 160 schools were surveyed.  
(Source: SISM2 Testing Achievement Report 2014).

## (2) SMC and Guardian's Involvement in SIP Formulation

It is observed that the testing activities made HTs, SMC members and guardians understand the SIP formulation process and their roles more clearly in TDs. Figure 3-1 shows the clear positive change of the guardians in understanding and participating in SIP formulation after SISM2 activities, which is prepared based on the results of the 1-5 Likert scale<sup>14</sup> questionnaire survey. The blue line shows the current 1-5 rating of TDs, while the green line shows the rating about 2013 situation. The mark of “\*\*\*” means that it is statistically significant in one percent.



**Figure 4-1: Guardian's Perspectives on SIP Formulation**

Notes: The order of the questions is rearranged from the highest to the lowest value of 1-5 Likert scale of the Testing Districts.

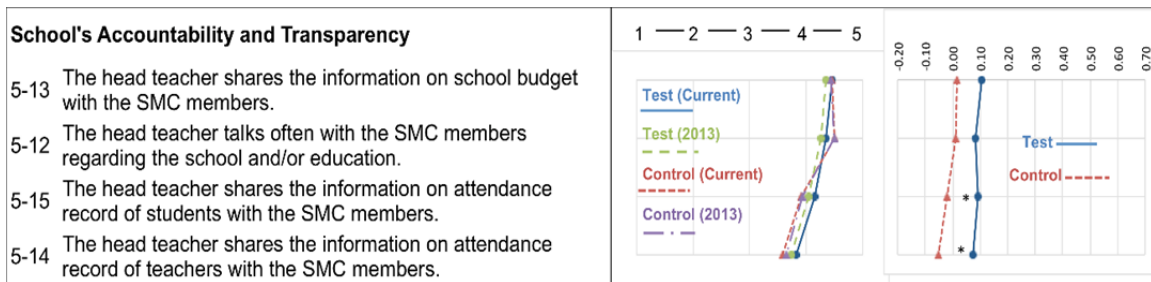
(Source: SISM2 Testing Achievement Report 2014)

The data supports SISM2 approach of capacity development for guardians helped for improving guardian's awareness of SIP and their roles.

<sup>14</sup> A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach for scaling responses in survey research

### (3) SMC and Guardian’s Involvement in School Management

One of SISM2’s important aims is to bring SMC and guardians to school. Figure 4-2 shows SMC member’s changes in understanding of school accountability and transparency.



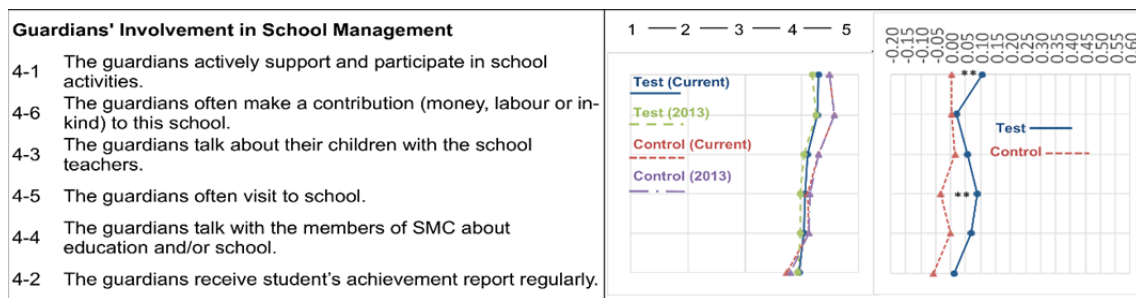
**Figure 4-2: SMC’s Perspectives on Accountability and Transparency**

Notes: - Same as Note (1) above

-The mark of “\*” means that it is statistically significant in five percent.

(Source: SISM2 Testing Achievement Report 2014)

The below Figure 4-3 shows that SISM2 has been successful in increasing guardians' involvement in school management.



**Figure 4-3: Guardian’s Involvement in School Management**

Notes: -Same as Note (1) above

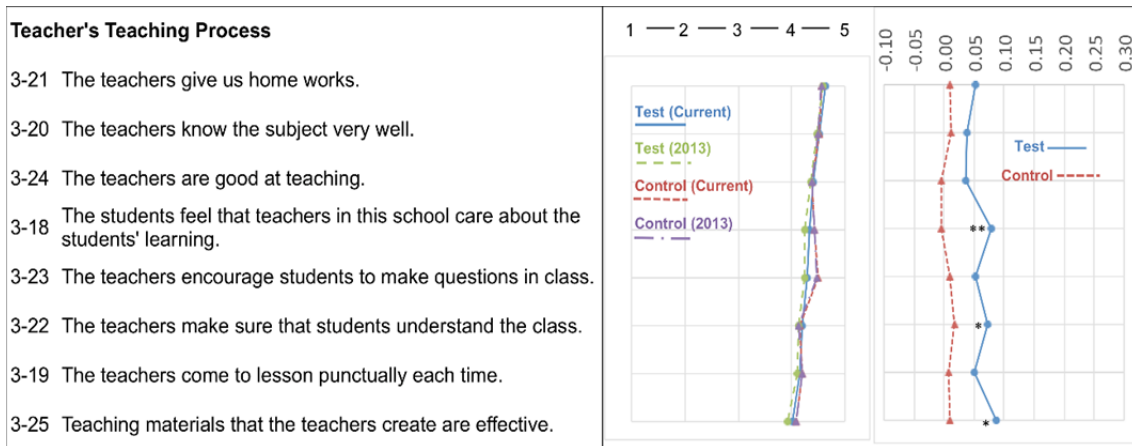
-The mark of “\*\*” means that it is statistically significant in one percent.

(Source: SISM2 Testing Achievement Report 2014)

Based on the result, the SISM2 School-level Workshop Manual can be regarded as an effective tool to make SMCs and guardians more interested in schools and school management activities.

### (4) Teaching Improvement

Figure 4-4 shows student’s observation on teacher’s teaching process.



**Figure 4-4: Student's Perspective on Teachers' Teaching**

Notes: -Same as Note (1) above

-The mark of “\*\*” means that it is statistically significant in five percent.

-The mark of “\*\*\*” means it is statistically significant in one percent.

(Source: SISM2 Testing Achievement Report 2014)

In TDs, teacher's attitude toward students has been changed. Better communication among teachers provides benefit for teachers regarding teaching skills and classroom management. They also exchange information of students. Thus, teaching atmosphere and environment at school is being improved, which may lead to the improvement in teachers' teaching.

### 4.3 Scaling up SISM Model for National Dissemination

Basically, SISM model which was tested in the testing districts can be applied for the national dissemination. However, one modification is needed. It is about the regional ToT. The following shows the deference between Testing and the national dissemination.

Testing:

Central-level ToT ⇨ District-level ToT ⇨ RC-level Workshop ⇨ School-level Workshop

National Dissemination:

Regional-level ToT ⇨ District-level ToT ⇨ RC-level Workshop ⇨ School-level Workshop

The facilitators for the regional-level ToT were already trained at the central-level ToT during the Testing period. Therefore, there is no need to train new trainers of training.

Due to covering all 5 regions and 75 districts, the time frame of conducting the regional-level ToT and the district-level ToT should be carefully developed. For that purpose, T3/T5/SISM2 had several meetings to draw the time schedule of the national dissemination. The more detail of the national dissemination is shown in '5.2 National Dissemination of SIP Process Through Cascade Training'.



## Chapter 5: Output 3 – Capacity Development of Central and Local Education Authorities

### 5.1 Objectives and Approaches

Outputs 3 is described in PDM as: “Capacity of central and local education authorities to support school management through SIP process is strengthened.” Training, workshops and orientation program were the major approach for capacity development. As described in the earlier chapters, on-the-job training for every level of the training was also effective through the refinement of training material as well as the cascade system. The responsible persons, who participated in ToT had to give training or orientation to the next level of the users throughout the cascade, which enhanced their capacity.

In this Chapter, the details of activities concerning the capacity development of related stakeholders are described. The following four categories of activities are described.

- Three rounds of National Dissemination of SIP Formulation and Updating, using cascade method (Section “5.2”)
- Integration and refinement of SIP training in the existing training program (Section “5.3”)
- Follow-up Workshop for Earthquake Most Effected Districts (Section “5.4”)
- Joint Monitoring (Section “5.5”)

### 5.2 National Dissemination of SIP Process Through Cascade Training

This section explains the national dissemination of the SIP process through the cascade approach conducted during the project period. Total of three round of national dissemination on SIP process was done during the project period as follows:

**Table 5.1: Summary of National Dissemination of SIP Process**

	Activities	Regional Level	District Level	RC Level	School Level
1	<u>1<sup>st</sup> Round:</u> National Dissemination of SIP Updating	<u>R-ToT</u> Duration: 4 days Participants: 2 from each DEO Budget: SISM2	<u>D-ToT</u> Duration: 3 days Participants: ADEO, SS/SO, RP Budget: 30 districts by SISM2 and others by DEO	<u>RC Level Workshop (RC-W)</u> Duration: 3 days Participants: HT and SMC Budget: RC	<u>School Level Workshop (SLW)</u> Duration: 2 days Participants: SMC/PTA, Teachers, students, parents, education devotee Budget: School
2	<u>2<sup>nd</sup> Round:</u> National Dissemination of Annual SIP Updating	<u>R-ToT</u> Duration: 2 days Participants: 2 from each DEO Budget: SISM2	<u>D-ToT</u> Duration: 2-3 hours Participants: ADEO, SS/SO, RP Budget: Regular Meeting of RP/SS	<u>RC-W</u> Duration: 2-3 hours Participants: HT and SMC Budget: Regular Meeting of HT	<u>SLW</u> Duration: 1-day Participants: SMC/PTA, Teachers, students, parents, education devotee Budget: School
3	<u>3<sup>rd</sup> Round:</u> National Dissemination of SIP Appraisal	<u>R-ToT</u> Duration: 3 days Participants: 2 from each DEO Budget: RED	<u>D-O</u> Duration: 3 hours Participants: ADEO, SS/SO, RP Budget: Regular Meeting of RP/SS	<u>RC-O</u> Duration: 3 hours Participants: HT and SMC Budget: Regular Meeting of HT	<u>SLW</u> Duration: 1- day Participants: SMC/PTA, Teachers, students, parents, education devotee Budget: School

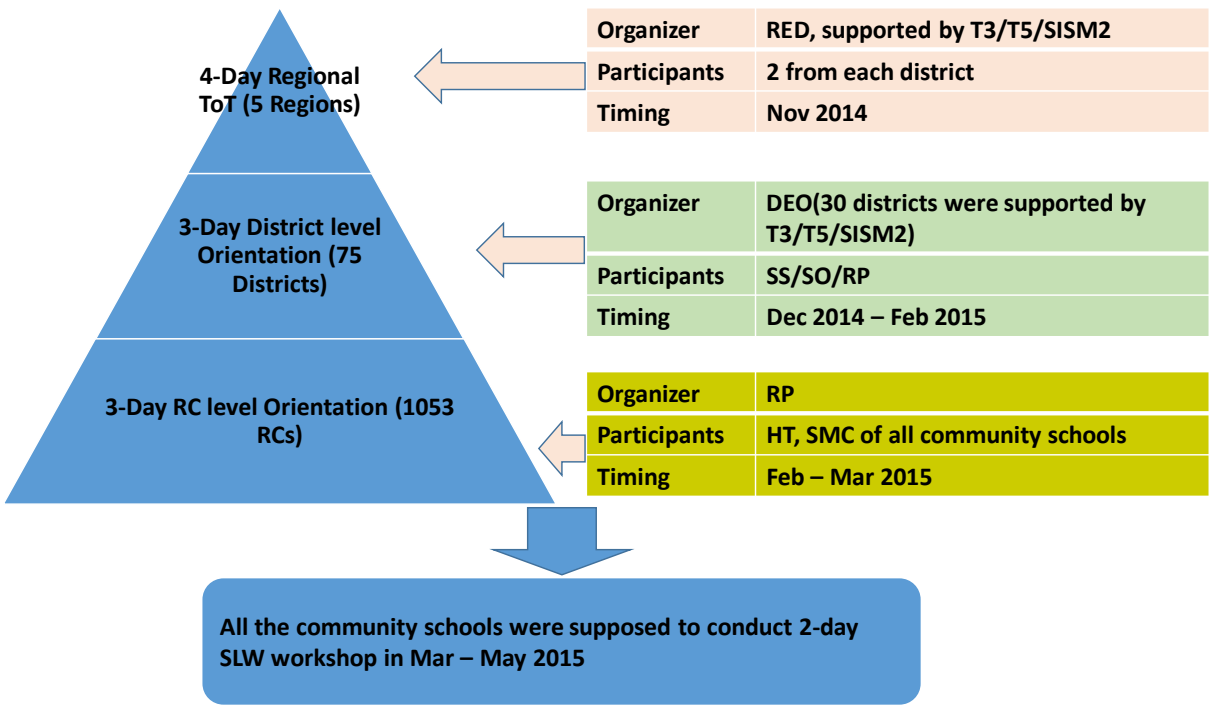
Each round of National dissemination of SIP process is described below.



**5.2.1 National Dissemination (1<sup>st</sup> Round): SIP Updating**

The first round of national dissemination was conducted by the project during the second year of the project period (2014/015). After testing and refining SISM model in the first year, DoE published SIP-FGB 2071, SLW-M 2071, Child Friendly Poster and SSA Checklist in the second year. These materials were nationally disseminated through the cascade approach i.e. Regional ToT (R-ToT), District Level ToT (D-ToT), Resource Centre Level ToT (RC-ToT) and School Level Workshop (SLW) during the first round.

For the national dissemination, the Regional ToT in all five regions and District Level ToT of 30 districts were financially and technically supported by the SISM2 whereas the cost of the D-ToT other than 30 districts, RC-ToT and SLW were covered by the SSRP budget as described in PIM. The cascade steps of national dissemination of SIP updating is presented in the figure 5-1:



**Figure 5-1: Steps of 1<sup>st</sup> Round of National Dissemination on SIP Updating**

**(1) Regional-level ToT (R-ToT)**

Regional Level training is the first step of national dissemination through the cascade approach. During the second project year, SISM2 conducted 4-day R-ToT on SIP Updating in all five regions in the month of November 2014. The objectives of the R-ToT were 1) to train District-level trainers, who will organize and facilitate District-level ToT (D-ToT) and to prepare them to guide and monitor the RC-ToT and SLW in their district and 2) to build the common ground for working together by sharing the ultimate goal. The R-ToT was organized by Regional Education Directorate (RED) and facilitated by the T5 members and SISM2 following the Operational Guideline-1(OG-1). The schedule and details of participants of all R-ToT are given in table 5-2.

**Table 5-2: Dates and Participants of Five R-ToTs**

Region (No. of Districts Covered)	Dates	From DEO*			ETC/RED	Others	Sub-total
		ADEO/US	SO	SS			
Central Region (CR) (19 districts)	November 6-9, 2014	12	4	18	4	5	43
Eastern Region (ER) (16 districts)	November 10-13, 2014	7	6	12	4	7	36
Western Region (WR) (16 districts)	November 10-13, 2014	9	2	18	3	0	32
Mid-Western Region (MWR) (15 districts)	November 23-26, 2014	8	2	14	3	5	32
Far-Western Region (FWR) (9 districts)	November 23-26, 2014	2	3	12	2	1	20
<b>Total: (75 districts)</b>	--	<b>38</b>	<b>17</b>	<b>74</b>	<b>16</b>	<b>18</b>	<b>163</b>

(\*ADEO=Assistant DEO; US=Under Secretary; SO=Section Officer; SS=School Supervisor)

As shown in table 5-2, total of 163 participants (43 in CR, 36 in ER, 32 in WR, 32 in MWR and 20 in FWR) from the major ETCs and 75 DEOs (two participants from each DEO) were trained in all five R-ToTs. SISM2 covered the cost of the R-ToT.

The objectives of the regional ToT were achieved as both facilitators and participants' attitudes were positive by showing good interest in the training. Participants expressed the following:

- This is their first time to participate in this participatory, practical, and holistic ToT on SIP.
- Training materials and OGs are user-friendly and help us understand and follow the session clearly and easily.
- The practice session of conducting SLW at school is the most effective.
- Participants' confidence has been increased for conducting D-ToT and the following training/workshops in the district.

The participants also raised some issues related to budget with DoE as 1) the budget of NPR3, 000 per school for RC-W and SLW level is not adequate; 2) transportation cost for bringing training material for RC-W is not allocated especially in case of 39 districts; 3) the budget for RC-W is included under the budget headline of school grant which was crucial for the effective implementation of next steps of the cascade training.

## (2) District-level ToT (D-ToT)

As the second step of cascade training, D-ToT was conducted from December 2014 and ended in June 2015. The cost for 30 districts from the Central and the Western Regions except Kathmandu and Lalitpur districts was covered by SISM2 and remaining 39 districts were covered by SSRP budget.

**Table 5-3: D-ToT Participants of the 30 Districts Supported by SISM2**

Officers of DEO	ETC	RP	I/NGO	Others*	Total
205	13	361	12	193	784

\* Others include HT, roster teachers, etc.

As shown in table 5-3, total of 784 participants (DEO Officers-205, ETC Trainers-13, RP-361, I/NGOs representatives-12 and others - HT, roster teachers-193) from 30 districts were trained as RC-W facilitators through D-ToTs. Similarly, 900 participants from 39 districts were also trained. D-ToT was facilitated by the participants of R-ToT in each district. The content and process of the D-ToT were followed by the OG (2).

Participants of D-ToT appreciated the contents of the training as they showed keen interests in the practical exercise of writing SIP, the use of the real data presented by a HT of neighboring school in Day 1 of D-ToT, attendance analysis, and SSA exercise. All these practical exercises are not complicated and they do not require high skills of facilitation. They can also refer to and depend on the material and the OG. Participants also highly appreciated the training packages for all the different levels of the cascade training. One of the DEO expressed that this was the first “complete package of training on SIP” he had ever seen. Training program or material alone would not be sufficient; the OG was an essential part of the package to guide the cascade training.

The training course evaluation has been also conducted for D-ToTs of the 30 districts covered by SISM2. The participants were asked to fill up the evaluation sheet at the end of the training. The evaluation questionnaire consisted of the 1-5 Likert scale questions about how much the participants agree on each description. Based on the self-evaluation, among the total 15 questions, the highest scores were given to the "Do you find the training is beneficial for your RC and schools." The findings concluded that D-ToT was effective and successful to strengthen the capacity of district level education officers on SIP formulation and monitoring and the effectiveness of training materials is very high.

**(3) Resource Center-level Workshop (RC-W)**

RC-W was conducted in all 69 districts using SSRP budget after the completion of D-ToT, under the responsibilities of RP. The content and the process of the RC-W were guided by the OG (3). The workshop was facilitated by the RP and supported by D-ToT participants other than RPs. Two representatives from each community school (one from either HT or teacher, and one from SMC) were the participants in the workshop. Due to the high number of participants, many batches of RC-W in a RC were planned and conducted to make the training more effective. The batches of the RC-W were decided based on the number of community schools in the district and RC.

Based on information collected by telephone, 67 out of 69 districts completed all the RC-W. A total of 1,753 batches of 3-day RC-W were conducted in 67 districts and about 52,500 persons of 26,247 schools were trained as school-level facilitators. Each RC prepared the schedule of SLW and monitoring plans and a set of training package (SIP-FGB 2071, SLW-M and SSA Checklist, Child Friendly Poster) were distributed to each school during the workshop.

**(4) School-level Workshop (SLW)**

Two days School-level Workshop (SLW) as the last step of the national dissemination of SIP updating was conducted almost all schools by using DoE budget. SLW-Manual was used as a textbook during the SLW. Based on information collected by telephone, a total of 24,259 schools completed SLWs in 67 districts by the end of September 2015. The summary of SLW is illustrated in Table 5-4.

**Table 5-4: Summary of SLW Completed (As of September 30, 2015)**

S.N.	Items	Progress		
		30 districts SISM2 supported D-ToT	39 districts DoE supported D-ToT	Total
1	Number of community schools	12,224	14,768	26,992
2	Number of schools completed SLW	10,115	14,144	24,259
3	Number of schools submitted SIPs to DEOs by Mid-August	4,687	4,255	8,942

At the end of the SLW, each school prepared an action plan to update their 5-Year SIP for academic year 2015/16-2019/20. The SIP updating processes include four processes namely 1) preparation of Draft SIP; 2) collection of comments from community members, parents; 3) review by SMC; and 4) Approval of SIP by SMC and submission to RC and others.

During Wrap-up meeting in Dadeldhura and Kapilbastu Districts, RPs and school-level participants appreciated the SIP process and shared the outcomes of the SLW as follows:

- Schools have gradually realized that the SIPs are for the schools, HTs and teachers, SMCs, guardians, students and community members to develop better educational environment.
- SLW was effective to motivate school's stakeholders that each school needs SIP. The fact that they have prepared SIP helped them develop a feeling of “OUR” school. After the workshop, some parents began to contribute to the schools.
- Awareness created at the school level resulted in increased accountability of SMC, Teachers and Parents toward students.
- Resource mapping has been done very clearly.
- The schools have visualized their status through SSA checklist.
- After the workshop, stakeholders are more concerned about the quality education than infrastructure development while preparing SIP.

**5.2.2 National Dissemination (2<sup>nd</sup> Round): Annual SIP updating**

The second round of national dissemination was conducted during the third-year project period (2015/016). In April and May 2015, Great Gorkha Earthquake hit Nepal and brought about the huge disaster. This caused the delay in SIP process. The Earthquake raised the awareness for the need for preventive measures for disaster at a school level. In the education sector, MoE was in the process of inclusion of “Comprehensive School Safety Framework” in their School Sector Development Plan (SSDP). Among three Pillars, the Pillar 2 of the Framework is “School Disaster Management”. The inclusion of preparedness plan in the SIP is a must.

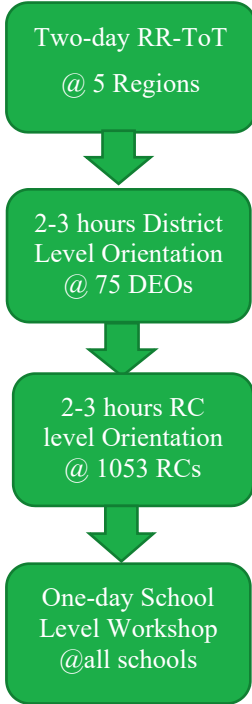
In the meantime, SISM2 was planning to conduct the refresher training, and it was discussed and agreed among the central level stakeholders that it was timely to give the refresher training to all the concerned and to include the practical guidance on the disaster preparedness in the annual SIP updating. It was decided to publish "Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School” (STM) and disseminate to every school through the refresher training and orientation.

During the third year of SISM2, national dissemination of annual SIP updating was conducted. The major objectives of this national dissemination were to support schools for updating the Annual SIP as well as to integrate disaster preparedness in SIP, which was missing in the previous year of the national dissemination of SIP formulation. SISM2 inancially and technically supported Regional-level Refresher Training of Trainers (R-ToTs) in all five regions, whereas the SSDB budget covered the cost of the District-level Orientation, RC-level Orientation and School-level Workshop. This national dissemination activity was included in the Annual Strategic Implementation Plan (ASIP) and Annual Work Plan and Budget (AWPB) and Program Implementation Manual (PIM).

The outline of national dissemination of Annual SIP updating is presented in figure 5-2.

**(1) Regional-level Refresher ToT (R-ToT)**

SISM2 conducted the 2-day Regional Level Refresher ToT on Annual SIP Updating in the month of Jan to February 2016 in all five regions. The objectives of the R-ToT were 1) to train district-level



**Figure 5-2: Steps of 2<sup>nd</sup> Round of National Dissemination on SIP Updating**

trainers to organize and facilitate district-level orientation program and to prepare them to guide and monitor the RC-level orientation and school-level workshop (SLW) in their district; and 2) to provide the participants with the knowledge and skills of how to support schools to improve school management using SIP and how to include disaster preparedness in the SIP. The schedule and details of participants are given in table 5-5.

**Table 5-5: Dates and Participants of Five R-ToTs**

Region (No. of Districts)	Dates	From DEO*			ETC/RED	Others	Sub-total
		ADEO/US	SO	SS			
Central (19 districts)	January 07 – 08, 2016	12	6	19	2	-	39
Eastern (16 districts)	January 18 – 19, 2016	6	8	17	2	-	33
Western (16 districts)	January 18 – 19, 2016	9	7	17	-	-	33
Mid-Western (15 districts)	January 28 – 29, 2016	5	5	19	2	3	34
Far-Western (9 districts)	January 31 – Feb 01, 2016	1	2	15	1	-	19
<b>Total: (75 districts)</b>		<b>33</b>	<b>28</b>	<b>87</b>	<b>7</b>	<b>3</b>	<b>158</b>

(\*ADEO=Assistant DEO; US=Under Secretary; SO=Section Officer; SS=School Supervisor)

In total, 158 participants (CDR-39, EDR-33, WDR-33, MWDR-34 and FWDR-19) joined RR-ToTs. Two persons from every 75 DEOs and trainers from major ETCs participated in the training. RR-ToT in all regions were organized by Regional Education Directorate and facilitated by T5 members of MoE/DoE/NCED/CDC following the OG-1.

In all of the 5 R-ToTs, both facilitators and participants reported that the training was instrumental to refresh the knowledge and skill of annual SIP updating. Most of them believed that the training objectives were achieved, and the refresher training gave a timely opportunity to enrich participants' knowledge and skills on how to guide the schools to work on disaster preparedness planning to which the previous training did not give sufficient attention. During and after the RR-ToTs, some comments repeatedly heard were:

- The school visit session and interaction with the stakeholders at school are practical and effective.
- Very well managed training and facilitation. OGs are user-friendly and help us understand and follow the sessions clearly and easily.
- Participants are committed to conducting the district-level orientation in the regular meeting in the district following the action plan prepared in the RR-ToT

The participants also raised various budget and management related issues with MoE/DoE, which were crucial for the effective implementation of next steps of the training. Some issues are as follows:

- Budget issue - no budget allocated for D-Orientation and RC-level Orientation as well as no transportation cost for carrying training materials for RC;
- Less Time for Orientation: 2-3 hours orientation for D-Orientation and RC-level Orientation is not adequate since Disaster preparedness is a new area and it will be difficult to facilitate disaster preparedness related session at RC and School level. So, more time for is needed.
- Monitoring and Evaluation: Needs of good monitoring during the RC-W and SLW. However, RPs and SSs cannot fully conduct monitoring and follow-up of school-level workshops because of various reasons such as heavy workload, lack of resources and difficult accessibility.

The training course were evaluated by using the simple questionnaire of participants having both numerical and descriptive questions. The participants were asked to fill up the questionnaire sheet at the end of the training adopting the 1-5 Likert scale. Based on the self-evaluation, among the total 14 questions, the highest score was given to the "Do you find the STM will be useful for schools". The second highest score was given to the two questions, "How well do you understand the contents of STM" and "Do you find the SISM2 Cascade training beneficial for your districts".

## **(2) District Level Orientation (D-O)**

As the second step, participants of regional level ToT conducted D-O in the regular RP/SS meeting of the district following the process of OG-2. The total time spent for the orientation was 2-3 hours. The orientation covered the following topics:

- Overall review of SIP formulation and updating of SIP
- Orientation of the STM and its contents
- Explanation of logistics for RC-level Orientation (RC-O) and SLW (using OG-3)
- Planning of RC-O

Based on the information collected by telephone, 72 Districts conducted D-O (started in the middle of the January 2016 and ended in the end of April 2016). In total, 1,722 participants were trained as RC-O facilitators through D-O in the 72 districts. Three districts namely Bara, Parsa and Rukum reported that they were unable to complete this activity due to other priorities.

## **(3) RC-level Orientation (RC-O)**

Following the action plan prepared during D-O, 2-3 hours RC-O was conducted in most of RCs using their regular HT meeting. The SSs/RPs who participated in D-O was the facilitators for RC-O. The content and the process of RC-O were guided by OG-3. The schedule of SLW was prepared by each RC and a set of training package (STM and Social Audit Guideline) was distributed to each school during RC-O. Based on the information collected through a telephonic conversation, most of the districts completed the RC-O.

## **(4) School Level Workshop**

All Community Schools were instructed to prepare the annual SIP including disaster preparedness. To update the annual SIP, conducting at least one-day SLW using STM was mandatory for every school. The key factors of the School-level Workshop (SLW) for updating the Annual SIP are outlined below:

- (1) Name of the SLW: School-Level-Workshop (SLW) for Updating the Annual SIP
- (2) Venue: School yard, meeting-room, or classroom
- (3) Duration of the SLW: One-day (approximately 5.5 hours including *khaja* (snack) or breaks)
- (4) Suggested Participants: Approximately 25-30 representatives from among stakeholders. (There can be more participants.)

Some district reported that they had conducted the district-level orientation and the RC-level orientation in collaboration with DPs and I/NGOs working in the districts, e.g., Gorkha District was supported by the Save the Children. The performance of the result varies from one district to another. SISM2 has carried out various joint monitoring of D-O, RC-O and SLW in 5 monitoring districts to track the performances and progresses.

### **5.2.3 National Dissemination (3<sup>rd</sup> Round) of SIP Appraisal**

It is the third round of national dissemination of DoE/SISM2 during the one-year extension period of SISM2 (2017/018). The needs for training of SIP appraisal came up clearly when SISM2 was conducting the workshops in the 13 districts affected by Gorkha Earthquake in the earlier months of the 3<sup>rd</sup> year. The participants of the workshops gave the feedbacks that SIP appraisal should be disseminated throughout the country. The Terminal Evaluation team also gave the same recommendation for the national dissemination.



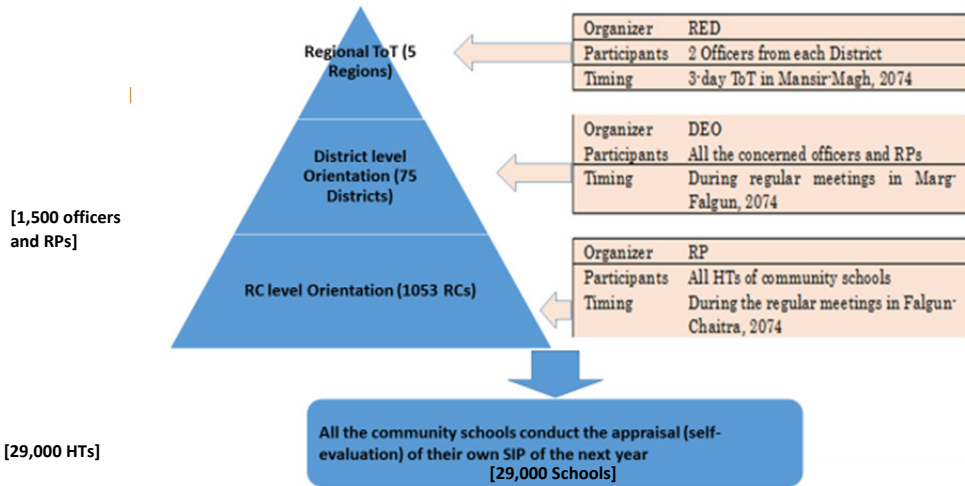
Based on the learning from "SIP Follow-up Training in Earthquake Most Affected Districts", and recommendation of Terminal evaluation, DoE decided to conduct the national dissemination on SIP appraisal during the one-year extension period of SISM2 (2017/018).

The summary of all three round of national dissemination of SIP process is presented in the table given below: The stakeholders were aware of the SIP, so they become enthusiastic for their active participation on SIP formulation.

National dissemination of SIP appraisal has been conducting as the third round of national dissemination during the SISM2 extension period. The major objectives of the national dissemination of SIP appraisal are as follows:

- To refresh the knowledge and improve the skills for updating SIP of all those concerned at every level nation-wide.
- To disseminate how/why/what of appraisal/evaluation of the SIPs (5-Year and Annual) for the improvement of the quality of SIP
- To orient all those concerned with the revised SIP-FGB and other relevant guides/manuals recently developed.
- To plan for supporting all schools for updating the SIP of the next year.

The dissemination was conducted adopting cascade approach. Organizers, participants, and timing of the four dissemination levels are summarized in the following figure.



**Figure 5-3: Cascade Training/Orientation of SIP Appraisal (the 3<sup>rd</sup> Round of National Dissemination)**

The SSRP budget covered the cost of R-ToT of all five regions, District-level Orientation, RC-level Orientation and School-level Workshop, while T3/T5/SISM2 technically supported the process of it. SISM2 covered the printing and distribution cost of SIP-FGB 2074. This national dissemination activity was included in the Annual Strategic Implementation Plan (ASIP) and Annual Work Plan and Budget (AWPB) and Program Implementation Manual (PIM).

**(1) Regional Level ToT (R-ToT)**

Regional Education Directorate (RED) conducted 3-day R-ToT on SIP Appraisal from November 2017 to May 2018 with the technical support of T3/T5/SISM2. The objectives of the R-ToT were 1) to train district-level trainers, who will organize and facilitate the district level orientation and to prepare them to guide and monitor the RC-level orientation in their district; and 2) to provide the participants

with the knowledge and skills on how to appraise and evaluate SIPs (5-Year and Annual) for the improvement of the quality of SIP.

Up to the reporting period, orientation-ToT of WR, ER, CR and MWR were completed while in Far-western Region, it is not yet conducted as of May 2018. The conducted dates and details of participants of 4 R-ToT is given in table 5-6.

**Table 5-6: Dates and Participants of R-ToT**

Region (Districts No.)	Dates	From DEO*				ETC/ RED	Sub- total
		ADEO	SO	SS	RP		
Western (16 districts)	1-3 Nov. 2017	7	7	15	3	2	34
Eastern (16 districts)	24-26 Dec. 2017	5	9	14	3	6	37
Central (19 districts)	1-3 Jan. 2018	4	15	7	11	0	37
Mid-Western (15 districts)	15-17 March 2018	1	7	8	10	2	28
Far-Western (9 districts)	(To be conducted)						
<b>Total</b>		<b>17</b>	<b>38</b>	<b>44</b>	<b>27</b>	<b>10</b>	<b>136</b>

(\*ADEO=Assistant DEO; SO=Section Officer; SS=School Supervisor and RP=Resource Person)

In total, 136 participants (CR-37, ER-37, WR-34, and MWR-28) joined R-ToTs. Two persons from every 75 DEOs and trainers from major ETCs participated in the training. R-ToT in all regions were organized by Regional Education Directorate and facilitated by T5 members of MoE/DoE/NCED/CDC following the OG-1.

Participants shared many good practices on the improvement of school management in the district. Some of good practices of the district are as follows:

- Quality Check of Draft SIPs carried out by DEO, Jhapa with initiation of Mr. Yogendra Baral (Former Section Head of Community School Management Section) shared as a best practice. It is reported that review of draft SIPs is very effective for improving the quality of SIPs. The SIP Appraisal in Jhapa with initiation of DEO is quite impressive.
- Non/low budgetary activities as well as activities related to disaster risk reduction are included in SIP
- Support for weak school for SIP updating by DEO, Kathmandu,
- NGO support for SIP Updating (Sindhuli, Saptari, Rasuwa, Dhanusha)
- Orientation for Local Government (Dhanusha)
- Involvement of stakeholders for formulation of SIP
- Some Local Governments have allocated fund for schools which is a good step for SIP-based Funding.
  - Damak Municipality of Jhapa District decided to provide NRs. 100,000-150,000 (NRs. 100,000 for Basic and NRs. 150,000 for Secondary School) for formulation of Plan/SIPs.
  - Kamal Rural Municipality, Jhapa decided to provide NRs. 11.1 million to community schools based on SIPs.
  - Khibasatachi Urban Municipality, Jhapa decided to provide NRs. 10 million to community schools based on SIPs.



## **(2) District Level orientation (D-O)**

As the second step, participants of the regional level ToT were conducted D-O in the regular RP/SS meeting of the district following the process of OG-2. The total time spent for the orientation was 2-3 hours. The major objectives of the D-O are as follows:

- To disseminate how/why/what of appraisal/evaluation of the SIPs (5-Year and Annual) for the improvement of the quality of SIP
- To orient the participants with the revised SIP-FGB 2074
- To plan for supporting all schools for updating the SIP of the next year.
- To distribute all the required material.

The orientation covered the following topics:

- Orientation of the revised SIP-FGB 2074
- Orientation and Discussion on criteria and format of SIP Appraisal
- Examination of SIPs and finding the areas for improvement.
- Making plans for RC-Level orientation

By the end of April 2018, most of the DEO of Western Region, Central Region, Eastern Region and Mid-western Region conducted the DO in their regular monthly SS/RP meeting. SISM2 jointly with DoE, NCED, CDC, RED, and DEO has conducted joint monitoring of district level orientation in Baglung, Sarlahi and Bhaktapur Districts.

## **(3) RC Level orientation (RC-O)**

After completing the district level orientation, the next step is to conduct RC level orientation during the regular HT meeting. RC-O is supposed to conduct in all 1053 RCs with the participation of two representatives from each community school (one from either HT or teacher, and one from SMC). The content and the process of the RC-O are guided by the OG (3). The PRs facilitated the workshop and supported by D-ToT participants. The major objectives of RC level orientation are:

- To orient on revised SIP-FGB 2074 and help to improve the quality of Annual Implementation Plan in the future.
- To learn about the appraisal process, exercise the self-appraisal, and share the results of the SIP appraisal given by the appraisal team.

The major contents of the RC-O are as follows:

- Presentation of key revised points of SIP-FGB including points to be considered during Self-appraisal of Draft Plan by SMC/HT
- Presentation of appraisal summary by the appraisal team
- Quality check of their SIP

Many RCs already conducted the RC-O while others are in the process. SISM2 has conducted Joint Monitoring in 4 RC-O of two districts namely Kapilvastu and Sankhuwasabha. The following points are concluded based on the joint monitoring:

- The RC-O was effective and successful in term of presentation of major changes in SIP-FGB 2074 and refreshing the SIP formation processes. Participants highlighted the major revised points clearly and made the separate presentation from each group with examples and clear explanations.
- Participants appreciated the content of revised SIP-FGB and made full commitment to formulate AIP of 2075 following SIP-FGB 2074.
- Only one SIP-FGB is provided to two participants of same school, and it is provided to HT in most of schools. It creates a problem for SMC representatives not to concentrate on the orientation.

- Most of the SMC representatives have not understood the content details of the orientation, though they have realized the importance of formulation and implementation of SIP and its procedure.
- However, session related to SIP Appraisal: explanation of appraisal process, self-appraisal exercise and sharing of SIP appraisal results were not well covered.
- The RC-O is fruitful regarding the orientation on newly revised SIP-FGB 2074, though not emphasize on SIP appraisal

#### **(4) School Level Workshop (SLW)**

One day School-level Workshop (SLW) as the last step of the national dissemination of SIP Appraisal is supposed to be conducted by all community schools after the completion of RC-O by using SSRP budget. SIP-FGB 2074 is used as a textbook during the SLW.

### **5.3 ToT on SIP in the Existing Training Program of NCED**

#### **5.3.1 Trial Training on SIP for HTs and RPs**

NCED gives training to about 1,000 head-teachers every year through Education Training Centers (ETC), which are established in 29 locations throughout the nation. The name of the training is “Head-teachers Leadership Capacity Building Training” (HT-LCBT), which lasts for 10 days. SISM2 in collaboration with NCED and ETC conducted piloting training for head-teachers on SIP to develop the module which integrates the SISM model in the sessions of HT-LCBT.

SISM2 and ETC trainers worked out the session plans together to fit in with the existing curriculum, which were given two to three sessions only. The sessions SISM2 designed were made practical and participatory rather than theory-oriented lectures. The activities in the sessions include practicing of writing SIP, analyzing the students’ attendance, and SSA checklist exercise, taken from the sessions included in the SLW-Manual. SISM2 in collaboration with two ETCs piloted sessions of HT training and RPs training. In Kavre ETC 18 HTs from 4 districts, and in Chitwan ETC 25 HTs from 7 districts participated in the training conducted in April 5 and 19 2015 respectively. In addition, SISM2 was also invited to one RP’s training in Kavre ETC in June participated by 25 RPs from 7 districts.

The time given for the session was very short, in comparison with the cascade training SISM has conducted; in spite of the shortness, the sessions turned out to be efficient and were welcomed by the participants

NCED revised the Curriculum of Head Teacher Leadership Capacity Building Training (HTLCBT) in 2016. NCED requested SISM2 for the suggestions about the content of SIP in HT-LCBT during the revision process of the curriculum of HT-LCBT. SISM2 shared the suggested content of SIP for one day (3 sessions) with NCED. Based on the suggestions, one whole day (3 sessions) allocated for SIP quoting that “SIP formulation and updating based on SIP Formulation Guidelines 2071 developed by DoE” was integrated into the revised curriculum of HT-LCBT.

#### **5.3.2 ToT on SIP for ETC Trainers**

NCED is the authorized body of Government of Nepal to deliver the education related training at all level. NCED is providing Head-Teacher Leadership Capacity Building Training (HT-LCBT), RP training and others training for teachers every year through Educational Training Center (ETC). ETC senior trainers and ETC trainers are responsible for delivery of these training. Hence, for an exit strategy of SISM2 and sustainability of SIP updating, it is very important to train ETC trainers and build in SIP updating program developed by SISM2.

It was agreed and approved by DoE/NCED/CDC that the detailed session plans in the existing training program conducted by the NCED/ETC can be revisited and revised utilizing the SIP-Formulation Guidebook (SIP-FGB) and other newly developed training material. Following the agreement,

ETC-ToT for ETC trainers of Head-Teacher Leadership Capacity Building Training (HT-LCBT) is planned. 3 days ToT on SIP for ETC trainers were conducted in four batches covering all 29 ETCs of the country in March and April 2016. The major objectives of the ToT were as follows:

- To train the trainers of HT-LCBT on the practical methods, material and sessions on SIP, using SISM2 training material, so that they can integrate them into their curriculum and session plans.
- To make the action plan for integrating the sessions on SIP and conducting the regular sessions.

ETC trainers who are responsible for conducting the sessions on SIP in the HT-LCBT were the participants of this ToT where it was facilitated by trainers from DoE/NCED/CDC who are familiar with the contents of the training material and methods and/or who have facilitated SIP training using these materials. The following table briefly describes the schedule and participants of ToT on SIP for ETC trainers.

**Table 5-7: Dates and Participants of ToT on SIP for ETC Trainers**

Batch	Venue	Dates	Participants from each ETC
1	ETC Kavre	Mar. 28-29, 2016	Parsa-2, Bara-4, Chitwan-1, Nuwakot-2, Kathmandu-2, Kavre -7, NCED -4 (total of 23)
2	ETC Biratnagar	Apr. 20-22, 2016	Ilam-2, Jhapa-2, Bhojpur-2, Sunsari-4, Morang-4, Khotang -2, Saptari-2, Dhanusha-4 (total of 22)
3	ETC Kaski	Apr. 25-27, 2016	Dang-2, Rupendehi-4, Palpa-3, Tanahu-4, Gorkha-2, Kaski-4, Myagadi -2 (total of 21)
4	ETC Banke	Apr. 25-27, 2016	Jumla-2, Rukum-2, Banke-4, Surkhet-4, Doti-4, Baitadi-2, Kanchanpur -2, Kailali-2 (total of 22)
			Total of 88

As shown in Table 5.7, a total of 88 ETC senior trainers and trainers from all 29 ETCs and NCED participated in ToT conducted in four batches. The first batch of ToT was conducted in Kavre ETC which were 2days. Based on the learning of the first batch, it was realized that 2 days ToT was not enough to cover all the contents required, hence other three batches of ToT were conducted 3 days.

The contents of the ToT designed focusing on the writing exercise of the SIP with the real data of school by conducting the mini-workshop in the school. The major contents of the sessions of ToT are as follows:

- 1) Brief overview SIP-FGB, SLW-Manual, SSA-Checklist and STM
- 2) Analysis of sample SIP
- 3) Practice of SIP writing (Attendance analysis, SSA-Checklist, School Tour, Prioritization, Social Audit, etc.)
- 4) Group Practical of Sessions on SIP
- 5) School visit to conduct mini-workshop on SIP with stakeholders
- 6) Preparation of HT-LCBT

The following complete package of training materials were used during the ToT:

- 1) SIP Formulation Guidebook 2071 (SIP-FGB)
- 2) School Level Workshop Manual (SLW-M)
- 3) Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School (STM)

- 4) School Self-Assessment Checklist (SSA-Checklist)
- 5) SIP of the school
- 6) School Attendance Registers of the school
- 7) 9 Tables (Hand-made prepared materials-HAPAMA prepared by the head-teacher)
- 8) HT-LCBT Resource Books, published in 2072 (2 volumes: One volume is for basic level head-teachers and another for secondary level)
- 9) Hand-outs: 12 Handouts

Participants expressed that SIP is not new for us, though we systemized our knowledge by learning whole package of SIP with writing exercise. Participants appreciated the training materials as very practical and realized that the existing SIP sessions which they have practiced in their regular HT-LCBT were mostly focused on theory. They made full commitment to utilize the practical methods, material and sessions on SIP using DoE/SISM2 training material in their regular program (HT-LCBT and TPD).

At the end of ToT, evaluation was conducted. The participants were asked to fill the evaluation sheet that have a total of 9 questions. The key responses of participants are summarized as follows:

- The average score for 9 questions was 4.4 (out of 5)
- Quality of training materials was most highly appreciated (The average of three materials is 4.82)
- Participants were confident to conduct Sessions well on SIP in Head Teacher Leadership Capacity Building Training (HT-LCBT)- average score for this is 4.4 out of 5.
- Briefing of training materials and a school visit were also appreciated.
- Main comments by the participants were:
  - The training was too short. More days are required. (39%: 34 persons out of 88)
  - More practical exercise and discussion is needed. (19%: 17 persons out of 88)

### 5.3.3 ToT on SIP for other Officers

It was agreed and approved by the counterpart offices of SISM2 that SISM2 material, methods and experiences on SIP promotion should be integrated into the existing training for officers as well, in addition to the head-teachers training.

Following the plan, NCED and SISM2 collaborated in the following training.

**Table 5-8: In-Service Training for Gazette Officers**

Training	Dates	Participants	Material Distributed
In-Service Training for Gazette Second Class Officers	May 16, 2016	20 Second Class Officers from MoE/DoE/NCED/CDC	26 sets of SIP-FGB, SLW-M, STM and Social Audit Guideline
In-Service Training for Gazette Third Class Officers	June 20, 2016	20 SS/SO/ETC Trainers	16 sets of SIP-FGB, SLW-Manual, STM

### 5.4 Follow-up Training in Earthquake Most Affected Districts

According to the government the "Gorkha" earthquake on April 25 and May 12, 2015 caused most devastating effects in 14 districts, namely Bhaktapur, Dhading, Dolakha, Gorkha, Kathmandu, Lalitpur, Lamjung, Okhaludhunga, Rasuwa, Ramechhap, Nuwakot, Sindhupalchok, Makwanpur, and Sindhuli.

In the third year of SISM2, two-day follow-up training for the 13 districts which were most affected by the Earthquake was planned. After the discussion with CP of central level as well as some of the 13 DEOs, it became clear that need of each district may be different. In response to the requests from the DEOs, trial workshops were planned and conducted in three districts, namely Gorkha, Sindhuli and Makwanpur.

Based on the learning from these trials in the 3 districts, it was decided that SIP appraisal training was the common needs of the remaining districts. Thus, in order to ensure the quality of the workshop, two-day workshop on SIP appraisal in 4 districts, namely Dhading, Kathmandu, Nuwakot and Rasuwa were conducted. Then finally, in the remaining 6 districts, two-day workshop were implemented using the design and material developed in the earlier training. Those three types of the training are listed below:

Finally, the title of the workshop was decided as “District Level Workshop on SIP Updating and SIP Examination/Appraisal”. The objectives of the Workshop are: 1) To refresh/orient the knowledge and skills for updating SIP which includes disaster preparedness, and 2) To appraise/examine the real SIPs (5-Year and Annual) and come up with the action plans for the further action for the improvement. The workshops were facilitated by officers in each DEO, T5 members from DoE/NCED/CDC, who are familiar with the contents of the training material and methods and/or who have facilitated SIP training using these materials.

**Table 5-9: Three types of Follow-up Training in Earthquake Most Affected Districts**

	Workshops Conducted in 13 Districts	Remarks
1 <sup>st</sup> type	2-Day Trial Workshop in 3 Districts: Gorkha, Sindhuli and Makwanpur.	Jun – Nov 2016
2 <sup>nd</sup> type	2-Day Pilot Workshop on SIP Appraisal in 4 districts: Dhading, Kathmandu, Nuwakot and Rasuwa	Nov – Mar 2017
3 <sup>rd</sup> type	2-Day Workshop on SIP Appraisal in 6 Districts: Ramechhap, Sindhupalchok, Dolakha, Kavre, Lalitpur, Okhaludhunga	Jan-Mar 2017

Participants were: Officers from DDC; ADEO/SO/SS from DEO; RPs; I/NGOs and Local NGOs working in the education section in the districts; Others as required and appropriate

**Table 5-10: Participants of Follow-up Training in Earthquake Most Affected Districts**

SN	DEO	SIP Appraisal date	No. of School	No. of Participants										Total
				RED/DEO	ADEO	SO	SS	RP	Eng	AO	TA	HT	I/NGOs/Others	
1	Sindhuli	10/11 Jun 2016	-	1			4	16			1		22	44
2	Makwanpur	2/3 July 2016	-	3	6	5	-	17	3	-			22	42
3	Gorkha	9 Sep. 16	449	1	2	1	5	17	-	-	-	-	1	27
4	Dhading	17, Nov. 16	577	1	2	1	5	14	-	1	-	-	5	29
5	Kathmandu	7/8 Dec. 17	182	1	4	4	8	15	-	-	6	13	-	51
6	Nuwakot	19, Dec. 17	460	1	-	1	6	13	-	1	2	-	3	27
7	Rasuwa	20, Dec. 17	88	1	-	1	2	8	2	1	-	-	7	22
8	Ramechhap	18/19, Jan. 17	419	1	1	-	2	14	1	2	4	-	5	30
9	Dolkha	19/20, Jan. 17	360	1	-	1	0	16	1		1	7	4	31
10	Sindhupalchok	01/02, Feb. 17	541	1	1	1	3	17	-	-	8	4	4	39
11	Kavre	14/15, Feb. 17	527	1	2	3	3	25	-	-	-	-	1	35
12	Lalitpur	02/03, Mar.17	186	1	2	5	6	15	1	2	4	-	5	41
13	Okhaldhunga	27/28, Mar.17	331	1	-	1	1	11	6	2	5	3	2	32
<b>Total</b>			<b>2,364</b>	<b>11</b>	<b>14</b>	<b>19</b>	<b>41</b>	<b>165</b>	<b>11</b>	<b>9</b>	<b>30</b>	<b>27</b>	<b>37</b>	<b>450</b>

It was the results of these workshops, the SIP Appraisal training module was developed, and it was finally disseminated nation-wide, along with the revised SIP-FGB, during the extended one-year project period of SISM2.

## 5.5 Joint Monitoring of SIP Training/Workshops/Orientations

During the Project period, the joint monitorings were conducted as shown below, and the feedbacks from the monitoring and evaluation were reflected in the implementation plan of the next step.

DoE has a regular monitoring system. DoE together with RED and DEO conduct regular monitoring of DEO, RC and schools. They have own several monitoring formats for the regular monitoring. SISM2 facilitated DoE to include some items related to SIP in the monitoring format.

In addition to the regular monitoring by the government, SISM2 conducted joint monitoring at different levels as much as time and budget allow.

Joint monitoring members consist of CP officers of MoE/DoE/NCED/CDC, most of whom T3 or T5 members and SISM2 team members. Representatives and staff of JICA-Nepal and JICA Advisor were able to join occasionally. The objectives of joint monitoring were: 1) to assess the progress and the level of achievement of national dissemination jointly; and 2) to draw lessons learned from the national dissemination and collect good practices. In this section, joint monitoring of the following training/workshop/orientation are summarized:

**Table 5-11: Summary of Joint Monitoring Conducted During the Project Time**

	<b>Joint Monitoring of Training/workshop/Orientation</b>	<b>District level</b>	<b>RC level</b>	<b>School level</b>	<b>Wrap-up /Review Meeting</b>
1	Testing of SISM Model (1 <sup>st</sup> Year)	NA (D-ToT in 4 TDs conducted by T3/T5)	12 RC (Jan-2014)	10 schools (Feb 2014)	6 Districts (Mar-Jun 2014)
2	National Dissemination of SIP Formulation (2 <sup>nd</sup> Year)	5 districts (Dec 2014- Feb 2015)	7 RC (Apr 2015)	(monitoring was not possible due to the Earthquake)	3 districts (Jul-Sep 2015)
3	National Dissemination of SIP Updating (3 <sup>rd</sup> Year)	3 districts (Feb-Mar 2016)	3 RC (May 2016)	11 schools (May-June 2016)	7 districts
4	National Dissemination of SIP Appraisal (3 <sup>rd</sup> Year)	3 districts (Jan-Mar 2018)	4 RC (Feb-Mar 2018)	5 schools (May 2018)	5 District
	Total	11 Districts	14 RCs	26 Schools	21 times

As described in other SISM Reports, for joint monitoring, monitoring formats were used by the members and they were reported and put together as monitoring reports.

### 5.5.1 Joint Monitoring of Testing (1st Year)

During the testing, C-ToT and D-ToT in 4 testing districts were conducted directly by T3/T5/DEO/SISM2 teams, there was not joint monitoring up to district level. Joint monitoring was conducted at RC-level and School level by the participants of R-ToT, T5 and SISM2 members, and joint monitorings were conducted for RC and school level.

#### (1) RC-level:

A joint team comprising T5 members and SISM2 monitored selected RC-ToT event of Rupandehi and Doti.

**Table 5-12: Joint Monitoring of RC-W**

	RC-ToT	Dates	Done by	Facilitator	Participants
1	Rupandehi: 7 RCs (Parastikar, Parroha, Dhakadhahi, Butwal, Manigram, Lumbini)	Jan 22-24 2014	T3/T5 DEO/ADEO SISM2	Concerned SS & RPs	Head Teachers = 57 Teachers = 35 SMC Chairs = 28 SMC Members = 35 Total = 155 Persons from 66 Schools
2	Doti: 5 RCs (Mudvara, Dehimandu, Mauwa, Uchchakot, Barchhain)	21-25 Jan, 2014	T3/T5, DEO, SISM2	Concerned SS & RPs	Head Teachers = 57 Teachers = 15 SMC Chairs = 37 SMC Members = 9 Total = 118 Persons from 49 Schools

### (2) School-level Workshop Monitored by RPs

SISM2 facilitated testing DEOs to monitor SIP-related training activities and follow-up of the community activities to prepare their SIPs. There were two types of monitoring in school level 1) Monitoring during SLW (M1), and 2) Monitoring of SIP Updating process after SLW (M2). The summary of monitoring carried out by the SSs/RPs was as shown in Table 4-4 in Chapter 4.

### (3) School-level Workshop Monitored by Joint Monitoring Team

Joint monitoring of SLW were done in Rupandehi in 5 schools with DEO members and SISM2 in February 2014. Then in April, JICA Mid-term Review Mission visited and monitored 3 schools and 1 RC conducting workshops in Rupandehi.

## 5.5.2 Joint Monitoring of National Dissemination of SIP Updating (2nd Year)

In the 2<sup>nd</sup> Year of SISM2, the 1<sup>st</sup> round of national dissemination of SIP formulation was conducted. SISM2 was directly supporting CP for the R-ToT of 5 Regions and D-ToT of 30 Districts. As for the joint monitoring, T3/T5 selected one “Intensive Monitoring District” from each Region: namely Dadeldhura in the Far-Western Region, Kalikot in Mid-western Region, Kapilbastu in Western Region, Bhaktapur in the Central Region, and Sankhuwasava in the Eastern Region

### (1) District level ToT

**Table 5-13: District Level Training of Trainers**

	District	Dates	Members	Facilitators	Participants
1	Dadeldhura	Dec 25-27 2014	1. Director, RED Far-west 2. DoE 3. SISM2 (2)	1. DEO 2. SS (SIP-CP) 3. SO/SS	RP (7), SS (4), HT/Teacher (2),
2	Kalikot	30 Jan-1 Feb 2015	1. Director RED Mid-west 2. MOE 3. SISM2 (2)	1. DEO 2. SS 3. SO (SIP-CP)	RP (5), SS (1), SO (1), HT/Asst. HT (6), TA (1) NGO Partner (1)
3	Kapilvastu	3-5 Feb 2015	1. Director, RED Western 2. SO, DoE 3. SISM2(2)	1. DEO 2. SS (SIP-CP) 3. SS(Rupandehi)	RP (10), ADEO (7), SS (4), Account Officer (1), HT (10)
4	Bhaktapur	29-31 Jan 2015	1. Director, RED, Central 2. SO, DoE 3. SISM2 (2)	1. DEO 2. ADEO (SIP-CP) 3. SS	RP (8), SS (4), TA (2), HT (1), I/NGO (2)

	District	Dates	Members	Facilitators	Participants
5	Sankhuwasabha	6-8 Jan 2015	1. Director, RED Eastern 2. Dy Director, DoE 3. Education Advisor, DOE/JICA 4. SISM2 (2)	1. DEO 2. DEO (Changed on 8 Jan) 3. SS (SIP-CP) 4. TA	RP (13), SS (2), RT (5), teacher (1)

## (2) RC-level Workshop

**Table 5-14: RC-level Workshop**

	Districts & RC	Dates	Done by	Output
1	Sankhuwasabha (7 RCW in Aankhibhuin, Khandbari, Chainpur, Pokhari & 3 batches Chandanpur)	17-21 April 2015	T5, DEO, SISM2	<ul style="list-style-type: none"> <li>All the Head Teachers &amp; SMC were trained</li> <li>Action Plan for SLW was prepared</li> <li>SIP updating progress and issues are discussed</li> </ul>

The massive earthquakes had a devastating impact on the education sector. Educational services were severely disrupted. In response to the earthquake on 25 April, 2015, the MoE instructed all schools of 14 most affected districts to be closed until 14 May, 2015. The closure of schools was later extended by two weeks after the second major earthquake hit, and most schools reopened on 31 May, 2015 onwards. Due to this, the RC-W and SLW were heavily affected.

## (3) Monitoring Review Meeting (District Level Wrap-up in the Monitoring Districts)

SISM2 had the plan to conduct wrap-up with monitoring review in the five control districts to review and share the lessons learnt through the implementation of SIP training and workshops at various levels in the districts in the past academic year. However, due to the time constraints, District level Monitoring Review Meeting was conducted only in three districts; Dadeldhura, Kapilbastu and Bhaktapur.

**Table 5-15: Monitoring Review Meeting**

	Districts	Dates	Done by	Facilitators	Participants
1	Dadeldhura	19 July 2015	DEO, T5, SISM2	Dadeldhura (3): DEO, SO and SS RED (1)	Kanchanpur (1): SS, Kailali (1): SS, Baitadi (1): SS, Dadeldhura: SS (1), RP (7), HT acting as RP (1), HT (3), SMC (3), technical assistant (1)
2	Kapilbastu	26 July 2015		Kapilbastu (2): DEO, ADEO RED (1)	Arghakhachi (1): ADEO, Gulmi (1): ADEO, Palpa (1): SS, Kapilbastu: ADEO (4), SS (4), RP (10), HT (3), SMC (3), others (2)
3	Bhaktapur	23 Sep 2015		Bhaktapur (2): DEO, ADEO RED (1)	Kathmandu (1): RP, Lalitpur (1): ADEO, Kavrepalanchok (1): SO, Bhaktapur: SS (3), RP (7), HT (3), SMC (3), TA (1)



### 5.5.3 Joint Monitoring of National Dissemination of SIP-Updating (3rd Year)

#### (1) District level Orientation

The team of DoE, DEO and SISM2 members conducted the joint monitoring based on the joint monitoring framework at all three levels i.e., district level orientation, RC level orientation and school level workshop on Annual SIP Updating in all five monitoring districts.

Out of five intensive monitoring districts, the joint monitoring of District Level Orientation was conducted in the three districts namely Kapilvastu, Sankhuwasava and Bhaktapur districts. The data of District level orientation are presented in the table below.

**Table 5-16: Joint Monitoring of District Level Orientation**

	Districts	Dates	Done by	Facilitator	Workshop Output
1	Kapilvastu	14 Feb, 2016	DoE, RED, SISM2	ADEO SS	20 (DEO-1, ADEO-5, SS-2, RP-9, Others-3) DEO officers were oriented. & Action Plan for RC-W was prepared
2	Sankhuwasabha	11 Mar, 2016	CDC, RED, SISM2	SO	20 (DEO-1, SS-3, SO-1, RP-15) DEO officers were oriented. & Action Plan for RC-W was prepared
3	Bhaktapur	18 Mar, 2016	DoE, RED, SISM2	ADEO SS	17 (DEO-1, ADEO-1, SO-3, SS-4, RP-7, Others 1) DEO officers were oriented. & Action Plan for RC-W was prepared

#### (2) RC level Orientation

Joint monitoring of RC level orientation was conducted by DoE, DEO and SISM2 in 3 RCs of two districts. The details of RC level orientation are presented in the table below.

**Table 5-17: Joint Monitoring of RC- O**

	RCs	Dates	Done by	Facilitator	Workshop Output
1	Jogbudha, Dadeldhura	5 May, 2016	T3/T5, DEO, SISM2	RP	• 56 (HT: 47, Teacher: 9) Participants were oriented. & Action Plan for SLW was prepared.
2	Joint Monitoring of RC- O, Chhitapol, Bhaktapur	9 May, 2016	T3/T5, DEO, SISM2	RP	• 23 (HT: 21, Teacher: 2) Participants were oriented. & Action Plan for SLW was prepared
3	Joint Monitoring of RC- O, Bageswori, Bhaktapur	19 May, 2016	T3/T5, DEO, SISM2	RP	• 18 (HT: 16, Teacher: 2) Participants were oriented. & Action Plan for SLW was prepared

#### (3) SLW

The joint monitoring of school level orientation was conducted jointly by DoE, DEO and SISM2 in two schools in Sankhuwasava District, four schools in Kalikot District, three schools in Kapilvastu District and two schools in Bhaktapur District by using the monitoring format. The details of school level workshop are presented in the table below.

**Table 5-18: Joint Monitoring of SLW**

	Districts	Dates	Done by	Facilitator	Participants
1	Sankhuwasabha (2 Schools)	6 May, 2016	DEO, DoE, SISM2,	HT, PTA Chair, Teacher	113 Participants
2	Kalikot (4 Schools)	9-12 May, 2016	DEO, DoE, SISM2,	HT	75 Participants <sup>15</sup>
3	Kapilvastu (3 Schools)	23-24 May, 2016	DEO, DoE, SISM2,	HT	135 Participants
4	Bhaktapur (2 Schools)	5-30 June, 2016	DEO, DoE, RP, SISM2	HT	54 Participants

**(4) District Level Wrap-up Workshop at Intensive Monitoring Districts**

DOE, RED, and SISM2 conducted district level wrap-up workshop in all five intensive monitoring districts to review and share the experiences about what stakeholders have learned through SIP formulation/updating and implementation process.

**Table 5-19: Wrap-up Workshop at Intensive Monitoring Districts**

	Districts	Dates	Done by	Facilitator	Output
1	Sankhuwasabha	21 April 2017	T3/T5/RED/SISM2	DEO & SO (SIP-CP)	33 (DEO Officers-14, RP-12, SMC/HT-6, I/NGO-1) Participants are participated
2	Kalikot	23 April 2017		DEO & SO (SIP-CP)	31 (DEO Officers-11, RP-5, SMC/HT-6, I/NGO-2, Media-7) Participants are participated
3	Dadeldhura	24 May 2017		DEO & SO (SIP-CP)	33 (DEO Officers-17, RP-7, SMC/HT-5, I/NGO-3, Media-1) Participants are participated
4	Kapilbastu	25 May 2017		DEO & SO (SIP-CP)	39 (DEO Officers-14, RP-8, SMC/HT-7, I/NGO-4, Media-6) Participants are participated
5	Tanahun (*1)	01 June 2017		DEO & SO (SIP-CP)	32 (DEO Officers-13, RP-13, SMC/HT-6) Participants are participated
6	Bhaktapur	14 June 2017		DEO & SO (SIP-CP)	30 (DEO Officers-11, RP-8, SMC/HT-6, I/NGO-2, Media-3) Participants are participated

(\*1) Tanahun was not included in the 5 intensive monitoring districts, but it was included since it was one of the SIP Study target districts.

**5.5.4 Joint Monitoring of National Dissemination of SIP-Appraisal (3<sup>rd</sup> Year)**

T3/T5 and SISM2 monitored the activities of district, RC and school level orientation of SIP appraisal in the five intensive monitoring districts since SISM2 started. These five districts were selected from each Region and in the Federal system, these 5 districts belong to 5 Provinces. Then it was decided

<sup>15</sup> Participant details are not available in 2 district 2 schools

that In addition to these five districts, one district from Province-2 and another district from Province-4 were added as the intensive monitoring districts.

**Table 5-20: Joint Monitoring of District Level Orientation on SIP Appraisal**

	Districts	Dates	Done by	Facilitator	Participants
1	Baglung	16 Jan, 2018	DoE, RED, SISM2	SO/SS	28 (RP-16, SS-3, ADEO-1, Others-8)
2	Sarlahi	18 Feb, 2018	DoE, RED, SISM2	RP	7 (RP-6, SO-1)
3	Bhaktapur	9 Mar, 2018	DoE, SISM2	SO	9 (PR-7, Others-2)

**Table 5-21: Joint Monitoring of RC Level Orientation on SIP Appraisal**

	RC/District	Dates	Done by	Facilitator	Participants
1	Banaganga RC, Kapilvastu	20 Feb, 2018	DoE, DEO, SISM2	RP	20 (14 HT, 3 Teacher & 3 SMC)
2	Maharajgunj RC, Kapilvastu	21 Feb, 2018	DoE, DEO, SISM2	RP	30 (17 HT, 1 Teacher, & 12 SMC)
3	Madi RC, Sankhuwasabha	17 Mar, 2018	DoE, DEO, SISM2 & JICA	RP	26 (20HT, 3 Teacher & 8 SMC)
4	Pokhari RC, SAnkhuwasabha	19 Mar, 2018	DoE, DEO, SISM2 & JICA	RP	44 (20 HT, 3 Teacher & 21 SMC)

**Table 5-22: Joint Monitoring of School Level Workshop**

	School/District	Sates	Done by	Participants
1	SarbodayaJanak Secondary School, Jaimini-5, Baglung	5 May, 2018	DoE/DEO	37 (SMC5, PTA4, Students 5, Guardians 3, teachers 13, others 5, LG2)
2	Sanskrit Secondary School, Jaimini-7, Baglung	6 May, 2018	DoE/DEO/SISM2	107 (SMC2, PTA2, Students 9, Guardians 71, teachers 11, LG 4, Others 8)
3	3 Schools in Sahrhai	21-23 May, 2018	SISM2/DEO	Total of 94 participants

## 5.6 Outputs and Lessons Learned

The Terminal Evaluation, conducted in March 2017, states that “All four indicators have been already achieved. Thus, the Output 3 has been achieved.”

The Terminal Evaluation also states in the Lessons Learned in connection with Output 3: that “Formation of an effective cross-sectional counterpart team and clarification of each role are important contributing factors for project implementation” and that “Utilization of an existing training mechanism” enhanced the “sustainability”

As frequently referred to in the above Chapters, T3 and T5 members and SIP Contact Persons in each district had the key responsibilities for conducting activities from designing to the implementation and monitoring at the central as well as Region/District levels. They are mostly Section Officers (SO) and Undersecretary (US), who occupy the key posts within the CP organizations of MoE, RED, DoE, NCED, CDC, ETC and DEOs. The same persons contributed in diverse positions.

SISM2 believes that the implementation of the national dissemination of SIP Appraisal and the revision of SIP-FGB, conducted during the one-year-extension, further enhanced the capacity of the concerned stakeholders.

## Chapter 6: Output 4 – Emergency Support for Earthquake Affected Schools

### 6.1 Education Material Distribution

#### 6.1.1 Background and Introduction

About 1,109,000 children are unable to go to their schools for study and returned to their homes safely due to the "Gorkha" devastating earthquake on April 25 and May 12, 2015. It destroyed 35,986 classrooms where as another 16,761 classrooms required some form of repair. According to the government, there are 14 most affected districts, namely Bhaktapur, Dhading, Dolakha, Gorkha, Kathmandu, Lalitpur, Lamjung, Okhaludhunga, Rasuwa, Ramechhap, Nuwakot, Sindhupalchok, Makwanpur, and Sindhuli. These districts except Okhaludhunga were covered by SISM2 Team when they conducted D-ToT from December 2014 to February 2015. JICA and DoE decided to carry out emergency support of teaching materials and equipment to students and teachers who were running classes in temporary learning centers (TLC) through SISM2.

SISM2 carried out series of meetings with DoE/CDC/CNED to set the criteria for selecting targeted districts and supporting modality. Three districts namely Ramechhap, Sindhuli and Okhaludhunga were selected, where support from development partners and INGOs were minimum. Field visit of three districts was carried out to discuss and find out the needs of emergency support as shown in the table below.

**Table 6-1: Schedule of Meetings with Three DEOs**

District	Sindhuli	Ramechhap	Okhaludhunga
Meeting Date	25 June, 2015	24 June, 2015	25 June, 2015
Venue:	DEO, Sindhuli	DEO, Ramechhap	DEO, Okhaludhunga

#### 6.1.2 Orientation, Delivery and Results

One day orientation program was organized in each district with all RPs, SS and district staff aiming with the objectives of 1) to orient the participants regarding the relation between the curriculum and the teachers' guide and its effective utilization at school, and 2) to provide operational guidance for the distribution of the emergency materials from DEO to each RC and from RC to each school. The orientation was facilitated by a Teacher's Guide and Curriculum Expert from CDC, a representative of Educational Counseling and Disaster Management Section of DoE and district education officers.

**Table 6-2: Details of Orientation Program**

District	Sindhuli	Ramechhap	Okhaludhunga
Orientation Date	6 August, 2015	20 August, 2015	27 August, 2015
Venue	Training Center	DEO	DEO
No. of Participant	29	19	17
No. of Schools	574	457	332

**Table 6-3: Details of District-wise Emergency Support Materials**

District	Common Support	Additional support (district specific)
1 Ramechhap	- Curriculum book (from Grade 1 to 8) - Teacher's guides (each subject from Grade 1 to	- Reading books of Room to Read (27 books for each school) for 307 schools except schools which are supported by Room to Read - "We father/mother" book (1 set for each

		6) - Student's attendance register (one book for each grade up to Grade 8)	school) - Child Friendly School Posters (457 copies)
2	Sindhuli		- Whiteboard for 424 damaged class rooms - Child Friendly School Posters (576 copies) - SIP Supplementary Books (576 copies)
3	Okhaldhunga		- Science charts and reference books for 122 Lower Sec. and Sec. Schools and DEO - Reading books of Room to Read (27 books for each school) for 210 Primary Schools. - Child Friendly School Posters (332 copies)

SISM2 found that all the monitored schools have received the materials as mentioned in the above table. The materials received by the schools were found as per distribution plan. Most of the schools of the districts had received the support materials within stipulated time (by the end of August 2015) though some resource centers had not sent the materials due to the rainy season only in the case of some remote area. All HTs participated in the orientation program at the time of the material distribution by the respective RCs. All monitored schools have somehow affected by the devastating earthquake of April 2015. Hence, some schools have stored the materials openly on the teachers' cupboard/table and some in the office cupboard. SISM2 had observed that some science charts were haphazardly kept in the corner of the room due to insufficient space availability in case of one visited school. In spite of this, SISM2 discussed the condition of materials with HTs of 5 monitored schools and identified usage of the materials with the teachers and staff.

On an average, all the recipient schools shared that the materials provided were very effective and they were utilizing in teaching learning process. Teachers' guidebook and curriculum are very effective as teachers start to utilize these materials before the teaching; HTs believed that the present utilization trend of the teachers' guidebook and curriculum by the teachers would support to increase the learning achievement of the students.

## Chapter 7: Public Relations

### 7.1 BOSAI Mapping

SISM2 started to design "Dream School Project", which was a tentative name, in the first year, and also started to develop a tool to improve communication between parents and school. In the "Dream School Project", firstly students draw pictures of "Dream School" from their idea based on the current situation of their school. Then, the pictures would be shared with parents, teachers, PTA, SMC and community people so that they could get some hints from the students' pictures to improve school's situation and management to reflect in SIP. The project had been exploring the implementation of this activity.

However, in April 2015, the Gorkha Earthquake happened. After that, various environmental conditions were different and SISM2 decided to change "Dream School Project" into other activity to incorporate school disaster management into school management.

Based on the learning obtained from the trial of "Dream School Project", a visual tool, which does not use letters as much as possible, was developed and tested in the workshop at Manahara Lower Secondary School in August 2015. The purpose of the workshop was to identify the non-safe places and the safe places for gathering. After this workshop, SISM2 revised the tool. Then, in May 2016, the second workshop was conducted at Shanti Niketan Secondary School in the capital of Bhaktapur District and Shree Chunadevi Secondary School in a rural area in the district.

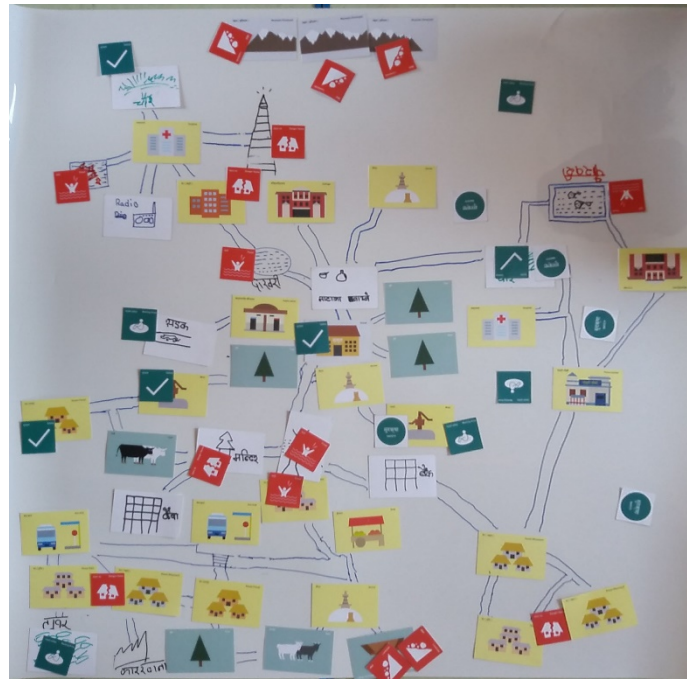
In these two workshops, SISM2 contributed to providing effective opportunities to enhance parents' interests in children's safety, high quality education and better school management. Also, through these workshops, it turned out that an implementation manual of the activity was necessary so that facilitator could organize the workshop with their understanding. Therefore, SISM2 started to develop the manual. Also, the name of the workshop was decided as "BOSAI Mapping".

After producing the manual, 8 PRs were trained as facilitators to disseminate "BOSAI Mapping" activity in all 131 basic schools in Bhaktapur. In February 2017, PRs conducted orientation workshops supported by SISM2 to get Head Teachers and teachers be familiar with "BOSAI Mapping". At the same time, the "BOSAI Mapping" tool was distributed to each school.

Some of the schools already conducted "BOSAI Mapping" by themselves. It is expected for the schools to implement "BOSAI Mapping" activity utilizing the opportunity of extracurricular activity, SIP updating process, and so on.

**Table 7-1: "BOSAI Mapping" RC-level Workshop (February 2017)**

	Date	Name of RC	No. of Schools	Participants
1	3 <sup>rd</sup> Feb.	Kharipati	14	27
2	7 <sup>th</sup> Feb	Chyamasingh.	19	44
3	7 <sup>th</sup> Feb	Nangkhel.	20	34
4	9 <sup>th</sup> Feb	Duwakot.	14	36
5	13 <sup>th</sup> Feb	Tathali.	10	28
6	17 <sup>th</sup> Feb	Dadhikot.	21	42
7	22 <sup>nd</sup> Feb	Durwar Squire.	15	28
8	23 <sup>rd</sup> Feb	Sanothimi.	18	42
Total			<b>131</b>	<b>281</b>



**Figure 7-1: BOSAI Map (Shanti Niketan Secondary School)**

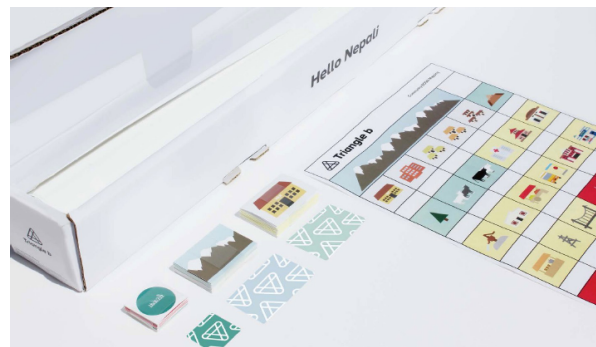
“BOSAI Mapping” Package

The simple and comprehensive method was developed for “BOSAI Mapping” activity. In “BOSAI Mapping”, it is most important that everyone, including lower grade students, illiterate parents and so on, understand the rules of the workshop and be able to participate in activities without feeling difficult.

Therefore, what is used in the workshop are pictograms and drawing tools. The figures below show “BOSAI Mapping” package. It contains 60 pictogram cards, 1 whiteboard sheet, 1 pictogram table, 12 pictogram banners.



**Figure7-2: BOSAI Mapping Package**



**Figure7-3: BOSAI Mapping content**



## 7.2 Newsletter

The SISM2 Project published its 1<sup>st</sup> newsletter in March 2014 and published nine issues over the project period including one special issue related to the counterpart training in Japan. For each issue 100 copies of English and 300 copies of Nepalese version were printed and distributed to the concerned organizations such as, DoE/MoE, NCED, CDC, DEOs, ETC, other education related organizations, JICA etc.

The major contents of the newsletter were shown in the table below.

**Table 7-2: SISM2 Newsletter Contents**

Issue	Contents
Issue-I Mar 2014	P1: Message from DoE P2: Outline of SISM2 P3: C-ToT and D-ToT for SIP Formulation and Monitoring P4: Baseline Survey, Completed and Upcoming Activities
Issue-II Jun 2014	P1: SISM2: An Initiative to Improve School Management through SIP for Quality Basic Education P2: SISM2 in Rupandehi, SIP in Solukhumbu Context P3: Wrap-up Workshop in Testing Districts P4: Information Exchange and Training in Japan, Completed and Upcoming Activities
Issue-III Sep 2014	P1: Message from SISM2 P2: Very best practice school stories from Dhading, Rasuwa and Solukhumbu P3: Very best practice school stories from Rupandehi, Jumla and Doti P4: More good practices from the testing districts, 2nd year mission: Regional/national dissemination of the capacity development model
Issue-IV Dec 2014	P1: Experience Sharing of UNESCO ESD World Conference in Japan – by Minister for Education, “Education Shapes the Values, Skills, and Knowledge” P2-3: Reflections of Regional-level ToT for capacity development in SIP formulation and updating in five regions P4: District-level ToT schedule, Upcoming Activities
Issue-V Mar 2015	P1: Message from DG- Strengthening of School Management, Successful Completion of District-level ToT in 30 Districts P2-3: Reflections of District-level ToT for Capacity Development in SIP Formulation and Updating P4: Reflections of Joint Monitoring in Kapilbastu
Issue-VI Aug 2015	P1: Emergency Response through SISM2 P2: Collection of Good Practices with SIP Formulation and Implementation P3: Intensive Review & Awarding Program is an Inspiration P4: Reflection on Resource Center Level Workshop Upcoming Activities
Issue-VII Apr 2016	P1: Efficient Management Enhances the Quality of Education P2-3: Regional Level Refresher ToT for Annual SIP Updating P4: Joint monitoring of District-Oriented in Kapilbastu and Sankhuwasava Short reflection of Mid-term Review of SISM2
Issue-VIII Nov 2011	P1: SISM2 Project for Strengthening School Governance, Counterpart Training in Japan P2: Bosai Mapping of schools P3: SIP Follow-up Workshop in Earthquake Affected Districts P4: ToT on SIP for ETC Trainers, End Line Survey
Special Issue Nov 2016	P1-3: Completion of School Management and Disaster Preparedness related Training P3-4: Message from Japanese Educational System

Issue-IX Apr 2017	P1: SIP Appraisal: A milestone to improve learning achievement P2: SIP implementation: An eye of End Line Survey P3: SIP Study, “BOSAI Mapping” Orientation in Bhaktapur P4: An Experience of SIP Appraisal in Dhading
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### 7.3 Calendar

The SISM2 Project published the calendar based on the Nepali Year i.e. Bikram Sambat (BS). The calendar highlights the slogan **BETTER SCHOOL! BETTER TEACHING! BETTER LEARNING!** with the brief background of the Project. It shows photos and captions based upon the major events of SISM2 conducted annually on central-level, district-level and school-level along with the official list of holidays as approved by Ministry of Home Affairs (MoHA).

Every year SISM2 printed 3,300 copies of calendar and distributed to the concerned organizations as mentioned in the table below.

**Table 7-3: Newsletter Distribution**

Organization	Section	Unit
MOE	Planning & Budget	2
	Monitoring & Evaluation	2
	Foreign Assistant Section	2
	School Management	2
	REMIS	2
	Other section	20
DOE	DG	2
	Administration Division	2
	Planning & Monitoring Division	2
	Program & Budgeting Section	2
	Community School Management	2
	EMIS	2
	Information Section Promotion	2
	Other 24 sections	35
RED	Eastern	5
	Central	5
	Western	5
	Mid-Western	5
	Far-Western	5
CDC	-	10
NCED	-	10
ETC	All ETCs (5 ×29)	145
NFE	-	5
ERO	-	5
DEO	77×2	154
RC	-	2,000
LB	Testing, Follow-up, Monitoring, Model	600
Wrap-up	Distribution to participants	200
DPs/I-NGOs	6×2	24
SISM2	SISM2 internal distribution	94
	Total	3300

Source: SISM2, based on the latest SISM2 calendar 2075 (2018-19)

## 7.4 Dissemination of Good Practices

The wrap-up workshop conducted at the end of each year of project period aims to share SIP good practices of the school among the participants. It also shows stakeholders what good practices are, how they are prepared and implemented. It transfers the knowledge and skills to other schools helping them in formulation of good SIP. Schools that excel in SIP formulation and implementation were selected, awarded and encouraged to continue their efforts to increase learning achievement delivering quality education.

The specific objectives selecting good practices are as follows:

- To share what SIP good practices are and how they were prepared and implemented.
- To share the knowledge, skill and lesson learned of the good practices prepared by school.
- To share information on preparation of simple, replicable and sustainable SIP linking with funding for implementation in collaboration with line agencies and stakeholders.
- to make parents and community people aware more about the importance of education and supporting school.

## 7.5 SIP Promotion through Mass-Media

In order to disseminate information regarding SIP, in addition to the SISM2's own media such as Newsletter, web-page and calendar, two mass-media, namely radio and newspaper were used. NCED organized radio program broad-casting, and for newspaper articles a private publication supported by agencies working in education sector was used.

### 7.5.1 Radio Program

Since its inception, DoE/SISM2 together with NCED have been producing and broadcasting a radio feature program of the stakeholders of SIP formulation implementation through Prime-Time News of Radio Nepal national transmission of 100.0 FM. Then later, NCED also produced and broadcasted a 15-minute radio program including DRR issues on SIP and Radio Jingle: a '*filler*' of about a minute integrated into other schedule education programs and transmitted. NCED and SISM2 visited Dhadeldhura and interviewed with the different stakeholder representatives including SMC/PTA, HTs, parents, teachers and students from the three awarded schools to produce radio programs on SIP good practices.

**Table 7-4: Radio Program on SIP Formulation from 2014-2017**

	Topics	Duration	Date
<b>A. Radio Reporting on SIP Formulation 2014</b>			
	Radio reporting of DEO Dhading	15 (min.)	24 <sup>th</sup> April
	Radio interaction of stakeholders on SIP formulation, Dhading	15 (min.)	15 <sup>th</sup> May
	Radio reporting of DEO Rupandehi	15 (min.)	26 <sup>th</sup> June
	Radio reporting of DEO Doti.	15 (min.)	10 <sup>th</sup> July
<b>B. Radio program on SIP addressing DRR issues 2017</b>			
1	"Shaichhik Karyakram" Yojana ko Mahatto" (Concept, process and importance of SIP.)	15 (min.)	25 <sup>th</sup> April
2	"Shaichhik Karyakram" (Radio Drama&Quiz) "Deadline of Preparation and submission SIP"	1 (min.)	13 <sup>th</sup> May
3	"Shaichhik –Karyakram"(Radio Message-Bacheka Sapanaharu) "Message on integration of Disaster Risk Reduction"	1 (min.)	20 <sup>th</sup> May
4	"Shaichhik- Karyakram" (Radio drama-Prayas(effort)) "Importance of Annual Updating of SIP"	1 (min.)	23 <sup>rd</sup> May

5	“Shaichhik- Karyakram” (Radio drama-Prayas(effort)) "Importance of Annual Updating of SIP"	1 (min.)	17 <sup>th</sup> June
<b>C. Radio program on SIP good practices. 2017</b>			
1	SIP Good practices of awarded school of Dadehldhura	15 (min)	4 <sup>th</sup> November

### 7.5.2 Articles in an Education Newspaper

In the 2<sup>nd</sup> Project Year, DoE/SISM2 shared the results, lessons learnt and good practices of the SIP with a wider audience by publishing the articles in the "*Aajako Shiksha*", a National Weekly Newspaper. It has eight regular pages on education field. As it is a foremost newspaper of Nepali education sector, it has been printing 5,500 copies of each issue. It is sharing and disseminating reliable and resourceful information to education related agencies and offices throughout the nation.

In the 3<sup>rd</sup> Project Year, the good practices disseminated through the magazine again. Schools were selected from five districts, of which were awarded during the Wrap-up Workshops earlier in the 3<sup>rd</sup> Project Year. First, the field visit and/or "*Phone-in*" interviews by the journalist were carried out to verify the information and data presented by the schools.

**Table 7-5: Summary of Articles in the "Aajako Shiksha"**

	Articles and Gist	Publication Dates
1	<p>1<sup>st</sup> Publication (2-page articles)</p> <ul style="list-style-type: none"> <li>- To disseminate sample cases in 2 of the 4 Testing Districts; Rupandehi and Doti were published</li> <li>- Reflections of stakeholders were collected: <ul style="list-style-type: none"> <li>♦ After SIP formulation workshop, some schools have started the identification and collection of local resources</li> <li>♦ It was realized that the participation of guardians and community members are important for the implementation and monitoring of SIP</li> <li>♦ Guardians visit schools and monitor the teaching</li> <li>♦ Mother group became active in helping school problems</li> </ul> </li> </ul>	Jul 7, 2014
2	<p>2<sup>nd</sup> Publication (4 Articles on Good Practice)</p> <p>1) <u>1<sup>st</sup> Article: Good Practice in Schools in Bhaktapur</u></p> <ul style="list-style-type: none"> <li>- DRR issue in SIP updating process</li> <li>- The school brings active and meaningful participation of students in SIP formulation and updating.</li> <li>- The school raises child labor issues and children's right to education.</li> <li>- Student enrollment improved by the school bus and day meal.</li> <li>- "<i>Improving learning achievements</i>". SMC and the school administration managed to train teachers to improve learning achievement.</li> <li>- From the support of UNESCO, Eco-Club formed to arrange kitchen garden in the school.</li> </ul> <p>2) <u>2<sup>nd</sup> Article: Good Practice in Schools in Tanahu</u></p> <ul style="list-style-type: none"> <li>- The head teacher trained himself first on basic computer and transferred computer skills to other teachers. As a result, the knowledge was extended and it enhanced learning achievements of the students.</li> <li>- Good relation &amp; trust among the school, guardians and other line agencies.</li> <li>- In consent with all stakeholders, the school focused on enrollment of children from marginalized ('Bote/Darai') groups of the inhabitants and adopted punishment free school and treated students politely.</li> <li>- "<i>Students Help Book</i>" provided to all students in which teachers write memos on monitoring student performance, and the students become more responsible and hard working.</li> </ul>	<p>Nov 13, 2017</p> <p>Nov 20, 2017</p>



## Chapter 8: One Year Extension and Ways Forward

### 8.1 Recommendations form the Joint Terminal Evaluation

The Joint Terminal Evaluation of SISM2 was conducted from March 12 to March 31, 2017. The evaluation results underscored that the challenge still remains to promote its actual implementation of SIP for improving schools. Some measures need to be taken within the SISM2 scope to motivate SMCs/ PTAs to maximize SIP as a functional tool for school improvement. As a result, the Team recommended several tasks and issues related Output 3 in PDM. To tackle them, JICA and MoEST agreed on one year extension of SISM2 from July 2017 to June 2018. The following is a summary of the recommendations.

- 1) Action Plan for 2017-2018 should be elaborated and the leading agency should be determined.
- 2) Revision and distribution of SIP Formulation Guidebook and national dissemination of SIP appraisal should be undertaken aiming at the capacity development of RPs and SSs.
- 3) Engagement and commitment of SMCs/PTAs for school planning and implementation process and technical support for the preparation of strategic mid-term plan by MoEST

The Team also stressed that the GoN should enhance its managerial and operational capacity during the extension period to fully internalize the SIP related activities supported by SISM2. During this extension period, T3 and T5 technically supported by SISM2 Team worked for further enhancement of SIP implementation, better school management and ensuring its sustainability under SSDP. The table below shows the major activities to be conducted in the extension period.

**Table 8-1: Major Activities in Extension Period**

	Activities	Leading Section	Cooperation Agency
1	Preparation of SIP Appraisal for national dissemination	CSMS/PBS	NCED/CDC
2	Revision of SIP Formulation Guidebook (SIP-FGB)	CSMS	NCED/CDC
3	SIP Appraisal ToT in 5 regions for national dissemination	CSMS/PBS	NCED/CDC
3	SIP Appraisal Orientations in 75 Districts (DEO and RC levels) and Monitoring	CSMS/MMS	NCED/CDC
4	Preparation of Midterm Strategic Plan for SIP related activities after SISM2	CSMS/PBS/ MMS	NCED/CDC
6	Coordination Committee (CC) Meeting	MoE/DoE/ NCED/CDC	
7	Wrap-up Workshop (Central-level)	CSMS	NCED/CDC

CSMS: Community School Management Section, PBS: Program and Budget Section and  
MMS: Monitoring and Management Section

DoE/SISM2 worked on the tasks of the three recommendations for one year through conducting the activities mentioned in Table 8-1. As described in ‘8.2 Achievements during the Extension Period’, these activities related to Output 3 in PDM were all achieved. As a result, the all verifiable indicators of Output 1 to 4 in PDM are fulfilled. Therefore, it can be said that the Project Purpose is finally achieved.

## **8.2 Achievements during the Extension Period**

### **8.2.1 Preparation of SIP Appraisal for national dissemination**

As making concrete steps towards the effective institutionalization of SIP activities, the Community School Management Section at DoE took the lead in all of the activities during the extension year. As a leading agency, the section took an initiative to develop the Action Plan for 2017-2018 as shown in Table 8-1 and prepared the detail plan of the national dissemination of SIP appraisal.

### **8.2.2 Revision of SIP Formulation Guidebook (SIP-FGB)**

As 'Table 3-1: Published Training Material' shows, "SIP-FGB 2074" was made in November 2017 and 34,000 copies were distributed to all public schools, all RCs, 75 DEOs and 29 ETCs. In addition, all 753 Local Bodies, the central level C/P and the line agencies also received it.

The major changes from the previous SIP-FGB (2071) are as follow.

- Changing context and re-structuring of the government
- How SIP appraisal taking place at RC and District
- Use of master plan of 5 Year SIP and annual SIP (Annual Implementation Plan: AIP)
- Including more explanation on AIP
- Listing income and expenditure budget heading of school
- Revision of Annex 1 (revision and re-editing of 9 tables)
- Revision of the main planning part (making short)
- Inclusion of formats of school's reporting and self-monitoring
- Responsibility for SIP implementation review by school themselves
- Review of progress of previous year (in case of AIP) and review of progress of last 5 years (in case of 5 Year SIP)
- How to make school realize "Need of SIP" more
- How SIP to be linked with Rural/Urban Municipality Education Plan

During the national dissemination, many participants mentioned that the new SIP-FGB is more user-friendly and comprehensive compared to the old version. Some Head Teachers said that a school level workshop could be done by just following the new SIP-FGB. New SIP-FGB shows clear steps of making SIP.

### **8.2.3 National Dissemination of SIP Appraisal**

As '5.2.3 National Dissemination (3<sup>rd</sup> Round) of SIP Appraisal' describes, the national dissemination of SIP appraisal has started since November 2017. The dissemination was conducted adopting cascade approach (See Figure 5-3).

There are two noteworthy things in terms of the operation of this national dissemination. The first one is that the facilitators at regional, district, RC levels are all from CP officials, district officers and RPs. SISM2 did not involve the facilitation of the training and orientations. T3/T5/SISM2 only fulfilled the monitoring task. The second one is that the SSDP budget covered the cost of R-ToT of all five regions, the all district-level orientations, the all RC-level orientations and the all school-level workshops. Therefore, technically and financially SIP dissemination is in their hands. (More details are in 5.2.3 including good practices of SIP.)

### **8.2.4 Midterm Strategic Plan for SIP related Activities after SISM2**

As mentioned in the earlier Chapter ('2.12 Mid-term Strategic Plan for SIP Promotion after SISM2'), GoN and JICA have agreed in June 2017 to develop a midterm strategic plan by DoE, which describes further development and sustainability of SIP activities for better school management before the phase-out of SISM2.

MoE/DoE took up the task and the meeting was called for T3 to discuss and make a plan for the task.

**Table 8-2: Progress of Drafting Strategic Intervention for the Promotion of SIP**

	<b>Actions</b>	<b>Timing (2018)</b>	<b>Approach</b>
1	Information/document collection during the monitoring of SIP appraisal orientation	Feb. 2017- Apr. 2018	Use the occasion of the monitoring visits of the orientation program of SIP appraisal of district and RC levels
2	T3/T5 meeting and formation of Working Group	Feb. 26	Led by the Community School Management Section and Planning & Budgeting Section of DoE
3	Working Group Meeting	Apr. 11	Writing Working Group met for the discussion on the core parts of the Plan
4	Core Writing Team Workshop	Apr. 17 and 22	Core Team conducted the writing workshop
5	Consultation meetings on the draft	Jun. 4	In order to involve other stakeholders rather than the Working Group members, the consultation meeting on the draft plan was held. The title of the document became “Strategic Intervention for the Promotion of SIP”.
6	Approval of the draft	Jun. 8	The CC approved Strategic Intervention for the Promotion of SIP.

In the Draft, the objective of the document was stated as “to suggest the ways for mainstreaming the major activities and good practices using SIP for the improvement of schools.”

In the Draft, background and context of the present situation, which demands for making such document were described. The Draft also acknowledged the significant progress made regarding SIP promotion. Nine areas of achievement are listed.

- (1) Development and Distribution of Guidebooks and Training Materials
- (2) Enhancement of Capacity of the Concerned Stakeholders
- (3) Raised Awareness
- (4) Improvement of SIP Process
- (5) Recognition as the Core School Plan
- (6) Regular Budgetary Provisions
- (7) Emphasis on the Non-budgetary and Low-budgetary Activities
- (8) Collaborative Efforts
- (9) Observed Good Practices

Under the Section 3 of the Draft with the topics of “Strategic Interventions”, the plan for the Federal level Government are listed, followed by the recommendations to the Provincial and Local Government. 9 actions under 5 areas of actions are listed:

- (1) Organizational and institutional arrangement
- (2) National plans/policies/ guidelines/training module
- (3) Provisions in Program Implementation Manual (PIM)
- (4) SIP based monitoring
- (5) Sharing program

For Provincial Government, only three areas and three actions are listed since the role of Provincial Office in connection with school management is not as weighty as Local Government.



More significant is the suggestions to Local Government, who is responsible for school management of the basic and secondary schools. 13 actions are listed in the following 4 categories of actions:

- (1) Integration in local education policies, Act, and Regulations
- (2) Maintaining SIP practices at school
- (3) Capacity building
- (4) SIP-based monitoring support

The document was acknowledged by the CC Meeting on June 8<sup>th</sup>, 2018, and it will be formalized under the responsibility of Joint Secretary of Planning Division of MoEST, who is the chairperson of the CC. This document, as of June 2018, is attached in Appendix-10.

### **8.2.5 Coordination Committee Meeting**

The Coordination Committee (CC) Meeting was held on June 8<sup>th</sup>, 2018. The Meeting was proceeded according to the agenda shown below.

- 1) Opening Remarks by Joint Secretary, Chair of CC, MoE
- 2) Sharing the overall progress and achievements of SISM2 (June 2013 to June 2018) by Team Leader of SISM2
- 3) Sharing and finalization of the document of “Strategic Intervention for the Promotion of SIP” by Deputy Director of DoE
- 4) Closing Remarks by Secretary, MoE
- 5) Closing Remarks by Deputy Representative, JICA Nepal Office

During the Meeting, a representative of DoE presented the document of “Strategic Intervention for the Promotion of SIP”. The concerned Nepalese and JICA authorities acknowledged the contents of the document. MoEST will take the finalization process of the “Strategic Intervention for the Promotion of SIP”. After the formalization, MoEST will make it public and upload it on the Ministry website.

### **8.2.6 Wrap-up Workshop**

The wrap-up workshop was held on June 11<sup>th</sup>, 2018 at Local Development Training Academy in Lalitpur. The objectives of this wrap-up are as follows.

- To review and share the overall achievements and experiences of SISM2 intervention regarding school management through the use SIP.
- To share the ways for mainstreaming the major activities and good practices for the improvement of schools through the use of SIP in the future (Strategic Plan for Promotion of SIP).

The participants are as follows.

- 1) Representatives from Ministry of Federal Affairs and General Administration
- 2) Provinces: Education Division head/Section Officer from Province No.2, No.3, No.4 and No.6
- 3) Local Body:
  - Education Staff (One Local Body from each intensive monitoring district; Sankhuwasabha, Bhaktapur, Sarlahi, Baglung, Kapilbastu, Kalikot and Dadeldhura)
  - RP (One Local Body from each intensive monitoring district; Sankhuwasabha, Bhaktapur, Sarlahi, Baglung, Kapilbastu, Kalikot and Dadeldhura)
- 4) Educational Development and Coordination Unit (EDCU)
  - EDCU head/SO of 7 Intensive Monitoring Districts (Sankhuwasabha, Bhaktapur, Sarlahi, Baglung, Kapilbastu, Kalikot and Dadeldhura)
- 5) Schools: Head Teachers (HTs) and SMC-Chairpersons of the Schools Chosen as “Best Practice Schools” in 2073/74 (one school from each district; Sankhuwasabha, Bhaktapur, Kapilbastu, Kalikot and Dadeldhura)

- 6) 9 ETC
- 7) 5 Media representatives
- 8) 5 International development partners
- 9) 5 I/NGOs
- 10) MoEST/DoE/NCED/CDC
  - SISM2 Coordination Committee members
  - SISM2 T3 and T5 members
- 11) Japanese Embassy
- 12) JICA Nepal Office
- 13) SISM2 members

Totally 102 participants.

The main agenda is as follow.

- 1) Presentation on major achievements and learning of SISM2 by DoE
- 2) Sharing SIP Best Practices and learning from the selected schools by 5 schools with SMCs
- 3) Sharing education related matters from the educational staff of Local Body by 7 Local Bodies
- 4) Sharing the document of ‘Strategic Intervention for Promotion of SIP’ by T5

The opening remarks of Director General of Department of Education (DoE) Mr. Babu Ram Poudel surely indicates the achievement of SISM2 and future responsibility after SISM2 in his short statement. He said, “Since the education progress is interrelated with the access, quality and management, I appreciated the support of JICA as the SISM2 project has achieved the expected goal in improvement of the management. The project has opened the track. Now it is our responsibility to reach to the highway through that track. I am indicating MoEST, Province, Local Bodies, teachers and School Management Committee representative participants to organize a way that we can transfer all the learnings so far to the local level”.

### **8.3 Ways Forward for the Promotion of SIP**

During 10 years’ time, Nepal went through enormous changes. For example, the disaster of the Gorkha Earthquake occurred in April and May 2015.

Another significant change is the promulgation of the new Constitution in 2015, followed by the initiation of Federal System in 2016. After the promulgation of the Constitution, series of major elections, both national and local, took place in 2017. The Constitution demands a thorough reorientation of the education system through structural and functional reforms including the policy and regulatory framework.

In education sector, the Education Act (9<sup>th</sup> Amendment) was passed in 2016; rights and duties about educational functions are being transferred to the Local Government (Municipalities and Rural Municipalities); the School Sector Development Plan (SSDP) is to be revised in accordance with the changes taking place.

Based on the Constitution, the mandate for basic and secondary education was defined entirely to the Local Government level<sup>16</sup>. Local Government Operational Act, which was passed in October 2017 and become effective on October 15 specifies the rights and duties of the local government in Section 3, Article 11 (2) (Ja). 23 functions of the local government related to basic and secondary education are specified. Just recently (in the middle of April 2018), a momentous circular from the government was published. It was announced that the previous DEO is closed and that an interim management role is

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<sup>16</sup> There are three layers of Government; Federal Government, Provincial Government (7 in number), and Local Government (753 in number)

handed over to "Educational Development and Coordination Unit" under each District Administration Office. This Unit is primarily responsible for facilitating federal-level policies, program, rules and regulation at the district-level.

In the same month (April 2018), the Ministry of Education, Science and Technology (MOEST) published Road-Map for 5-years for the effective management of overall education system, followed by the announcement of the Action Plan, which was intended to accelerate the urgent tasks needed to carry out within first 3 months (mid-April to mid-July 2018). The Action Plan includes a) preparation of Federal Education Bill and Right-based Educational Bill, b) Drafting Sample Education Bill for Provincial and Local level, c) National Curriculum Framework for School Education, d) Restructuring of Federal level educational agencies, etc.

While the changes are occurring at high-speed and at daily basis and the future is unforeseeable in practical terms of the government system, SISIM2 is closing its term. It may be an extremely challenging time to make sure that the positive results and impacts produced by SISIM model will be continued in the federal system and the remaining issues will be addressed.

In order to further promote SIP activities under the federal government structure, the following actions and support are surely needed.

Short Term:

- 1) Formulation of provincial education plan and its support
- 2) Formulation of municipal and rural municipal education plan and its support

Short and Medium Term:

- 1) Formulation of provincial policies and plans for various education sector development and their support
- 2) Formulation of municipal and rural municipal policies and plans for various education sector development and their support
- 3) Capacity building of Provincial Government education officers on school education management
- 4) Capacity building of Municipal and Rural Municipal education officers on school education management
- 5) Capacity building of new head teachers and new SMC chairs on school education management

These points and needs have been clearly identified during the joint monitoring by T5 and SISIM2 from January to May 2018. These important issues are already listed in the document of "Strategic Intervention for the Promotion of SIP", but the Federal Government needs to look into the implementation from now on.

## APPENDIX

## Appendix1: CC/T3/T5 Member List (SISM2 Counterpart)

No.	Name	Position	Office	Project Responsibility
<b>First Year (June 2013 to August 2014)</b>				
1	Mr. Mahashram Sharma	Joint Secretary	MoE, Planning Division	CC Memebr
2	Dr. Lava Dev Awasthi	Director General	DoE	CC Memebr
3	Dr. Dilli Ram Rimal	Executive Director	NCED	CC Memebr
4	Mr. Diwakar Dhungal	Executive Director	CDC	CC Memebr
5	Mr. Kamal Prasad Pokhrel	Director	DoE, Planning and Monitoring Division	CC Memebr
6	Mr. Tek Narayan Pandey	Director	DoE, Educational Management Division	CC Memebr
7	Dr. Hari Prasad Lamsal	Joint Secretary	MoE	CC Memebr
8	Dr. Bhoj Raj Kafle	Under Secretary	MoE, Foreign Aide Coordination Section	CC Memebr
9	Mr. Jaya Prasad Acharya	Deputy Director	DoE, Program and Budget Section	TTT (T3) Memebr
10	Mr. Ram Sharan Sapkota	Deputy Director	DoE, School Management Section	TTT (T3) Memebr
11	Mr. Ghanshyam Aryal	Deputy Director	DoE, Monitoring and Supervision Section	TTT (T3) Memebr
12	Mr. Janardan Nepal	Deputy Director	DoE, School Management Section	TTT (T3) Memebr
13	Dr. Ananda Poudel	Deputy Director	NCED, Planning and Program Section	TTT (T3) Memebr
14	Ms. Sarala Paudel	Under Secretary	CDC, Planning Section	TTT (T3) Memebr
15	Mr. Nabin Kumar Khadka	Technical Officer	NCED, Teacher Training Section	TTT (T3) Memebr
16	Mr. Dinesh Khanal	Deputy Director	CDC, Planning Section	TTT-TT (T5) Member
17	Mr. Ramraj Khakurel	Deputy Director	DoE, Vocational Education Section	TTT-TT (T5) Member
18	Mr. Chiranjibi Poudel	Section Officer	DoE, Program and Budget Section	TTT-TT (T5) Member
19	Mr. Ramchandra Sharma	Section Officer	NCED, Planning and Program Section	TTT-TT (T5) Member
20	Mr. Badri Bahadur Pathak	Under Secretary	MoE	TTT-TT (T5) Member
21	Mr. Meghnath Sharma	Section Officer	DoE, Program and Budget Section	Central-level Trainers
22	Ms. Indira Budhathoki	Section Officer	DoE	Central-level Trainers
23	Ms. Nirmala Devi Lamichhane	Section Officer	DoE	Central-level Trainers
24	Mr. Shiva Raj Pokhrel	Section Officer	DoE	Central-level Trainers
25	Mr. Mitra Prasad Kaphle	Curriculum Officer	CDC	Central-level Trainers
<b>Second Year (September 2014 to November 2015)</b>				
1	Dr. Lava Dev Awasthi	Joint Secretary	MoE, Planning Division	CC Memebr
2	Dr. Dilli Ram Rimal	Director General	Department of Education	CC Member
3	Mr. Khaga Raj Baral	Executive Director	National Center for Educational Development	CC Member
4	Mr. Diwakar Dhungal	Executive Director	Curriculum Development Center	CC Member
5	Ms. Dev Kumari Guragai	Director	DoE, Planning and Monitoring Division	CC Member
6	Mr. Tek Narayan Pandey	Director	DoE, Educational Management Division	CC Member
7	Mr. Deepak Sharma	Under Secretary	MoE, Foreign Aide Coordination Section	CC Memebr
8	Mr. Narayan Krishna Shrestha	Deputy Director	DoE, Program and Budget Section	TTT (T3) Memebr
9	Mr. Jaya Prasad Acharya	Deputy Director	CDC, Program and Budget Section	TTT (T3) Memebr
10	Mr. Yogendra Baral	Deputy Director	DoE, School Management Section	TTT (T3) Memebr
11	Mr. Thir Man Thapa	Deputy Director	DoE, Monitoring and Supervision Section	TTT (T3) Memebr
12	Mr. Baikuntha Aryal	Deputy Director	NCED, Planning and Program Section	TTT (T3) Memebr
13	Mr. Nabin Kumar Khadka	Technical Officer	NCED, Teacher Training Section	TTT (T3) Memebr
14	Mr. Meghnath Sharma	Section Officer	DoE, Program and Budget Section	TTT (T3) Memebr
15	Mr. Badri Bahadur Pathak	Under Secretary	Ministry of Education	TTT-TT (T5) Member
16	Mr. Dinesh Khanal	Deputy Director	NCED	TTT-TT (T5) Member
17	Mr. Ramraj Khakurel	Deputy Director	DoE, Vocational Education Section	TTT-TT (T5) Member
18	Mr. Chiranjibi Poudel	Section Officer	DoE, Program and Budget Section	TTT-TT (T5) Member
19	Mr. Ramchandra Sharma	Section Officer	NCED	TTT-TT (T5) Member

<b>Third Year (December 2015 to June 2017)</b>				
1	Dr. Lava Dev Awasthi	Joint Secretary	MoE, Planning Division	CC Memembr
2	Mr. Khaga Raj Baral	Director General	DoE	CC Memembr
3	Mr. Surya Prasad Gautam	Executive Director	NCED	CC Memembr
4	Mr. Baburam Poudel	Executive Director	CDC	CC Memembr
5	Mr. Dev Kumari Guragai	Director	DoE, Planning and Monitoring Division	CC Memembr
6	Mr. Baikuntha Aryal	Director	DoE, Educational Management Division	CC Memembr
7	Mr. Deepak Sharma	Under Secretary	MoE, Foreign Aide Coordination Section	CC Memembr
8	Mr. Narayan Krishna Shrestha	Deputy Director	DoE, Program and Budget Section	TTT (T3) Memembr
9	Mr. Yogendra Baral	Deputy Director	DoE, Community School Management Section	TTT (T3) Memembr
10	Mr. Babu Ram Dhungana	Deputy Director	DoE, Monitoring and Management Section	TTT (T3) Memembr
11	Mr. Jaya Prasad Acharya	Deputy Director	CDC, Program and Budget Section	TTT (T3) Memembr
12	Mr. Dipendra Subedi	Deputy Director	NCED, Planning and Program Section	TTT (T3) Memembr
13	Mr. Nabin Kumar Khadka	Technical Officer	NCED, Teacher Training Section	TTT (T3) Memembr
14	Mr. Ramraj Khakurel	Deputy Director	DoE, Vocational Education Section	TTT-TT (T5) Member
15	Mr. Dinesh Khanal	Deputy Director	NCED	TTT-TT (T5) Member
16	Mr. Yam Narayan Ghimire	Deputy Director	NCED	TTT-TT (T5) Member
17	Mr. Dambar Angdambe	Deputy Director	CDC	TTT-TT (T5) Member
18	Mr. Shiva Prasad Upreti	Deputy Director	DoE, Educational Counseling and Disaster Management Section	TTT-TT (T5) Member
19	Mr. Meghanath Sharma	Section Officer	DoE, Program and Budget Section	TTT-TT (T5) Member
20	Mr. Arjun Dhakal	Section Officer	DoE, Program and Budget Section	TTT-TT (T5) Member
21	Mr. Hemraj Khatiwada	Curriculum Officer	CDC	TTT-TT (T5) Member
<b>Third Year (As of June 2018)</b>				
1	Mr. Baikuntha Prasad Aryal	Joint Secretary	MoEST, Planning Division	CC Memembr
2	Mr. Baburam Poudel	Director General	DoE	CC Memembr
3	Ms. Dev Kumari Guragai	Executive Director	NCED	CC Memembr
4	Mr. Krishna Prasad Kapri	Executive Director	CDC	CC Memembr
5	Mr. Deepak Sharma	Director	DoE, Planning and Monitoring Division	CC Memembr
6	Mr. Keshab Prasad Dahal	Director	DoE, Educational Management Division	CC Memembr
7	Mr. Dhurba Prasad Regmi	Under Secretary	MoEST, Foreign Aid Coordination Section	CC Memembr
8	Mr. Megha Nath Sharma	Under Secretary	MoEST, Program and Budget Section	CC Memembr
<b>T3</b>				
1	Mr. Ghana Shyam Aryal	Deputy Director	DoE, Program and Budget Section	TTT (T3) Memembr
2	Mr. Bal Bahadur Karki	Deputy Director	DoE, Community School Management Section	TTT (T3) Memembr
3	Mr. Babu Ram Dhungana	Deputy Director	DoE, Monitoring and Management Section	TTT (T3) Memembr
4	Mr. Gyanendra Ban	Deputy Director	CDC, Program and Budget Section	TTT (T3) Memembr
5	Mr. Sita Ram Koirala	Deputy Director	NCED, Planning and Program Section	TTT (T3) Memembr
6	Mr. Nabin Kumar Khadka	Technical Officer	NCED, Teacher Training Section	TTT (T3) Memembr
<b>T5</b>				
1	Mr. Padam Raj Acharya	Deputy Director	DoE, Supervision and Evaluation Section	TTT-TT (T5) Member
2	Mr. Arjun Dhakal	Section Officer	DoE, Program and Budget Section	TTT-TT (T5) Member
3	Mr. Shiva Raj Pokhrel	Section Officer	DoE, Program and Budget Section	TTT-TT (T5) Member
4	Mr. Ramesh Pd Ghimire	Section Officer	CDC	TTT-TT (T5) Member
5	Mr. Tej Bahadur Thapa	Section Officer	NCED	TTT-TT (T5) Member
6	Ms. Mukta KC	Section Officer	Community School Management Section	TTT-TT (T5) Member
7	Mr. Rajendra Bhatari	Account Officer	Finace Section	TTT-TT (T5) Member

CC : Coordination Committee

TTT (T3): Technical Taskforce Team

TTT-TT (T5): Technical Taskforce Team for Training of Trainers

## Appendix2: Realized SISM2 Activity Schedule from 2013 to 2018

### (1) 1<sup>st</sup> Year (June 2013 – August 2014)

No.	Activities	2013						2014							
		7	8	9	10	11	12	1	2	3	4	5	6	7	
1	Review of SIP Guidebook	■													
2	Training Needs Assessment	■													
3	Training Module Update		■												
4	Selection of Testing Area		■												
5	Baseline Survey			■											
6	Action Plan for Testing			■											
7	SISM2 Kick-off Workshop			■											
8	Training of Central-level Trainers						■								
9	Training of District-level Trainers							■		■					
10	Training of RC-level Trainers								■						
11	School-level Training								■						
12	Monitoring of School-level Training								■						
13	End-line Survey & Baseline											■			
14	Planning of Regional/National Campaign												■		
15	CP Training in Japan													■	
16	Analysis of Model Effectiveness														■
17	Workshop to Share Testing Results														■
18	Finalizing Regional/National Campaign														■

### (2) 2<sup>nd</sup> Year (September 2014 – November 2015)

No.	Activities	2014					2015									
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
1	Finalization of 2 <sup>nd</sup> Year Action Plan	■														
2	Updating of Training Materials	■														
3	Detailed Designing of National Dissemination	■														
4	Preparation of Operational Guides (OGs)		■													
5	T5 Meeting and Approval of Updated Training Materials		■													
6	Project Implementation Manual (PIM) of the National Dissemination Explained to the REDs and DEOs				■											
7	Printing/Distributing Training Materials			■												
8	Region-level ToT				■											
9	District-level ToT (Appointment of "SIP/capacity development Focal Person for Each DEO)					■										
10	RC-level Workshop						■									
11	School-level Workshop							■								
12	RPs' Reporting of RCW and Monitoring/Reporting SLW to Focal Person						■									
13	Joint Monitoring Visit of D-ToT and RC/School Level Workshop					■	■	■	■	■	■	■	■	■	■	■
15	Public Relations and Marketing			■	■	■	■	■	■	■	■	■	■	■	■	■
16	Improvement of SIP/capacity development Session of RP/HT training							■								
17	Information Gathering about Earthquake damage											■				
18	Emergency Support											■				
19	Wrap-up meeting in the Monitoring Districts												■		■	
20	Preparing the 3 <sup>rd</sup> Year Action Plan													■		
21	3 <sup>rd</sup> CC Meeting														■	

(3) 3<sup>rd</sup> Year (December 2015 – June 2017)

No.	Activities	2015	2016												2017						
		12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
1	Preparing supplement training materials for revisiting and updating SIP with disaster	■																			
2	Printing of supplement training materials		■	■																	
3	Printing of Social Audit Guidelines		■	■																	
4	Distribution of the supplement training materials and Social Audit Guidelines to all community			■	■	■	■	■													
5	Regional Refresher Training for updating SIP focusing on monitoring and SIP process with		■																		
6	District-level orientation for RPs at the regular DEO/RP meetings in 75 districts			■	■	■															
7	RPs providing orientation for HTs at the regular HT meetings in all 75 districts				■	■	■														
8	School-level Workshop for reviewing and updating SIP process with updated materials					■	■	■													
9	Joint Field Monitoring Visit in 5 monitoring districts			■	■	■	■	■													
10	Mid-term Review			■																	
11	ETC Training on SIP process and continuous CD for school management in 4 batches covering all					■	■														
12	District-level workshop in 13 earthquake-affected districts									■	■	■		■	■	■	■	■			
13	Activities for enhancing the linkage between guardians and schools with focusing on disaster									■	■	■		■	■	■	■	■			
14	Public Relations (Web, Newspapers, News letters and Redio Program)			■			■				■			■			■		■	■	■
15	2nd CP Training in Japan for information sharing about disaster prevention management in school											■									
16	Designing of the End-line Survey									■	■										
17	End-line Survey - Data collection									■	■	■									
18	End-line Survey - Analysis and report writing											■	■	■	■						
19	SIP Study - Relation among activities, budget and implementation										■	■	■	■	■	■	■	■			
20	School Grant Management Guideline (SGMG) revision technical support													■	■	■	■	■	■		
21	Selection of good Practice schools																■	■	■		
22	Terminal Evaluation																■				
23	Formulating Action plan for one year extension of SISM2																■	■	■	■	
24	SIP formulation wrap-up workshop in Each Region																■	■	■		
25	CC Meeting		■					■									■				■

(4) 3<sup>rd</sup> Year Extension Period (July 2017 – July 2018)

No.	Activities	2017						2018						
		7	8	9	10	11	12	1	2	3	4	5	6	
1	Preparation of SIP Appraisal for national dissemination	■	■											
2	SIP Appraisal ToT in five regions for national dissemination					■	■	■		■				
3	SIP Appraisal Orientations in 75 Districts (DEO and RC levels) and Monitoring									■	■	■	■	
4	Revision of SIP Formulation Guidebook (SIP-FGB)	■	■	■	■	■	■							
5	Wrap-up Workshop (Central level)												■	
6	CC Meeting												■	
7	Preparation of Midterm Plan for SIP related activities after SISM2									■	■	■		







#### Appendix4: Results of Input

##### 【Japanese Side】

Dispatch Japanese Expert	Total: 11 Experts (120.77MM)
Training in Japan	Training in Japan 2014 and 2016 Twenty people from MoE, DoE, DEO, NCED, and CDC were participated.
Equipment	See Appendix 6

##### 【Nepalese Side】

Counterpart	23 officials were assigned by MoE, DoE, CDC, and NCED
Budget	DoE allocated NPR 1,240 million from FY2013/14 to FY2017/18 for SIP formulation/update and other capacity development of community and SMC.
Office Space	Office space for the project was provided by the DoE

## Appendix5: Dispatched Record of Japanese Experts

### (1) 1<sup>st</sup> Year (June 2013 – August 2014)

#### ■ Assignment in Nepal

Responsible Person and Area		2013										2014							Days	MM	
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7				
Yoko Ishida (Team Leader/Education Administration)	Plan			(21)			(21)		(14)		(21)			(25)		(33)	135	4.50			
	Actual			6/22 (24)	7/15		9/20	9/29 (10)		11/28 (20)	12/17			2/25 (30)	3/26 (18)	4/10 (8)	5/19-5/26 (25)	7/6-7/30	135	4.50	
Koji Sato (Deputy Team Leader/Monitoring & Evaluation 2)	Plan				(66)				(51)				(75)		(60)	252	8.40				
	Actual			7/2			9/5		10/22 (51)	12/11			2/2	(75)	4/17		5/31-6/23 (24)	7/3-7/29 (27)	243	8.10	
Atsuko Tsuruta (Training Management)	Plan				(54)			(24)		(60)			(69)		(75)	282	9.40				
	Actual			6/22 (57)	8/17		9/13 (24)	10/6		11/6 (31)	12/6 (82)	12/10		3/1	4/4 (97)		7/9	291	9.70		
Hiromitsu Muta (Monitoring & Evaluation 1/Education Policy 2)	Plan			(14)									(14)		(17)	45	1.50				
	Actual			7/1 (12)	7/16									3/20 (18)	4/6		6/11-6/25 (15)	45	1.50		
Masami Watanabe (School Management)	Plan			(26)									(48)		(69)	143	4.77				
	Actual			6/21 (26)	7/16				11/14 (21)	12/4			2/3 (48)	3/22		6/12 (48)	7/29	143	4.77		
Naomi Takasawa (Education Policy 2)	Plan			(39)											(33)	72	2.40				
	Actual			7/2 (39)	8/9										4/21 (33)	5/23		72	2.40		
Takeshi Ito (Public Relations and Dissemination)	Plan								(12)						(12)	24	0.80				
	Actual								12/3 (12)	12/14							7/15-26 (12)	24	0.80		
Michiko Tsurumine (Education Statistics)	Plan			(15)			(39)						(36)		(42)	132	4.40				
	Actual			6/24 (15)	7/8		8/25 (41)	10/4					1/4 (36)	2/8		6/10-7/19 (40)	132	4.40			
																		Sub-total	Plan	1,085	36.17
																		Sub-total	Actual	1,085	36.17

#### ■ Assignment in Japan

Yoko Ishida (Team Leader/Education Administration)	Plan			(1)														1	0.05		
	Actual			6/21 (1)															1	0.05	
Michiko Tsurumine (C/P training in Japan)	Plan													(10)				10	0.50		
	Actual													5/27-30 (10)	6/2-6/7			10	0.50		
																		Sub-total	Plan	11	0.55
																		Sub-total	Actual	11	0.55
																		Total	Plan	36.72	
																		Total	Actual	36.72	

(2) 2<sup>nd</sup> Year (September 2014 – November 2015)

■Assignment in Nepal

Responsible Person and Area		2014												2015										Days	MM																
		8						9						10		11		12		1		2				3		4		5		6		7		8		9		10	
		Yoko Ishida (Team Leader/Education Administration)	Plan																																					71	2.37
Actual																																				71	2.37				
Koji Sato (Deputy Team Leader/Monitoring & Evaluation 2/Technical Support for School Management Improvement in SSRP 1)	Plan																																			239	7.97				
Actual																																				239	7.97				
Atsuko Tsuruta (Training Management)	Plan																																			238	7.93				
Actual																																				238	7.93				
Hiromitsu Muta (Monitoring & Evaluation 1/Education Policy)	Plan																																			24	0.80				
Actual																																				24	0.80				
Masami Watanabe (School Management/Technical Support for School Management Improvement in SSRP 2)	Plan																																			203	6.77				
Actual																																				203	6.77				
Takeshi Ito (Public Relations and Dissemination 1)	Plan																																			30	1.00				
Actual																																				31	1.03				
Takaaki Murase (Public Relations and Dissemination 3)	Plan																																			18	0.60				
Actual																																				14	0.47				
Michiko Tsurumine (Public Relations and Dissemination 2/Technical Support for School Management Improvement in SSRP 3)	Plan																																			227	7.57				
Actual																																				227	7.57				
Chie Tsubone (School Management 2/Disaster Prevention Education 1)	Plan																																			45	1.50				
Actual																																				47	1.57				
Disaster Prevention Education 2	Plan																																			7	0.23				
Actual																																				0	0				
Disaster Prevention Education 3	Plan																																			7	0.23				
Actual																																				0	0				
																														Sub-total	Plan	1,109	36.97								
																														Actual	1,094	36.48									

■Assignment in Japan

Yoko Ishida (Team Leader/Education Administration)	Plan																																			0.6	0.03
Actual																																				0.6	0.03
Takeshi Ito (Public Relations and Dissemination 1)	Plan																																			30	1.50
Actual																																				32	1.60
Chie Tsubone (School Management 2/Disaster Prevention Education 1)	Plan																																			0.0	0.0
Actual																																				3.2	0.16
																														Sub-total	Plan	30.6	1.53				
																														Actual	35.8	1.79					
																														Total	Plan	38.50					
																														Actual	38.27						



## Appendix6: Office Equipment

No.	Item	Standard, Part Number	Quantity	Date of Inspection Passed	Custody	Remarks
1	Desktop Computer (Assembled I3)	intel(R) Core (TM) i3-3220 CPU@3.30 GHz	2	2013/7/9	DOE SISM2 Office	Workable condition
2	UPS for desktop (Perfect)	Model#750	2	2013/7/9	DOE SISM2 Office	Workable condition
3	Laptop (Lenovo I5, thinkpad)	intel(R) Core (TM) i5-3230M CPU@2.60 GHz	5	2013/7/23	DOE SISM2 Office	Workable condition but need to repair
4	Laptop (HP Ultrabook)	intel(R) Core (TM) i5-4200U CPU@1.60 GHz 2.30 GHz	1	2014/7/4	DOE SISM2 Office	Workable condition but need to repair
5	Photocopy/Printer (Kyosera FS 6025)	FS-6025MFP	1	2013/7/5	DOE SISM2 Office	Good condition but need to replace roller
6	Printer (Canon 6300dn)	Canon, LBP6300dn	2	2013/7/9	DOE SISM2 Office	Good condition
7	Printer (Pixaip100)	Pixaip100	2	2013/6/12 2014/1/14	DOE SISM2 Office	Workable condition
8	LCD Projector (Epson-EB-S11)	EB-S11, Model#H436C	2	2013/7/22	DOE SISM2 Office	Good condition
9	Mitsubishi Pajero Sports Car	Model# KH4WGNMZR,HP/CC 2477CC,Color-Silver Chassis#MMBGK40E F011B6, Engine# 4D56UCFC8040, Fuel-Disel	1	2014/7/2	DOE SISM2 Office	Good condition

## Appendix7: Expense for Activities

(As of May 2018)

S.N.	Items	1st Year		2nd Year		3rd Year	
		Budget (NPR)	Performance (NPR)	Budget (NPR)	Performance (NPR)	Budget (NPR)	Performance (NPR)
1	Office Operation (Personnel, Fuel, Car Renting, Maintenance, Telecommunication, Utility etc.)	11,110,000	10,900,000	15,162,000	13,991,438	19,596,210	22,859,181
2	Expenses for Training/Monitoring (Technical Fee, Per Diem, Transportation etc.)	6,840,000	6,400,000	12,791,000	7,306,507	14,042,515	10,106,021
3	Stationery, Equipment and Printing Expenses for Training/Monitoring	5,130,000	5,500,000	7,655,000	9,988,870	11,402,917	12,860,949
4	Workshops/Training Logistics/Refreshment, Public Relations	8,120,000	9,100,000	4,077,000	1,719,000	4,684,910	5,466,548
5	Baseline/End-line Survey of Testing and Baseline Survey of Campaign	10,250,000	8,600,000	-	-	3,750,000	0
6	Emergency Support in three districts	-	-	-	9,207,000	-	-
Total		41,450,000	40,500,000	39,685,000	42,212,815	53,476,553	51,292,698
Total Program Costs (1st year+2nd year+3rd year)							134,005,513

※End-line Survey was planned to be conducted by local consultant company. However, it was done by counterpart. There was no expense for the subcontract.



## Appendix8: Transition of PDM

(1) PDM Version 0.0

### ANNEX 1: Project Design Matrix

**Project Title:** The Project for Support for Improvement of School Management Phase-II (SISM II)

**Target Area:** Target area for validation: To be determined after designing the refined model

Districts for dissemination: 75 districts

**Target Group:** (Direct) Staff of central level education authorities

Staff of local level education authorities

\* To be determined based on the analysis conducted under Output 1.

(In-direct) School Management Committees from all basic schools in all 75 districts

**Project Period:** May 2013 - December 2016

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>OVERALL GOAL</b> Access to and quality of school education is improved.</p>	<ul style="list-style-type: none"> <li>- Enrolment Rate for basic education</li> <li>- Repetition rate for basic education</li> <li>- Dropout rate for basic education</li> </ul>	<p>Key indicators of SSRP</p>	<ul style="list-style-type: none"> <li>- MoE continues to promote SSRP.</li> <li>- Socio-economic and political situation is not worsened.</li> <li>- MoE implements other programs/activities to improve access to and quality of basic education under SSRP.</li> </ul>
<p><b>PROJECT PURPOSE</b> Schools are managed through SIP process nationwide for improving access to and quality of basic education.</p>	<ul style="list-style-type: none"> <li>- Number of SIP developed by SMCs based on SIP Formulation Guidebook is increased from X% to Y%</li> <li>- Number of SIP implemented based on SIP Formulation Guidebook by SMCs is increased from X% to Y%</li> <li>- Activities related to improvement of access and quality of basic education are planned and implemented in SIPs</li> </ul>	<p>Sampling survey to be conducted for baseline and endline surveys.</p>	



*[Handwritten signature]*

<p><b>OUTPUTS</b></p> <p>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p>	<ul style="list-style-type: none"> <li>- SIP Formulation Guidebook is revised to incorporate the content for improvement of access to and quality of basic education.</li> <li>- Training packages (modules, monitoring tools, TOT materials, etc.) are developed.</li> <li>- Nationwide training/monitoring mechanisms are developed.</li> <li>- Guidelines regarding school management is authorized by GoN</li> <li>- Activities to promote/improve SIP process are included in ASIP/AWPB3</li> </ul>	<ul style="list-style-type: none"> <li>- Revised SIP Formulation Guidebook</li> <li>- Training packages</li> <li>- Nationwide training/monitoring mechanisms</li> <li>- Authorized guideline regarding school management</li> <li>- Annual Strategic Plan Implementation (ASIP)/Annual Work Plan and Budget (AWPB)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff of central/local authorities are not transferred frequently</li> <li>- Most of trained SMC members are not replaced</li> </ul>
<p>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target area.</p>	<ul style="list-style-type: none"> <li>- Evaluation of staff at central level as trainers of TOT (Training of Trainers) is enhanced.</li> <li>- Understanding level of local education authorities for TOT content is enhanced. *1</li> <li>- Content of training and monitoring activities for SIP process</li> <li>- Recommendations and lessons learned on policy, institutional and budgetary arrangement</li> <li>- Number of SIP developed by SMCs that training and monitoring activities are conducted is increased from XX% to XX%*2</li> <li>- Number of SIP implemented by SMCs that training and monitoring activities are conducted is increased from XX% to XX%*2</li> <li>- Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs that training and monitoring activities are conducted.</li> </ul> <p>*1 Trainees for training of trainers are determined based on the model developed under Output 1. *2 Figures are determined after the survey under Output 1.</p>	<ul style="list-style-type: none"> <li>- Observation sheet developed by the Project</li> <li>- Questionnaire for central and local education authorities staff</li> <li>- Result of a small-scale impact survey (baseline and end-line survey) for target area</li> <li>- Recommendations and lessons learnt</li> </ul>	



*[Handwritten signature]*



<p><b>OUTPUTS</b></p> <p>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p>	<ul style="list-style-type: none"> <li>- SIP Formulation Guidebook is revised to incorporate the content for improvement of access to and quality of basic education.</li> <li>- Training packages (modules, monitoring tools, TOT materials, etc.) are developed.</li> <li>- Nationwide training/monitoring mechanisms are developed.</li> <li>- Guidelines regarding school management is authorized by GoN</li> <li>- Activities to promote/improve SIP process are included in ASIP/AWPB</li> </ul>	<ul style="list-style-type: none"> <li>- Revised SIP Formulation Guidebook</li> <li>- Training packages</li> <li>- Nationwide training/monitoring mechanisms</li> <li>- Authorized guideline school management</li> <li>- Annual Strategic Plan Implementation (ASIP)/Annual Work Plan and Budget (AWPB)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff of central/local authorities are not transferred frequently</li> <li>- Most of trained SMC members are not replaced</li> </ul>
<p>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target area.</p>	<ul style="list-style-type: none"> <li>- Evaluation of staff at central level as trainers of TOT (Training of Trainers) is enhanced.</li> <li>- Understanding level of local education authorities for TOT content is enhanced *1</li> <li>- Content of training and monitoring activities for SIP process</li> <li>- Recommendations and lessons learned on policy, institutional and budgetary arrangement</li> <li>- Number of SIP developed by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2</li> <li>- Number of SIP implemented by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2</li> <li>- Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs that training and monitoring activities are conducted.</li> </ul> <p>*1 Trainees for training of trainers are determined based on the model developed under Output 1. *2 Figures are determined after the survey under Output 1.</p>	<ul style="list-style-type: none"> <li>- Observation sheet developed by the Project</li> <li>- Questionnaire for central and local education authorities staff</li> <li>- Result of a small-scale impact survey (baseline and end-line survey) for target area</li> <li>- Recommendations and lessons learnt</li> </ul>	



*[Handwritten signature]*





<p><b>OUTPUTS</b></p> <p>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p>	<ul style="list-style-type: none"> <li>- SIP Formulation Guidebook is revised to incorporate the content for improvement of access to and quality of basic education.</li> <li>- Training packages (modules, monitoring tools, TOT materials, etc.) are developed.</li> <li>- Nationwide training/monitoring mechanisms are developed.</li> <li>- Guidelines regarding school management is authorized by GoN</li> <li>- Activities to promote/improve SIP process are included in ASIP/AWPB</li> </ul>	<ul style="list-style-type: none"> <li>- Revised SIP Formulation Guidebook</li> <li>- Training packages</li> <li>- Nationwide training/monitoring mechanisms</li> <li>- Authorized guideline regarding school management</li> <li>- Annual Strategic Plan Implementation (ASIP)/Annual Work Plan and Budget (AWPB)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff of central/local authorities are not transferred frequently</li> <li>- Most of trained SMC members are not replaced</li> </ul>
<p>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target area.</p>	<ul style="list-style-type: none"> <li>- Evaluation of staff at central level as trainers of TOT (Training of Trainers) is enhanced.</li> <li>- Understanding level of local education authorities for TOT content is enhanced. *1</li> <li>- Content of training and monitoring activities for SIP process</li> <li>- Recommendations and lessons learned on policy, institutional and budgetary arrangement</li> <li>- Number of SIP developed by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2</li> <li>- Number of SIP implemented by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2</li> <li>- Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs that training and monitoring activities are conducted.</li> </ul> <p>*1 Trainees for training of trainers are determined based on the model developed under Output 1. *2 Figures are determined after the survey under Output 1.</p>	<ul style="list-style-type: none"> <li>- Observation sheet developed by the Project</li> <li>- Questionnaire for central and local education authorities staff</li> <li>- Result of a small-scale impact survey (baseline and end-line survey) for target area</li> <li>- Recommendations and lessons learnt</li> </ul>	



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## (2) PDM Version 1.0

### SISM2 PDM Version 1.0 (as of 12 August 2015)

Project Title: The Project for Support for Improvement of School Management Phase II (SISM2)

Target Area: Target area for validation: To be determined after designing the refined model

Districts for dissemination: 75 districts

Target Group: (Direct) Staff of central level education authorities

Staff of local level education authorities

\* To be determined based on the analysis conducted under Output 1

(In-direct) School Management Committees from all basic schools in all 75 districts

Project Period: May 2013 – December 2016

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>OVERALL GOAL</b></p> <p>Access to and quality of school education is improved.</p>	<ul style="list-style-type: none"> <li>- Enrollment rate for basic education</li> <li>- Repetition rate for basic education</li> <li>- Dropout rate for basic education</li> </ul>	Key indicators of SSRP	<ul style="list-style-type: none"> <li>- MoE continues to promote SSRP.</li> <li>- Socio-economic and political situation is not worsened</li> <li>- MoE implements other programs and activities to improve</li> </ul>
<p><b>PROJECT PURPOSE</b></p> <p>Schools are managed through SIP process nationwide for improving access to and quality of basic education.</p>	<ul style="list-style-type: none"> <li>- Number of SIP developed by SMCs based on SIP Formulation Guidebook is increased from X% to Y%</li> <li>- Number of SIP implemented based on SIP Formulation Guidebook by SMCs is increased from X% to Y%</li> <li>- Activities related to improvement of access and quality of basic education are planned and implemented in SIP</li> </ul>	Sampling survey to be conducted for baseline and end-line surveys	

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>OUTPUTS</b></p> <p>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p>	<ul style="list-style-type: none"> <li>- SIP Formulation Guidebook is revised to incorporate the contents for improvement of access to and quality of basic education</li> <li>- Training package (modules, monitoring tools, TOT materials etc.) are developed</li> <li>- Nationwide training/monitoring mechanisms are developed</li> <li>- Guidelines regarding school management is authorized by GoN</li> <li>- Activities to promote/improve SIP process are included in ASIP/AWPB</li> </ul>	<ul style="list-style-type: none"> <li>- Revised SIP Formulation Guidebook</li> <li>- Training packages</li> <li>- Nationwide training/monitoring mechanisms</li> <li>- Authorized guideline regarding school management</li> <li>- Annual Strategic Implementation Plan (ASIP)/Annual Work Plan and Budget (AWPB)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff of central/local authorities are not transferred frequently</li> <li>- Most of trained SMC members are not replaced</li> </ul>
<p>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target area.</p>	<ul style="list-style-type: none"> <li>- Evaluation of staff at central level as trainees of TOT is enhanced</li> <li>- Understanding level of local education authorities for TOT content is enhanced *1</li> <li>- Content of training and monitoring activities for SIP process</li> <li>- Recommendations and lessons learned on policy, institution and budgetary arrangement</li> <li>- Number of SIP developed by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2</li> <li>- Number of SIP implemented by SMCs that training and monitoring activities are conducted is increased from XX% to XX% *2</li> <li>- Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs that training and monitoring activities are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation sheet developed by the Project</li> <li>- Questionnaire for central and local education authorities staff</li> <li>- Result of a small -scale impact survey (baseline and end -line survey) for target area</li> <li>- Recommendations and lessons learnt</li> </ul>	

<p>3. Capacity of central and local education authorities to support school management through SIP process is strengthened.</p>	<ul style="list-style-type: none"> <li>- Recommendations and lessons learned on policy, institutional and budgetary arrangement</li> <li>- Evaluation of staff at central level as trainers of TOT is enhanced</li> <li>- Understanding level of local authorities for TOT content is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>- Result of sampling survey to be conducted for baseline and end-line surveys</li> </ul>	
<p>4. Emergency support of providing teaching and learning materials for all of the community schools located in the three earthquake affected districts; Sindhuli, Ramechhap and Okhaldunga, properly and timely done based on the school needs (added in August 2015)</p>	<ul style="list-style-type: none"> <li>- Urgent school needs well considered during the planning stage</li> <li>- 100% of RPs of the three districts oriented to how to use the curriculum, teachers' guides, attendance registers (originally created by the JICA-supported School Health and Nutrition Project), and other teaching materials to their responsible schools</li> <li>- 100% of community schools of the three districts using the emergency support</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution Records</li> <li>- Interview to DEOs/RPS of the three districts</li> <li>- Sample interview to the target community schools</li> </ul>	

<b>ACTIVITIES</b>	<b>Inputs</b>	
<p><b>[For Output 1]</b></p> <p>1-1 Conduct mapping and assessment on policies, strategies and guidelines concerning school management for revising the SIP Formulation Guidebook</p> <p>1-2 Conduct mapping of school management programs/projects supported by JICA, NGOs and development partners</p> <p>1-3 Hold workshops with major stakeholders, NGOs and development partners to revise the SIP Formulation Guidebook</p> <p>1-4 Revise the SIP Formulation Guidebook</p> <p>1-5 Analyze capacity gaps of institutions and their human resources (DOE, NCED, DEO, ETCs, RED, LRCs/RCS) against their roles and responsibilities concerning school management</p> <p>1-6 Conduct mapping and assessment of existing trainings and monitoring activities for school management in conjunction with SIP process</p> <p>1-7 Conduct assessment of training needs of concerned trainers on school management through SIP process</p> <p>1-8 Develop modules for trainings and monitoring tools/formats on SIP/school management (including TOT)</p> <p>1-9 Develop/design nationwide training/monitoring mechanisms on SIP process to support school management</p> <p>1-10 Develop a refined model for school management (the revised SIP Formulation Guidebook, training modules, training/monitoring mechanisms) based on the results of the impact survey for target area conducted under Output 2.</p> <p>1-11 Elaborate the national strategy for SIP/school management</p> <p>1-12 Propose policy actions to make the refined model functional at school including authorization of the SIP Formulation Guidebook</p> <p>1-13 Assist DOE to prepare ASIP/AWPB for implementation of activities to promote/improve SIP process</p> <p>1-14 Revise the refined model for school management based on the results of the recommendations made under Output 3</p>	<p><b>NEPALESE SIDE</b></p> <ol style="list-style-type: none"> <li>1. Counterpart personnel</li> <li>2. Office spaces and facilities at DoE</li> <li>3. Cost for activities under Output 3</li> </ol> <p><b>JAPANESE SIDE</b></p> <ol style="list-style-type: none"> <li>1. Dispatch of Japanese experts</li> <li>2. Counterpart training in Japan/the third country as necessary</li> <li>3. Provision of equipment</li> <li>4. Local experts/consultants as needed</li> <li>5. Cost for activities under Output 1 and 2</li> <li>6. Cost for emergency support</li> </ol>	

<p><b>[For Output 2]</b></p> <p>2-1 Select a target area considering the diversity of Nepal</p> <p>2-2 Conduct a baseline survey for the target area</p> <p>2-3 Support conducting trainings for staff at central level including TOT trainers</p> <p>2-4 support conducting TOTs for staff at local level in the target area *1</p> <p>2-5 Support conducting training/orientation to SMCs in the target area *1</p> <p>2-6 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools in the target area *1</p> <p>2-7 Analyze the monitoring reports for implementation process in the target area</p> <p>2-8 Conduct an end-line survey for the target area</p> <p>2-9 Hold workshops for validating the refined model and share experiences for SIP formulation and implementation</p> <p>2-10 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangement and present them to the Coordination Committee</p> <p>*1 TOT trainers, trainers of training for SMCs, and those who conduct monitoring and follow-up for SIP process are determined after the school management standard model is designed under Output 1</p> <p><b>[For Output 3]</b></p> <p>3-1 Conduct baseline survey</p> <p>3-2 Support conducting trainings for staff at central level</p> <p>3-3 Support conducting TOTs for staff at local level</p> <p>3-4 Support conducting training/orientation to SMCs</p> <p>3-5 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools</p> <p>3-6 Analyze the monitoring reports for implementation process</p> <p>3-7 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangements and present them to the Coordination Committee</p> <p>3-8 Conduct end-line survey</p>		<p><b>Pre-Conditions</b></p>
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<p>*1 TOT trainees, trainers of training for SMCs and those who conduct monitoring and follow -up for SIP process are determined after the refined model for school management is designed under Output 1</p> <p>*2 Training for TOT trainers, TOT, training/orientations to SMCs, monitoring and follow-up activities are conducted by Nepalese side except validation in target area. JICA experts gives technical advices etc.</p> <p><b>[For Output 4]</b></p> <p>4-1 Preparation of the emergency support framework with DoE including selection of the target districts</p> <p>4-2 Needs assessment of the districts and preparation of the schedule with DoE/NCED/CDC and DEOs of the target districts</p> <p>4-3 Selection of the teaching/learning materials based on the local needs</p> <p>4-4 Preparation of the procurement, distribution, and budget plan</p> <p>4-5 Procurement of the items and delivery to the target districts, RCs, then schools</p> <p>4-6 Conducting an orientation workshop for RPs in each of the target districts to reconfirm the relationship between the curriculum and the teachers' guide by CDC and to orient to how to use by their responsible schools</p> <p>4-7 RPs' conducting RC-level orientations during the regular head teachers' meeting to orient them on how to use the teaching/learning materials.</p>		<p><b>Pre-Conditions</b></p>
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### (3) PDM Version 2.0

#### SISM2 PDM Version 2.0 approved by Coordination Committee on February 25, 2016

Project Title: The Project for Support for Improvement of School Management Phase II (SISM2)  
 Target Area: Target (testing) districts for validation: Solukhumbu, Doti, Jumla and Rupandehi  
 Districts for dissemination: 75 districts  
 Target Group: (Direct) Staff of central level education authorities  
 Staff of local level education authorities  
 (Indirect) School Management Committees from all basic schools in all 75 districts  
 Project Period: May 2013 – June 2017

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<b><u>SUPER GOAL (End Outcome)</u></b> Access to and quality of school education is improved.	<ol style="list-style-type: none"> <li>Enrollment rate for basic education</li> <li>Repetition rate for basic education</li> <li>Dropout rate for basic education</li> <li>Level of average learning achievement</li> <li>Promotion rate of grade 5 and grade 8</li> </ol>	-Key indicators of SSRP and SSDP Flash report	
<b><u>(OVERALL) GOAL (Intermediate Outcome)</u></b> The technical and financial mechanism for enhancing school management through SIP process is maintained at the national and district levels.	<ol style="list-style-type: none"> <li>The budget for formulation/update and implementation of SIP is specifically included in the ASIP/AWPB.</li> <li>The formulation/update of SIP is specified in the PIM.</li> <li>The designated team for promoting SIP formulation and implementation is in place.</li> <li>The role and responsibility of DEOs and RCs for implementing SIP are specified.</li> <li>All DEOs conduct SIP orientation for newly appointed SMC members at least once after the completion of the Project.</li> <li>The content of SIP formulation/update is incorporated in the NCED's training package.</li> </ol>	-Annual Strategic Implementation Plan (A SIP)/Annual Work Plan & Budget (AWPB) -Program Implementation Manual (PIM) -Institutional arrangement in the DoE -Reports or monitoring records that indicate that the DEO in all districts conduct SIP orientation for newly appointed SMC members -The NCED's training package	<ul style="list-style-type: none"> <li>MoE continues to promote SSDP.</li> <li>Socio-economic and political situation is not worsened</li> <li>MoE implements other programs and activities to improve</li> <li>The changes of government and administrative system based on the new Constitution do not adversely affect the SIP formulation and implementation.</li> </ul>

<b><u>PROJECT PURPOSE</u></b> Schools are managed through SIP process nationwide for improving access to and quality of basic education.	<ol style="list-style-type: none"> <li>At least 80 % of the sample schools update 2013 (2016/17) annual action plan of SIP based on the updated SIP Formulation Guidebook<sup>1</sup>.</li> <li>At least 60% of the sample SMCs implement<sup>2</sup> the planned activities of 2013 (2015/16) annual action plan of SIP.</li> <li>Activities<sup>3</sup> related to improvement of access and quality of basic education are planned and implemented in SIP.</li> </ol>	Sampling survey to be conducted for baseline and end-line surveys	
<b><u>OUTPUTS</u></b> 1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.	<ol style="list-style-type: none"> <li>SIP Formulation Guidebook is revised and approved to incorporate the contents for improvement of access to and quality of basic education</li> <li>Training package (modules, monitoring tools, TOT materials etc.) are developed</li> <li>Nationwide training/monitoring mechanisms are developed</li> <li>Activities to promote/improve SIP process are specified in ASIP/AWPB</li> </ol>	<ul style="list-style-type: none"> <li>Revised SIP Formulation Guidebook</li> <li>Training packages</li> <li>Nationwide training/monitoring mechanisms</li> <li>Authorized guideline regarding school management</li> <li>Annual Strategic Implementation Plan (ASIP)/Annual Work Plan and Budget (AWPB)</li> </ul>	<ul style="list-style-type: none"> <li>Staff of central/local authorities are not transferred frequently</li> <li>Most of trained SMC members are not replaced</li> </ul>

<sup>1</sup> Benchmark: 43% in 2013/14 (Source: The Baseline Survey).

<sup>2</sup> 80% of the planned non-budgetary activities and 50% of the planned budgetary activities

<sup>3</sup> They include: 1) reducing drop-out, 2) reducing out of school children, 3) increasing learning achievement, and 4) non-budgetary activities.



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>2. Effective and practical model for training and monitoring mechanism/ contents is validated in the target (testing) area.</p>	<p>2.1. Understanding level of central officials as trainees of TOT for SIP promotion is enhanced.</p> <p>2.2. Understanding level of district officials as trainees of TOT for SIP promotion is increased.</p> <p>2.3. Understanding and participation of head teachers, teachers, SMC and guardians regarding SIP and school management are improved in the target area.</p> <p>2.4. The recommended actions are incorporated into the national dissemination program for SIP.</p> <p>2.5. More schools in the testing districts than in the control districts develop the five - year SIP and its annual action plan.</p> <p>2.6. Activities related to improvement of access and quality of basic education are planned in submitted SIPs by SMCs.</p> <p>2.7. Level of school stakeholders' involvement of SIP formulation and implementation is enhanced.</p>	<ul style="list-style-type: none"> <li>- Observation sheet developed by the Project</li> <li>- Questionnaire for central and local education authorities staff</li> <li>- Result of a small -scale impact survey (baseline and end -line survey) for target area</li> <li>- "SISM 2 Recommendation: Program for Capacity Development for Enhancing School-based Management " (June 2014).</li> </ul>	

<p>3. Capacity of central and local education authorities to support school management through SIP process is strengthened.</p>	<p>3.1. Capacity and involvement of central officials as TOT trainers for promoting SIP are enhanced.</p> <p>3.2. Understanding level of local authorities for TOT content is enhanced.</p> <p>3.3. Frequent meetings are held among the DoE, the NCED, the CDC and the DEOs for facilitation, development, update and implementation of SIP is strengthened.</p> <p>3.4. Activities to promote/improve SIP practices is clearly described in PIM.</p>	<ul style="list-style-type: none"> <li>- Result of sampling survey to be conducted for baseline and end-line surveys</li> <li>- Examples which may indicate the coordination among the DoE, the NCED, the CDC and the DEOs is strengthened in the Project.</li> <li>- Examples and data which may indicate the level of participation of school -level stakeholders in formulation and implementation of SIP is improved.</li> </ul>	
<p>4. Emergency support of providing teaching and learning materials for all of the community schools located in the three earthquake-affected districts; Sindhuli, Ramechhap and Okhaldunga, properly and timely done based on the school needs (added in August 2015)</p>	<p>4.1 Urgent school needs well considered during the planning stage</p> <p>4.2 100% of RPs of the three districts oriented to how to use the curriculum, teachers' guides, attendance registers (originally created by the JICA -supported School Health and Nutrition Project), and other teaching materials to their responsible schools</p> <p>4.3 100% of community schools of the three districts using the emergency support</p>	<ul style="list-style-type: none"> <li>- Distribution Records</li> <li>- Interview to DEOs/RPS of the three districts</li> <li>- Sample interview to the target community schools</li> </ul>	

<b>ACTIVITIES</b>	<b>Inputs</b>	
<p><b>[For Output 1]</b></p> <p>1-1 Conduct mapping and assessment on policies, strategies and guidelines concerning school management for revising the SIP Formulation Guidebook</p> <p>1-2 Conduct mapping of school management programs/projects supported by JICA, NGOs and development partners</p> <p>1-3 Hold workshops with major stakeholders, NGOs and development partners to revise the SIP Formulation Guidebook</p> <p>1-4 Revise the SIP Formulation Guidebook</p> <p>1-5 Analyze capacity gaps of institutions and their human resources (DOE, NCED, DEO, ETCs, RED, LRCs/RCs) against their roles and responsibilities concerning school management</p> <p>1-6 Conduct mapping and assessment of existing trainings and monitoring activities for school management in conjunction with SIP process</p> <p>1-7 Conduct assessment of training needs of concerned trainers on school management through SIP process</p> <p>1-8 Develop modules for trainings and monitoring tools/formats on SIP/school management (including TOT)</p> <p>1-9 Develop/design nationwide training/monitoring mechanisms on SIP process to support school management</p> <p>1-10 Develop a refined model for school management (the revised SIP Formulation Guidebook, training modules, training/monitoring mechanisms) based on the results of the impact survey for target area conducted under Output 2.</p> <p>1-11 Elaborate the national strategy for SIP/school management</p> <p>1-12 Propose policy actions to make the refined model functional at school including authorization of the SIP Formulation Guidebook</p> <p>1-13 Assist DOE to prepare ASIP/AWPB for implementation of activities to promote/improve SIP process</p> <p>1-14 Revise the refined model for school management based on the results of the recommendations made under Output 3.</p>	<p><b>NEPALESE SIDE</b></p> <ol style="list-style-type: none"> <li>1. Counterpart personnel</li> <li>2. Office spaces and facilities at DoE</li> <li>3. Cost for activities under Output 3</li> </ol>	<p><b>JAPANESE SIDE</b></p> <ol style="list-style-type: none"> <li>1. Dispatch of Japanese experts</li> <li>2. Counterpart training in Japan/the third country as necessary</li> <li>3. Provision of equipment</li> <li>4. Local experts/consultants as needed</li> <li>5. Cost for activities under Output 1 and 2</li> <li>6. Cost for emergency support</li> </ol>

<p><b>[For Output 2]</b></p> <p>2-1 Select a target area considering the diversity of Nepal</p> <p>2-2 Conduct a baseline survey for the target area</p> <p>2-3 Support conducting trainings for staff at central level including TOT trainers</p> <p>2-4 support conducting TOTs for staff at local level in the target area *1</p> <p>2-5 Support conducting training/orientation to SMCs in the target area *1</p> <p>2-6 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools in the target area *1</p> <p>2-7 Analyze the monitoring reports for implementation process in the target area</p> <p>2-8 Conduct an end-line survey for the target area</p> <p>2-9 Hold workshops for validating the refined model and share experiences for SIP formulation and implementation</p> <p>2-10 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangement and present them to the Coordination Committee</p> <p>*1 TOT trainers, trainers of training for SMCs, and those who conduct monitoring and follow-up for SIP process are determined after the school management standard model is designed under Output 1</p> <p><b>[For Output 3]</b></p> <p>3-1 Conduct baseline survey</p> <p>3-2 Support conducting trainings for staff at central level</p> <p>3-3 Support conducting TOTs for staff at local level</p> <p>3-4 Support conducting training/orientation to SMCs</p> <p>3-5 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools</p> <p>3-6 Analyze the monitoring reports for implementation process</p> <p>3-7 Study the disaster risk reduction in education</p> <p>3-8 SIP training for ETC officials</p> <p>3-9 SIP follow-up training for 13 earthquake-affected districts</p> <p>3-10 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangements and present them to the Coordination Committee</p> <p>3-11 Conduct end-line survey</p> <p>*1 TOT trainees, trainers of training for SMCs and those who conduct monitoring and</p>		<p><b>Pre-Conditions</b></p>
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<p>follow-up for SIP process are determined after the refined model for school management is designed under Output 1</p> <p>*2 Training for TOT trainers, TOT, training/orientations to SMCs, monitoring and follow-up activities are conducted by Nepalese side except validation in target area. JICA experts gives technical advices etc.</p> <p><b>[For Output 4]</b></p> <p>4-1 Preparation of the emergency support framework with DoE including selection of the target districts</p> <p>4-2 Needs assessment of the districts and preparation of the schedule with DoE/NCED/CDC and DEOs of the target districts</p> <p>4-3 Selection of the teaching/learning materials based on the local needs</p> <p>4-4 Preparation of the procurement, distribution, and budget plan</p> <p>4-5 Procurement of the items and delivery to the target districts, RCs, then schools</p> <p>4-6 Conducting an orientation workshop for RPs in each of the target districts to reconfirm the relationship between the curriculum and the teachers' guide by CDC and to orient to how to use by their responsible schools</p> <p>4-7 RPs' conducting RC-level orientations during the regular head teachers' meeting to orient them on how to use the teaching/learning materials.</p>		
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(4) PDM Version 3.0

**Revised Project Design Matrix Version 3.0**

**SISM2 PDM Version 3.0 (Draft)**

**Project Title:** The Project for Support for Improvement of School Management Phase II (SISM2)  
**Target Area:** Target (testing) districts for validation: Solukhumbu, Doti, Jumla and Rupandehi  
 Districts for dissemination: 75 districts  
**Target Group:** (Direct) Staff of central level education authorities  
 Staff of local level education authorities  
 (Indirect) School Management Committees from all basic schools in all 75 districts  
**Project Period:** May 2013 – June 2018

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<b>SUPER GOAL (End Outcome)</b> Access to and quality of school education is improved.	<ol style="list-style-type: none"> <li>Enrollment rate for basic education</li> <li>Repetition rate for basic education</li> <li>Dropout rate for basic education</li> <li>Level of average learning achievement</li> <li>Promotion rate of grade 5 and grade 8</li> </ol>	-Key indicators of SSRP and SSDP Flash report	
<b>(OVERALL) GOAL (Intermediate Outcome)</b> The technical and financial mechanism for enhancing school management through SIP process is maintained at the national and district levels.	<ol style="list-style-type: none"> <li>The budget for formulation/update and implementation of SIP is specifically included in the ASIP/AWPB.</li> <li>The formulation/update of SIP is specified in the PIM.</li> <li>The designated team for promoting SIP formulation and implementation is in place.</li> <li>The role and responsibility of DEOs and RCs for implementing SIP are specified.</li> <li>All DEOs conduct SIP orientation for newly appointed SMC members at least once after the completion of the Project.</li> <li>The content of SIP formulation/update is incorporated in the NCED's training</li> </ol>	-Annual Strategic Implementation Plan (ASIP)/Annual Work Plan & Budget (AWPB) -Program Implementation Manual (PIM) -Institutional arrangement in the DoE -Reports or monitoring records that indicate that the DEO in all districts conduct SIP orientation for newly appointed SMC members -The NCED's training package	<ul style="list-style-type: none"> <li>MoE continues to promote SSDP.</li> <li>Socio-economic and political situation is not worsened</li> <li>MoE implements other programs and activities to improve</li> <li>The changes of government and administrative system based on the new Constitution do not adversely affect the SIP formulation and implementation.</li> </ul>

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<b>PROJECT PURPOSE</b> Schools are managed through SIP process nationwide for improving access to and quality of basic education.	<ol style="list-style-type: none"> <li>At least 80 % of the sample schools update 2073 (2016/17) annual action plan of SIP based on the updated SIP Formulation Guidebook<sup>1</sup>.</li> <li>At least 60% of the sample SMCs implement<sup>2</sup> the planned activities of 2072 (2015/16) annual action plan of SIP.</li> <li>Activities<sup>3</sup> related to improvement of access and quality of basic education are planned and implemented in SIP.</li> </ol>	Sampling survey to be conducted for baseline and end-line surveys	

*Handwritten initials/signature*

<sup>1</sup> Benchmark: 43% in 2013/14 (Source: The Baseline Survey).  
<sup>2</sup> 80% of the planned non-budgetary activities and 50% of the planned budgetary activities  
<sup>3</sup> They include: 1) reducing drop-out, 2) reducing out of school children, 3) increasing learning achievement, and 4) non-budgetary activities.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>OUTPUTS</b></p> <p>1. Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p>	<p>1.1. SIP Formulation Guidebook is revised and approved to incorporate the contents for improvement of access to and quality of basic education</p> <p>1.2. Training package (modules, monitoring tools, TOT materials etc.) are developed</p> <p>1.3. Nationwide training/monitoring mechanisms are developed</p> <p>1.4. Activities to promote/improve SIP process are specified in ASIP/AWPB</p>	<ul style="list-style-type: none"> <li>- Revised SIP Formulation Guidebook</li> <li>- Training packages</li> <li>- Nationwide training/monitoring mechanisms</li> <li>- Authorized guideline regarding school management</li> <li>- Annual Strategic Implementation Plan (ASIP)/Annual Work Plan and Budget (AWPB)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff of central/local authorities are not transferred frequently</li> <li>- Most of trained SMC members are not replaced</li> </ul>
<p>2. Effective and practical model for training and monitoring mechanism/contents is validated in the target (testing) area.</p>	<p>2.1. Understanding level of central officials as trainees of TOT for SIP promotion is enhanced.</p> <p>2.2. Understanding level of district officials as trainees of TOT for SIP promotion is increased.</p> <p>2.3. Understanding and participation of head teachers, teachers, SMC and guardians regarding SIP and school management are improved in the target area.</p> <p>2.4. The recommended actions are incorporated into the national dissemination program for SIP.</p> <p>2.5. More schools in the testing districts than in the control districts develop the five-year SIP and its annual action plan.</p> <p>2.6. Activities related to improvement of</p>	<ul style="list-style-type: none"> <li>- Observation sheet developed by the Project</li> <li>- Questionnaire for central and local education authorities staff</li> <li>- Result of a small-scale impact survey (baseline and end-line survey) for target area</li> <li>- "SISM 2 Recommendation: Program for Capacity Development for Enhancing School-based Management" (June 2014).</li> </ul>	
	<p>access and quality of basic education are planned in submitted SIPs by SMCs.</p> <p>2.7. Level of school stakeholders' involvement of SIP formulation and implementation is enhanced.</p>		
<p>3. Capacity of central and local education authorities to support school management through SIP process is strengthened.</p>	<p>3.1. Capacity and involvement of central officials as TOT trainers for promoting SIP are enhanced.</p> <p>3.2. Understanding level of local authorities for TOT content is enhanced.</p> <p>3.3. Frequent meetings are held among the DoE, the NCED, the CDC and the DEOs for facilitation, development, update and implementation of SIP is strengthened.</p> <p>3.4. Activities at local and school levels to promote/improve SIP practices is clearly described in PIM.</p> <p>3.5. Implementation structure to promote/improve SIP related activities is clearly defined.</p>	<ul style="list-style-type: none"> <li>- Result of sampling survey to be conducted for baseline and end-line surveys</li> <li>- Examples which may indicate the coordination among the DoE, the NCED, the CDC and the DEOs is strengthened in the Project.</li> <li>- Examples and data which may indicate the level of participation of school-level stakeholders in formulation and implementation of SIP is improved.</li> <li>- PIM</li> <li>- Official document signed at Coordination Committee</li> </ul>	
<p>4. Emergency support of providing teaching and learning materials for all of the community schools located in the three earthquake-affected districts; Sindhuli, Ramechhap and Okhaldhunga, properly and timely done based on the school needs (added in August 2015)</p>	<p>4.1 Urgent school needs well considered during the planning stage</p> <p>4.2 100% of RPs of the three districts oriented to how to use the curriculum, teachers' guides, attendance registers (originally created by the JICA-supported School Health and Nutrition Project), and</p>	<ul style="list-style-type: none"> <li>- Distribution Records</li> <li>- Interview to DEOs/RPs of the three districts</li> <li>- Sample interview to the target community schools</li> </ul>	

	<p>other teaching materials to their responsible schools</p> <p>4.3 100% of community schools of the three districts using the emergency support</p>		
<p><b>ACTIVITIES</b> [For Output 1]</p> <p>1-1 Conduct mapping and assessment on policies, strategies and guidelines concerning school management for revising the SIP Formulation Guidebook</p> <p>1-2 Conduct mapping of school management programs/projects supported by JICA, NGOs and development partners</p> <p>1-3 Hold workshops with major stakeholders, NGOs and development partners to revise the SIP Formulation Guidebook</p> <p>1-4 Revise the SIP Formulation Guidebook</p> <p>1-5 Analyze capacity gaps of institutions and their human resources (DOE, NCED, DEO, ETCs, RED, LRCs/RCs) against their roles and responsibilities concerning school management</p> <p>1-6 Conduct mapping and assessment of existing trainings and monitoring activities for school management in conjunction with SIP process</p> <p>1-7 Conduct assessment of training needs of concerned trainers on school management through SIP process</p> <p>1-8 Develop modules for trainings and monitoring tools/formats on SIP/school management (including TOT)</p>		<p><b>Inputs</b></p> <p><b>NEPALESE SIDE</b></p> <p>1. Counterpart personnel</p> <p>2. Office spaces and facilities at DoE</p> <p>3. Cost for activities under Output 3</p> <p><b>JAPANESE SIDE</b></p> <p>1. Dispatch of Japanese experts</p> <p>2. Counterpart training in Japan/the third country as necessary</p> <p>3. Provision of equipment</p> <p>4. Local experts/consultants as needed</p> <p>5. Cost for activities under Output 1 and 2</p> <p>6. Cost for emergency support</p>	
<p>1-9 Develop/design nationwide training/monitoring mechanisms on SIP process to support school management</p> <p>1-10 Develop a refined model for school management (the revised SIP Formulation Guidebook, training modules, training/monitoring mechanisms) based on the results of the impact survey for target area conducted under Output 2.</p> <p>1-11 Elaborate the national strategy for SIP/school management</p> <p>1-12 Propose policy actions to make the refined model functional at school including authorization of the SIP Formulation Guidebook</p> <p>1-13 Assist DOE to prepare ASIP/AWPB for implementation of activities to promote/improve SIP process</p> <p>1-14 Revise the refined model for school management which will be reflected in the medium-term SIP implementation strategy made under Output 3</p> <p><b>[For Output 2]</b></p> <p>2-1 Select a target area considering the diversity of Nepal</p> <p>2-2 Conduct a baseline survey for the target area</p> <p>2-3 Support conducting trainings for staff at central level including TOT trainers</p> <p>2-4 support conducting TOTs for staff at local level in the target area *1</p> <p>2-5 Support conducting training/orientation to SMCs in the target area *1</p> <p>2-6 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools in the target area *1</p> <p>2-7 Analyze the monitoring reports for implementation process in the target area</p> <p>2-8 Conduct an end-line survey for the target area</p> <p>2-9 Hold workshops for validating the refined model and share experiences for SIP formulation and implementation</p> <p>2-10 Consolidate recommendations from various aspects including policy, institutional and budgetary arrangement and present them to the Coordination Committee</p> <p>*1 TOT trainers, trainers of training for SMCs, and those who conduct monitoring and follow-up for SIP process are determined after the school management standard model</p>			<p><b>Pre-Conditions</b></p>

<p>is designed under Output 1</p> <p><b>[For Output 3]</b></p> <p>3-1 Conduct baseline survey</p> <p>3-2 Support conducting trainings for staff at central level</p> <p>3-3 Support conducting TOTs for staff at local level</p> <p>3-4 Support conducting training/orientation to SMCs</p> <p>3-5 Support monitoring and follow up on the progress of SIP formulation/updating/implementation (SIP process) at schools</p> <p>3-6 Analyze the monitoring reports for implementation process</p> <p>3-7 Study the disaster risk reduction in education</p> <p>3-8 SIP training for ETC officials</p> <p>3-9 SIP follow-up training for 13 earthquake-affected districts</p> <p>3-10 Conduct end-line survey</p> <p>3-11 Conduct SIP Study</p> <p>3-12 Support formulation of the School Grant Distribution and Operation Guidebook (SGDOG)</p> <p>3-13 Support conducting TOTs for SIP Appraisal at regional level</p> <p>3-14 Support conducting monitoring SIP Appraisal in selected districts</p> <p>3-15 Develop a detailed action plan for remaining period of the project including specifying a leading agency of SIP related activities</p> <p>3-16 Revise SIP Formulation Guidebook (BS2071) in alignment with the School Grant Distribution and Operation Guidebook (SGDOG)</p> <p>3-17 Support development and finalization of a medium-term SIP implementation strategy to be implemented under SSDP</p> <p>*1 TOT trainees, trainers of training for SMCs and those who conduct monitoring and follow-up for SIP process are determined after the refined model for school management is designed under Output 1</p> <p>*2 Training for TOT trainers, TOT, training/orientations to SMCs, monitoring and</p>		
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<p>follow-up activities are conducted by Nepalese side except validation in target area. JICA experts give technical advices etc.</p> <p><b>[For Output 4]</b></p> <p>4-1 Preparation of the emergency support framework with DoE including selection of the target districts</p> <p>4-2 Needs assessment of the districts and preparation of the schedule with DoE/NCED/CDC and DEOs of the target districts</p> <p>4-3 Selection of the teaching/learning materials based on the local needs</p> <p>4-4 Preparation of the procurement, distribution, and budget plan</p> <p>4-5 Procurement of the items and delivery to the target districts, RCs, then schools</p> <p>4-6 Conducting an orientation workshop for RPs in each of the target districts to reconfirm the relationship between the curriculum and the teachers' guide by CDC and to orient to how to use by their responsible schools</p> <p>4-7 RPs' conducting RC-level orientations during the regular head teachers' meeting to orient them on how to use the teaching/learning materials</p>		
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**Appendix9: Photo of activities (2013-2018)**



1. 1st CC Meeting (MoE, July 2013)



2. Central-level ToT (NCED, December 2013)



3. District Experience at Testing Result Sharing and Networking Workshop (LDTA July 2014)



4. Honorable Minister for Education, Ms. Chitralekha Yadav, joined JICA sessions as panelist, UNESCO World Conference (Nagoya, November 2014)



5. Workshop on "My Dream School" with students during a school visit in Nagarkot (September 2014)



6. DOE/SISM team visiting TLC Regular Class Running in Sindhuli (June 2015)





7. Enumerator is discussing a questionnaire with students during End Line Survey in Kapilvastu (June 2016)



8. The students are sharing and reviewing the map with their parents, teachers, and SMC members at Doleshwor LSS (July 2016)



9. Participants visited Tokyo Metropolitan School Personnel in Service Training Center (September 2016)



10. Participants are reviewing collected SIPs in a group during the SIP Appraisal Workshop in Dolakha (January 2017)



11. Opening remark of Mr. Mitra Nath Gartaula, Director of Planning and Monitoring Division of DoE during SIP Appraisal Workshop in Lalitpur (March, 2017)



12. Concerned Nepalese authorities and Japanese Terminal Evaluation Team signing MM of the result of SIS2 Terminal Evaluation (March 2017)





13. Head teachers and SMCs of SIP Good Practice Schools happily holding trophies during the Wrap-up Workshop in Tanahu (June 2017)



14. 1<sup>st</sup> Working Group Meeting SIP-FGB Working Group Meeting, DoE (July 2017)



15. Teachers, students and stakeholders of Shivashankar Basic School, Bajkot-Dadeldhura are listening to the radio program on SIP formulation process (August 2017)



16. Group discussion in the sessions during R-ToT Eastern Region held at Hotel Sangam (December 2017)



17. SIP Good Practice of DEO Dadeldhura published in Aaja Ko Shiksha, National Weekly Education Newspaper (November 2017)



18. Printed copies of the newly revised SIP-FGB 2074 (December 2017)

**Strategic Intervention for the Promotion of SIP  
(Unofficial Translation)**

**June 2018**



**Government of Nepal  
Ministry of Education, Science and Technology  
Department of Education**

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## 1. Introduction

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### 1.1 Background

Nepal is undergoing a political, social and educational transformation with the introduction of the federal system under the Constitution, 2015. New Constitution demands a thorough reorientation of the education system through structural and functional reforms including the policy and regulatory frameworks.

The Government of Nepal (GoN) has been implementing School Sector Development Plan, 2016-2023 (SSDP) since 2016 as a vessel to enable Nepal achieving various goals, containing the aim to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”<sup>1</sup>. The topic of this document, School Improvement Plan (SIP), is highlighted in the SSDP as one of the “critical tools for quality improvement at the school level” and it is emphasized that SIP needs to be strengthened.

SIP was introduced in the fiscal year (FY) 2056/57 for strengthening school management, improving access and quality of school education. Since then, Ministry of Education, Science and Technology (MoEST) has highly prioritized and invested a lot for the promotion and strengthening of school-based planning through SIP and has made significant progress. One of the efforts was the implementation of SISM1 (“The Project for Support for the Improvement of School Management, Phase I) from 2007-2011 and SISM2 from June 2013 to June 2018, with technical cooperation of Japan International Cooperation Agency (JICA), and in partnership with the MoEST and central line agencies. School Sector Reform Plan (SSRP) Joint Evaluation 2015 concluded that SIP process helped to “improve (ing) access, quality and management of educational processes at the school and community levels”. From these achievements many lessons have been learned regarding school management, access and quality. These lessons can be utilized for the further enhancement of school education in the federal context of governance system in Nepal.

MoE and JICA have agreed in June 2017 “to develop a midterm strategic plan by DoE, which describes further development and sustainability of SIP activities for better school management”<sup>2</sup> before the phase-out of SISM2. This plan has been prepared with a view to give future directions for enhancing SIP in school management within the context of federal set-up.

### 1.2 Objective

The objective of this document is:

- To give strategic ways for continuation and strengthening of SIP, based on the learnings and achievement from SIP formulation and implementation.
- To make action plan for strengthening and mainstreaming SIP related provisions in federal education policies, program and plans and provide suggestions to provincial and local government accordingly.

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<sup>1</sup> The goal number 4 of Sustainable *Development Goal* (SDG) 2016-2030, which GoN has committed in September 2015.

<sup>2</sup> “Minutes of Meeting Signed for the Seventh Coordination Meeting between JICA and Concerned Authority of Government of Nepal” for SISM2 Project, signed on June 26, 2017.

### 1.3 Limitation

This document is prepared mainly based on the lessons learned so far and the findings of the studies related to this area. Restructuring the organizational structure at the Federal and Provinces levels and preparation of the draft bills are under process, and it will take some time to be fully functional. However, it provides ways of strengthening SIP through various activities at school and local level.

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## 2. Legal and Policies Provision

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### 2.1 Constitutional Provision

The Constitution of Nepal (2015) has ensured education as fundamental rights of every citizens. As per the article 31. Right to education are:

- (1) Every citizen shall have the right to access to basic education.
- (2) Every citizen shall have the right to compulsory and free basic education, and free education up to the secondary level.
- (3) The physically impaired and citizens who are financially poor shall have the right to free higher education as provided for in law.
- (4) The visually impaired person shall have the right to free education with the medium of brail script.
- (5) Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level, and the right to open and run schools and educational institutions as provided for by law.

In the constitution, the powers of each level of government is also clearly mentioned. List of power as mentioned in the constitution is given follows:

**List of Federal, Province and Local-level Power**

Level of government	List of Powers/Jurisdiction	Remarks
Federal	Central university, central level academies, university standard and regulation, central library	As per SCHEDULE 5 (Related to Article 57(1) and 109)
Provincial	Provincial level university, higher education, libraries and museums	As per SCHEDULE 6 (Related to Article 57 (2), 162 (4), 197, 231 (3), 232 (7), 274 (4) and 296 (4))
Local	Basic and secondary education	As per SCHEDULE 8 (Related to Article 57 (4), 214 (2), 221 (2) and 226 (1))

Source: Constitution of Nepal (2015)

The institutional and organizational arrangement for educational administration based on the constitutional provision is still going on. In line with the constitutional provisions, various legal documents are in place including the following:<sup>3</sup>

- (1) The Local Government Operation Act (2074/2017)
- (2) Civil Employee Adjustment Act (2074/2017)
- (3) Inter-Governmental Fiscal Transfer Management Act (2074/2017)
- (4) National Natural Resource and Fiscal Commission Act (2074/2017)
- (5) Medium Term Expenditure Framework

The Constitution has defined the mandate for basic and secondary education entirely to the local government level, with the notion that education as a whole is a concurrent power between federal, state and local level. Presently, government has approved interim organizational structure of government unit in provinces and local government level. In addition, previous DEO structure has already obsoleted and as an interim management the role is handed over to "Educational Development and Coordination Unit" under each District Administration Office. This unit is primarily responsible for facilitating federal-level policies, program, rules and regulation at the district-level.

## **2.2 School Sector Development Plan**

The School Sector Development Plan (SSDP) for the seven-year period between mid-July 2016 and mid-July 2023 (BS 2073-2080) is in operation. In SSDP, SIP has been high-lighted as one of the major tools for improving the school management and its further strengthening is stressed. Followings are the areas of linkage with SIP referred to in this document as strategic approaches:

- (1) School financing
- (2) Teaching and learning activities
- (3) School safety (DRR)
- (4) IEMIS
- (5) Teachers supporting system
- (6) Monitoring and evaluation
- (7) School management and SMC

SSDP may need to be revised based on the changing context. The existing plan will remain as the directives of the education sector until the revised version is in place.

## **2.3) Local Government Operational Act (LGOA)**

Parliament has passed LGOA in October 2017 and it has become effective on October 15. Section 3, Article 11 (2) (Ja) of this Act specifies the rights and duties of the local government. This sub-clause specifies 23 functions of the local government related to basic and secondary education (Refer annex-1 for the functions of the local government).

## **2.4 Road-map of MoEST**

The MoEST has prepared and published "Road-map" for 5-years in April 2018 for the effective management of overall education system. Based on this Road-map MoEST has prepared an Action Plan, with the intention of accelerating the urgent tasks that need to be carried out within first 3 months (Baisak to Asar 2075) that includes (a) preparation of Federal Education Bill and Right-based Educational Bill, (b) Drafting Sample Education Bill for Provincial and Local level,

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<sup>3</sup>"Transitional Arrangement for Implementation of SSDP in Federal Setup 2018-19"



c) National Curriculum Framework for School Education, d) Restructuring of Federal level educational agencies, etc.

## **2.5 Other Relevant Guidelines**

Various guidelines related to school management were revised and have been implemented in 2074 including “School Grant Management Guideline 2074”, “School Account Management Manual 2074”, “School Procurement Manual 2074”, “Time Spent on Teaching Implementation Procedure 2074” etc., which has the linkage with SIP.

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## **3. Major Achievement and Improvement**

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Significant progress has been made since the introduction of SIP in FY 2056/057, resulting in the significant progress in the formulation and implementation of SIP. Following are the major achievements made so far:

### **3.1 Development and Distribution of Guidebooks and Training Materials**

Various training materials/guide books/reference materials were developed, published and distributed to each community school. Most significant guidebook for SIP is “SIP Formulation Guidebook”. The most recent is the 2074 version. Other materials include “Facilitator’s Guide for The School Level Work shop”, “Supplementary Training Manual for Annual SIP Updating and References for Disaster Preparedness in School”. Every community school and most of the concerned officers are given these materials and they can use them for further strengthening of SIP process.

### **3.2 Enhancement of Capacity of the Concerned Stakeholders**

Trainings/Workshops/Orientation program (three rounds) were conducted, for every level of stakeholders, including all Section Officer (SO), School Supervisor (SS), Resource Person (RP), head-teachers and School Management Committee (SMC) representatives through national dissemination adopting cascade approach. These programs focused on how to prepare SIP, how to conduct School Level Workshop, how to integrate Disaster Risk Reduction (DRR), and how to appraise/evaluate the SIP. In addition, trainers of educational training centers (ETCs) are trained and SIP training program is integrated in the curriculum of the head-teachers leadership capacity building training.

### **3.3 Raised Awareness**

SIP is commonly recognized as one of the important strategic tools for the improvement of school management and quality education by various stakeholders of different levels. There has been considerable increase in the concern, participation and the sense of ownership. Accountability and committed for preparing and implementing the SIP and mobilizing resources for the school development has been increased.

### **3.4 Improvement of SIP Process**

Almost every community school in Nepal has been formulating and updating SIPs in consultation with stakeholders and the quality of SIPs has gradually improved.

### **3.5 Recognition of SIP as the Core School Plan**

SIP is considered as the core document for the school, with links with any other documents prepared by school, such as Flash Report based on IEMIS, Social Audit, Financial Report, Annual Work Schedule, and Proposals for funding etc. SIP has been established as a pre-requisite for every schools to receive any kind of developmental grant from the government and other supporting agencies.

### **3.6 Regular Budgetary Provisions**

Budget allocation for SIP formulation and implementation has been increased in the past several years.<sup>4</sup>

### **3.7 Emphasis on the Non-budgetary and Low-budgetary Activities**

Schools have started to include non-budgetary and low-budgetary activities in the SIP. It helps to improve the quality of education on their own effort, even without any budget and to work toward the goal in participation and shared responsibility of all the stakeholders. As sample, list of non-budgetary and low-budgetary activities are given in SIP-FGB 2074.

### **3.8 SIP as a Guidelines of the Model School Master Plan**

During SSDP period (7 years), 1,000 secondary schools are targeted to be helped to become model schools. In the “Model School Development and Management Guideline”, it is clearly instructed that the target schools have to develop master plan primarily following SIP-Formulation Guidebook 2074. In the fiscal year 2074/75, the total of 222 schools were selected and instructed to develop their master plan. It has indicated that SIP works are established as benchmark in making school planning.

### **3.9 Collaborative Efforts**

Many I/NGOs are following the national policy of the use of SIP and collaborate with DEOs, RPs and schools for school planning and implementation.

## **10. Observed Good Practices**

Many good practices have been initiated by schools through the collaborative efforts of everyone concerned (students, guardians, teachers, and SMC/PTA and community people) and implemented effective non- budgetary or low budgetary activities, using SIP as a tool.

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## *4. Gaps that require further attention*

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Although it is commonly recognized that the impact and huge progress has been made, there are some areas which need to be carefully addressed. The major gaps so far observed are given below:

- (1) The quality of SIP is gradually improved, however further improvement is required.
- (2) The linkage of SIP with school financing is improved but it needs to be clarified, enforced, and strengthened in further.
- (3) There is need of making local level educational plan but it has to address the issues raised by SIPs of all the schools within their judiciary.

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<sup>4</sup>In the FY 2073/74, for example, DoE allocated Rs15,000 for basic school and Rs20,000 for secondary school as the “Grant for School Improvement Plan, Interaction for the Capacity Development for Communities and SMCs, Conduction of Parental Education, Extra-curricular activities.” (2.15.11 in Program Implementation Manual 2074/75).



- (4) Among different indicators included in school assessment tool developed and used by ERO, SIP and its application must be one of the components.

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## 5. Strategic Interventions

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The ultimate goal is, as stated in SSDP “to use” SIP as “critical tool for quality improvement at the school level” In order to achieve the goal, the support to school from all three layers of government: federal, provincial and local is equally important.

For the school to use SIP effectively and sustainably, with the active participation of school stakeholders, following four areas of interventions are required.

**(1) Organizational and institutional arrangement**

The roles and responsibilities of concerned offices of the government should be clarified.

**(2) Ensure Policy Provision (Policies, Guidelines and Plans)**

It is necessary to incorporate SIP provisions in policies, budget and guidelines of all three layers of government.

**(3) Facilitation for implementation**

In order to achieve the goal set in the program, policies and plans, the support in implementation should be given through various approaches such as training, orientation, information sharing and communications

**(4) Monitoring and Evaluation**

Initiation the practice of SIP based monitoring.

Following tables are two types. Table (5.1) is the Action Plan of Federal level authority; Table (5.2.1) is recommended actions for Provincial level; and Table (5.2.2) is recommendation for the Local level authority.

### 5.1 The Plan of Federal Government (MoEST and Central Level Agencies)<sup>5</sup>

Intervention Areas	Major Actions	Time	Responsibilities	Means of Verification
1. Organizational and institutional arrangement	1.1 Include SIP function into the ToR of concerned unit and its Educational Committees of all levels of government.	At the time of Organizational & Management Survey (June-July 2018)	MoEST	- Names of the Specific Section and TOR
	1.2 Facilitate local government <sup>6</sup> to strengthen the use of SIP	As per the requirements (June-July 2018)	EDCU	Orientation Program for local government

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<sup>5</sup> Name of the Responsible Agencies/Section is listed in Annex 1.

<b>Intervention Areas</b>	<b>Major Actions</b>	<b>Time</b>	<b>Responsibilities</b>	<b>Means of Verification</b>
2. Policies, Guidelines, and Plans	2.1 Inclusion of SIP provision in <i>Draft federal education policies, act, regulation and SAMPLE act and regulation of provincial and local government</i>	At the time of drafting/ revision	*	<i>Draft federal education policies, act, regulation and SAMPLE act and regulation of provincial and local government</i>
	2.2 Continuation of SIP process in the Revised SSDP documents " <i>SIP as a quality improvement tools</i> " through discussion in the thematic group	At the time of revision	*	Revised SSDP Document
	2.3 Integration of SIP provisions on <i>Community School Implementation Framework (CSIF)</i>	At the time of drafting CSIF	DoE	<i>CSIF</i>
	2.4 Integration of SIP related contents into training curriculum/orientation Program	At the time of refining/revising curriculum of the training	*	Curriculum of In-service training
3. Implementation	3.1 Inclusion of SIP based funding related guideline in PIM	July 2018	*	PIM
4. Monitoring and Evaluation	4.1 Integration of SIP related indicator in monitoring tools of school	At the time of refining/revising monitoring tools	*	Monitoring tools
	4.2 Sharing of lessons learned and suggestions for continuation of SIP, using the tables attached	Various occasions of discussion/orientation	*	

\*Will be confirmed after execution of new structure.

## 5.2 Suggestions for Provincial and Local Level Education Authority

### 5.2.1 Suggestions for Province (MoEST→PMoSD)

Intervention Areas	Actions	Time	Responsibilities	Means of Verification
1. Policies, Guidelines, and Plans	1.1 Inclusion of SIP provision in provincial education policies, act, regulation, and plan	At the time of drafting	PMoSD	Provincial education policies, act, regulations, and plans
	1.2 Providing <i>SAMPLE Education Bill</i> of Local Government	At the time of drafting	PMoSD	<i>SAMPLE Education Bill</i>
2. Implementation	2.1 Facilitation support for implementation of provincial education policies, plans and SIP		PMoSD	
3. SIP-based monitoring	3.1 Integration of SIP related indicator in monitoring tools of school	At the time of drafting	PMoSD	Revised monitoring tools

\*PMoSD=Provincial Ministry of Social Development

### 5.2.2 Suggestions for Local Level Authority (MoEST→educational authorities of local government)

Intervention Areas	Actions	Time	Responsibilities	Means of Verification
1. Organizational and institutional arrangement	1.1 Inclusion of SIP management in ToR of the appropriate staff	At the time of drafting	Educational authorities of Local government	TOR of local government staff
2. Policies, Guidelines, and Plans	2.1 Inclusion of SIP provision in local education policies, act, regulation "Provision of <i>"No SIP No Fund"</i>	At the time of drafting	Educational authorities of Local government	Local education policies, act, regulation
	2.2 Budget allocation for formulation of 5-Y-SIP and AIP preparation	Time of annual planning and budgeting	Educational authorities of Local government	Budget of Local Government
	2.3 Aligning SIP planning into local government planning process/schedule.	Time of annual planning and budgeting	Educational authorities of Local government	VEP/MEP
	2.4 Linking SIP with Education Sector plan of local government (VEP/MEP)	At the time of making VEP/MEP	Educational authorities of Local government	VEP/MEP

<b>Intervention Areas</b>	<b>Actions</b>	<b>Time</b>	<b>Responsibilities</b>	<b>Means of Verification</b>
	2.5 Provision of school level PIM	Beginning of Fiscal Year	Educational authorities of Local government	PIM
	2.6 Budget allocation for newly appointed SMC members	At the time of annual planning and budgeting	Educational authorities of Local government	Local government budget
4. Implementation	3.1 Facilitating schools for formation of SIP/AIP	SIP formulation time; April-June	Educational authorities of Local government	SIPs
	3.2 Review/appraisal of SIP to improve the quality of SIP	SIP formulation time; April-June	Educational authorities of Local government	VEP/MEP
	3.3 Performance Contract with HTs (with SIP preparation/submission and implementation)	As appropriate	Educational authorities of Local government	HT Performance Contract
	3.4 Conduct capacity development training for SMC and those concerned	As appropriate	Educational authorities of Local government	
4 Monitoring and Evaluation	4.1 Conducting monitoring visits based on SIP and provide feedbacks to school	At least 2-3 times a year	Educational authorities of Local government	Monitoring reports
	4.2 Best SIP rewards.	Toward the end of academic year	Educational authorities of Local government	

### Annex-1: Responsible Agencies/Section

Level of Authority	Responsible Ministry/agencies	Division/Section	Remarks
<b>1.) Federal Government</b>	MoEST	*	
	Education and Human Resource Development Center	*	
	Curriculum Development Center	*	
	Education Development and Coordination Unit	Planning Section	
<b>2.) Provincial Government</b>	Ministry of Social Development	<i>School and Higher Education Section</i> under Education Division	
<b>3.) Local Government</b>	Sub-metropolitan (11 ) and Metropolitan (6)	<i>ECD &amp; Basic Education Section and Secondary Education Section</i> under Educational Administration Division	
	Municipality (276) ) Rural Municipality (460)	Education, Youth and Sport Section	

\*Will be confirmed after execution of new structure.

## **Annex-2: Overall Power and Responsibilities of the Local Government**

- 1) "Early Child Development & Education", "Basic Education"; "Parental/Guardian Education", "Non-formal Education", "Open, Alternative and Continuous Learning", "Community Learning and Special Education related Policy, Law, Standard/Criteria, Planning & Implementation.
- 2) Opening, Approval, Operating, Management and Control of Community, Institutional, Trust and Cooperative Schools.
- 3) Planning, approving, operating, managing and control of Community, Institutional, Trust and Cooperative Schools.
- 4) Approval, monitoring and control of the schools that run classes in mother language tongue.
- 5) Property settlement/management of the merged or closed school.
- 6) "Rural & Urban Education Committee" formation and management.
- 7) "School Management Committee" formation and management.
- 8) Naming of school.
- 9) "Land Property Right", "Documentation of the Property", "Safeguarding & Management" of community school.
- 10) Enhancing the "Quality of School and Distribution of Text Books"
- 11) Adjustment of "Teachers and Staff" of community school.
- 12) School Mapping, approval, merging and control of school.
- 13) Infrastructure development, repair and maintenance of community school.
- 14) Operating, monitoring and managing Basic level school exam.
- 15) Review & management of "Student's Learning Achievement".
- 16) Management of free education, students grant and scholarship.
- 17) Approval and control of the school that coach and run tuition out of the school.
- 18) Safeguarding, promotion and ranking/grading of local knowledge, skill and technologies in education.
- 19) Provision of operating of local level library and community reading center/room.
- 20) Coordination and control of "Secondary Level Education Program".
- 21) The provision of budget & grant money to community schools maintaining financial discipline, monitoring and control.
- 22) Teaching lessons and capacity development of teachers & teaching learning.
- 23) Operating extracurricular activities.

(Ref: Local Government Operation Act 2074 Chapter 11, Sub Chapter 2 (ja))

