

Mid-term Review of the  
Dailekh School  
Project



**Review Report**  
**2012**

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Project**



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# P R E F A C E

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Only the eradication of extreme poverty and hunger, which is the MDGoal1, is a more basic need than the need for universal primary education, which is MDGoal2. No matter how much money is spent, how good the physical facilities of schools are, not much is going to happen for the future development of Nepal if the teaching/learning practices within classroom are not changed. While MDGoal1 addresses issues that need to be managed at the macro level and with political will, MDGoal2 needs a focused, detailed and a continuous program. Improving education at the mass level is a difficult proposition, but it assures a better future for students countrywide, and helps tackle poverty and hunger.

The MDG for education will be reached only if we **break business as usual**, if we work in a **sustained manner**, and if we invest time and effort on **training teachers**. The fact is that Nepal has fallen far behind on MDG. If nothing is done about it, our country will slip further down in the human development index, making it one of the world's most unfortunate places.

This report highlights the work actively carried out in three years 2009/10 to 2011/12 in Dailekh, where the program concentrated on training and capacity-building on the existing structure. Over the next two years, the focus will be on monitoring, supervision, and enabling the institutional capacity.

There are significant changes witnessed in the classrooms as well as in the school system. Village Education Committees are functioning in most of Village Development Committees, existing resource centers are restructured in 93 accessible clusters so that teachers are participating in cluster meetings once a month, functioning child clubs are initiated in most schools and student are taking part in extracurricular activities on a regular basis. Teachers are working in a planned manner and are motivated in their profession. In essence, the stakeholders of each school are trying to improve the quality of education in their respective schools and these changes have been witnessed in both the process and the output indicators. Dailekh School Project has been awarded the prestigious UNESCO Hamdan Bin Rashid Al Makhtoum Prize 2012, for its outstanding performance in bring about desired results through teacher training sessions and improving the quality of education in community schools. These successes have been brought about due to cooperation and support demonstrated by different stakeholders at all level.

We thank all Rato Bangala School parents, past and present those who have so generously supported this pioneering effort to improve the government school system of Nepal. We have been proud to be associated with such parental support, one which has gone beyond tokenism by contributing significantly for the benefit of young students in remote corners of the country. Seeing the value of quality education, as it has benefited their own children, the parents have been keen to improve the education for children of others as well. Thank you for caring for Nepal.



However all said and done not much will happen if both the public and private sectors stop being at loggerheads with each other and start working together. The Rato Bangala Foundation has initiated an inspiring trend in the country and specifically in Dailekh District. It is the attempt of one small organization to garner support of multiple public sectors and enter into a partnership with the Government's educational bureaucracy.

A thank you also goes to the Ministry of Education for giving us permission to work on this project, the Department of Education for authorizing the DEOs to support this project, the National Center for Educational Development and the District Education Officer for working together and accepting Dailekh School Project as a partner in quality education. The District Development Committee and the Village Development Committees have to be appreciated for partnering with the Dailekh School Project and providing the matching funds. A special thank you goes out to all partner schools for taking the initiative to work with DSP and for displaying the willingness to make changes in schools, all school leaders, teachers as well as parents and students of Dailekh.

Finally and most importantly all individuals working in Rato Bangala School, Rato Bangala Foundation and Dailekh School Project are to be thanked for their sincere dedication in striving to bring the Project to a pedestal.

**Shanta Dixit**

Chairperson

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# 1

## INTRODUCTION

Dailekh School Project (DSP) is a collaboration of the Rato Bangala School, Rato Bangala Foundation (RBF), a non-profit organization and the Government of Nepal particularly Department of Education. The DSP is probably the only example in Nepal in which a percentage of the sum paid by parents towards their child's school fee is utilized to improve the teaching learning activities at government-funded schools in the whole of the district (Dailekh) of Mid-western Nepal. The charitable wing of Rato Bangala School is called Rato Bangala Partnership in Outreach Program (RBPOP). The project inputs consist of teacher training programs, supportive supervision and the provision of limited but durable materials which can be used for multiple subjects. Initiated in 2009, DSP works in close collaboration with the Government of Nepal, which consists of the Department of Education, National Center for Education and Development (NCED), the government agency responsible for in-service primary school teacher training, the District Education Office, District Development Committee, Narayan Municipality and fifty-five Village Development Committees. The project covers 513 schools. Besides funding from Rato Bangala School, Mountains-to-Mountains, a Swiss charity has provided substantial support to the Project.

DSP seeks to overhaul teaching and learning in Dailekh district at a scale that will touch each and every household and thus be a catalyst for socio-economic transformation also. The aim is to bring government-funded school education in Dailekh at par with the national standards of classroom practice contextualized to the local conditions.

At the initial stage, in 2003, RBPOP used its own resource 18% of the tuition fees paid by the parents of students studying in Rato Bangala to initiate development in 10 schools in each of the five districts namely Dhading, Makawanpur, Myagdi, and Dailekh, and Lalitpur. The five year RBPOP project brought about numerous valuable changes in the way schools and classrooms functioned in these fifty chosen schools. Many of these schools have become pioneers in their district by providing sound education to the students, and working along with parents. Encouraged by the success of this project, RBPOP decided to put all its resources in one district, Dailekh, by bringing 513 public schools covering about 2000 teachers and 70,000 students at the primary level.

In the initial two years, the DSP was involved in training teachers and leaders and developing the much needed materials to support the schools. Mid-way through the project, RBF received the ‘*UNESCO-Hamdan Bin Al-Maktoum Prize* for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers’, for the year 2012. The award which included a purse of \$90,000 has brought considerable focus and attention to the work of the Foundation, as well as Dailekh district compelling it to strive for more.

This report, a Mid-Term evaluation of Dailekh School Project, has four sections. The first briefly outlines the objectives of the project and describes its working relationship with various stakeholders involved in primary school education in Dailekh district and the organizational structure of the DSP. The second section outlines the activities of the DSP in the first three years of the project. The third section contains findings of an external four-member team headed by Dr. Bidyanath Koirala in coordination with Interdisciplinary Analysts (IDA), evaluating the progress of DSP in meeting the objectives set. This evaluation was carried out on the basis of the project activities taking place in the district. The fourth section suggests future initiatives for the project on the basis of the recommendations made by an external review team and the experiences of the first three years of the project.



# 2

## THE PROJECT

Dailekh School Project was formally launched during July of 2009. Initially designed as a five-year project, in 2009 it was felt that progress made by the project would not be sustainable if the support was withdrawn after a five-year period. For all participating schools to internalize most changes brought in the arena of teaching learning process in the classrooms of Dailekh district a longer involvement by all stake holders was deemed crucial.

### Objectives of the Dailekh School Project

The main goal of the DSP is to improve the teaching learning process in primary schools classrooms (grades one to five) through the creation of child friendly learning environment in the schools so that students achieve their potential and become responsible, curious and creative citizens. In order to achieve its main goal, the project focuses not only in the classroom but the entire community as a whole.

#### There are Six Objectives to Achieve This Goal:

1. Interactive and child friendly facilities in all classrooms of all schools are in place
2. Participation of SMC, parents and volunteers in academic and management development of the school increased
3. Pro active role of students in curricular and extracurricular activities assured
4. District based teachers and likeminded stake holders capacitated to manage CCTL approach in all the schools
5. Lead schools developed for wider replication
6. A lean management system to deliver quality services in place

DSP as a project feels that the ownership of this project lies with the Government of Nepal and the people of Dailekh. DSP personnel are short-term facilitators working together with the Ministry of Education at the central level, the District Education Office, the Municipality and the Village Development Committees in Dailekh district, the 12 Resource Centers supporting the schools at a technical level, individual school management committees, the school administration, teachers and finally the students. DSP believes that it is only if the real stakeholders mentioned above have a sense of ownership then the outcomes will be sustained.

## Working with the government

### At the Central Level

The main focus of DSP is the 513 community schools in the fifty-five VDCs and Narayan Municipality in Dailekh. At the start of the project a memorandum of understanding was signed between Dailekh School Project and the Department of Education. Besides the DOE, DSP also works closely with the National Centre for Education Development at the central level.

A partnership was developed with the DOE at the onset of the program in 2009. This was done by extensive briefing provided to the Department regarding various programs of DSP and seeking support for implementation.

Since teacher training is a core aspect of DSP and the National Center for Education Development trains primary school teachers across the country, it is vital for DSP to compliment the training activities of the government.

DSP programs are also approved by the Social Welfare Council on an annual basis since the programs are implemented through the Rato Bangala Foundation, which in turn is governed by the Council.

### At the District Level

The District Education Office is responsible for school education in the district. It approves the education plan of the district, oversees the resource centers, approves the establishment of new schools, appoints and transfers teachers, pays their salaries, plans teacher training programs, coordinates with the school management committees as a vital part of overseeing school education activities in the district.

Partnership with the District Education Office headed by the District Education Officer is imperative for the success of the DSP. As part of this partnership, all programs of DSP in the district are implemented with the knowledge of the DEO. There is a monthly meeting between the officials of the DEO and the DSP. These include the involvement of the resource persons in the 12 resource centers of the district, the training of teachers both in Kathmandu and at the district and joint monitoring of schools during the project period.

The DSP also works with the District Development Committee (DDC). Although there is no elected member in the DDC due to the country's current political crisis, the Local Development Officer looks after the programmes of the DDC. The DDC is involved in preparing the District Education Plan for which it seeks coordination from the DSP. The DDC allocates funds for the education sector in the Village Development Committees (VDCs). The VDCs in turn contribute to the expenses of the schools.

### At the Local Level

While authorities at the central and district level provide essential support without which the DSP would not have been possible, the central focus of the project lies at the local level and stakeholders at the village level. The 12 government-run resource



centers for schools in the district that look after the village clusters are actively involved in improving the teaching learning practices within classrooms. The village education plan is prepared by the VDCs while the School Management Committee provides support to train teachers for child centered teaching learning within the classroom.

One of the key objectives of the DSP is to involve the SMC and parents in ensuring child centered teaching learning within the classroom. This is done through orientations to leaders of the SMCs as well as facilitating interactions between them and others involved in the project.

The DSP seeks to inspire a headmaster, who along with the SMC members receives refresher workshops several times during the project period. Teacher training forms the core of the DSP. Child centered teaching learning entails the active involvement of students in the learning process. In order to ensure its effectiveness teachers need to be aware of the philosophy behind it and how these principles can be incorporated in the everyday activities taking place the classroom. Additionally, teacher training should not be one off, but a regular part of an ongoing process.

DSP encourages students to be active learners. This is achieved by not only improving curricular activities by preparing lessons, encouraging active participation in classroom activities and doing their homework but also with co-curricular activities like quiz contests, debates and formation of children's clubs at schools. The students bear responsibility for running their classrooms smoothly by doing their assigned jobs.

## **Project Management**

DSP is a collaborative effort of the Rato Bangala Partnership in Outreach Programme (RBPOP) and the Rato Bangala Foundation (RBF). RBPOP is the charitable wing of the Rato Bangala School. Eighteen percent of the fees that parents pay for their child's education at the school goes to RBPOP which runs the DSP together with Rato Bangala Foundation. Besides RBPOP, DSP is also funded by Mountains to Mountains a Swiss charity.

The programs of the DSP are approved by the board of RBPOP. The day to day activities are overseen by the Project Manager who is answerable to the Director. A project officer supports the Project Manager on a daily basis. While the Project Manager is an employee of RBPOP, all other staff members are employees of RBF. These staff members include 14 Field Officers in Dailekh district, each of whom provides support to the 513 schools in the 55 VDCs in Dailekh. At the start of the project there were 12 field officers but this number has since then increased to 14. All the field officers are from Dailekh, and, preferably, from the Resource Center they serve. There is a DSP field office at the district headquarters in Narayan Municipality.

The Project Manager, who divides his time between Kathmandu and Dailekh, supervises the Field Officers. Other staff are recruited on a temporary basis as and when required for example while conducting surveys. The teacher trainers at RBF support the teacher training programmes of DSP which is an ongoing process at DSP.

## MAJOR ACTIVITIES OF THE DAILEKH SCHOOL PROJECT

### Year One – July 2009 to July 2010

#### Orientation and Leadership Workshops

Teacher training alone cannot bring about commendable changes in the classroom. Along with trainings, Teachers need adequate support from their communities, particularly from the School Management Committees (SMCs) and the school principals. At the start of the project, a three-day orientation and leadership workshop was organized in Lalitpur for the principals and chairs of the SMC for every school with primary levels in Dailekh district. A total of 889 individuals took part in 14 consecutive workshops organized separately according to Resource Centers. During these workshops a MOU was signed with each participating school.

A similar workshop was also organized in Kathmandu for 79 district leaders including secretaries of VDCs, DDC members, representatives of political parties and officials of the District Education Office including the District Education Officer. Village education committees were formed and village education plans were initiated on the basis of the information gathered about primary school education in the VDCs.

#### Teacher Training

Teacher training forms the core of DSP. There are three different teacher training modules:

- A five-month training for all primary school teachers
- A ten-month training for lead teachers of selected schools
- A one-year training for a teacher from a selected school

The five-month training of 1,849 teachers was held in Dailekh with a three-week face to face component at the 12 resource centers. The teachers then took practical classes for four months at their respective schools, applying all that they had learnt at the trainings. The training concluded with a three day review session which also acted as a closure for the training. During this phase certification from the district education office was also provided. 90 percent of the participants completed the training. Thousands of parents observed the opening and closing ceremony of the trainings and thus learnt about the project and were assured that their children would get better education.

to face session in Lalitpur followed by an eight month practical teaching phase which continued to the second year. The package concluded with a week-long reflection and refresher course at the Dailekh district headquarters.

One to two teachers participate in the year-long primary teacher training program conducted by Rato Bangala Foundation. This training, called the Primary Teacher Training Program is the flagship training run by Rato Bangala Foundation in collaboration with Kathmandu University and the Bank Street College of Education in New York.

## Youth Training

In order to cover the schools while all the teachers were engaged in the three week face-to-face training, a special program was devised. This program consisted of training a group of Rato Bangala graduates to teach youth in Dailekh who would then teach in the schools while teachers were being trained. This innovative program had many important features.

- It was possible for all the teachers of a particular school to be trained at the same time.
- Each school got to select the youth from its catchment area and send them for training and then for volunteering in the schools. The schools thus realized that there were interested youth who would come and help them in times of need.
- Over 1800 youth in Dailekh got to experience teaching in primary classrooms in a child-centered manner.
- Primary aged children got to experience young energetic “teachers” while their own teachers were off on training.
- Eighteen graduates of Rato Bangala School got the experience to work in Dailekh from periods ranging from two weeks to six weeks.

Education materials

In order to create child friendly classrooms and encourage students’ participation in their learning, educational materials including children books were provided to all schools.

## Year Two – July 2010 to July 2011

### Teacher Training

During the second year, 171 primary school teachers received two-month residential training in Kathmandu. The 177 teachers who had received their two-month training in the first year were involved in their eight-month practice teaching component. In this year, 136 of the 177 teachers graduated. Further, 1,658 primary level teachers graduated following a five-month skill development teacher training.

### Distribution of Teaching Material

Keeping in mind the importance of teaching materials coupled with the availability of few or no materials in community schools, 350 schools received such materials. Material included basic material like , base ten blocks, geometrical shapes, tape measures, weighing machines, magnets and more.

## **Child Clubs**

In order to empower children and help them in their extra-curricular activities 351 schools formed child clubs within their premises. The clubs conduct variety of activities every month like general knowledge quiz competitions and debates. A total of 1,115 child clubs were formed with 5,576 events organized in different schools on the whole.

## **Meetings in Clusters**

With a view to facilitate collegiate learning among teachers, 74 clusters were formed in the district. These clusters were active in organizing cluster meetings and leading discussions. Teachers met in these clusters on Fridays to discuss ways to teach and learn from each other. A total of 215 cluster meetings were held during the year.

## **Meetings at the School**

The DSP encouraged schools to have meetings on Fridays. These meetings were felt to be useful for many schools as they discussed administrative issues and had time to plan lessons for the next week. Meetings are held regularly in of 315 schools.

## **Involvement of Stakeholders**

Parent awareness sessions were held in 250 schools in order to involve parents in the activities of the children's school. Similarly, Field Officers attended School Management Committee meetings and contribute to improving the quality of teaching learning process in the classrooms. Village Education Committees were formed in 29 of the 55 VDCs in the district and meetings were held with the district education office to develop village education plans.

## **Annual Review and Report Dissemination Program**

The District Education Office and the Dailekh School Project jointly organize annual review and report dissemination program at the district level. All key stakeholders like the Chief District Officer, Local Development Officer, District Inspector of Police, teacher union representatives, representatives of political parties were present. Copies of the annual report were distributed. The participants at the program appreciated positive changes in the schools and gave suggestions for future activities.

## **Strengthening RBPOP Schools**

DSP provided Rs. 100,000 for the original group of ten schools that have partnered with RBPOP since 2004. This grant is to be used to organize teacher training, mobile meetings, competitions among the students and standardization of question papers for students' examinations. Meeting with teachers were also organized to improve relationships between the school and parents of children attending the school.

## **Libraries**

By the end of the second year, 72 schools had libraries. Due to lack of space in the school buildings many of these libraries were box libraries or string libraries.

## **Lead Schools**

A concept of lead schools in each of the VDCs was developed so that they would serve as a model in the VDC. The minimum requirements to be a lead school was set based on the following criteria: physical infrastructure, planning activities, classroom

management, use of teaching learning materials, formation of child clubs, organizing of exhibitions, regularity of meetings with stakeholders like SMCs and parents, activities for parent education, existence and use of libraries, evaluation systems of students' achievements, social audit mechanisms, professional development of teachers through Friday and cluster meetings.

### **Curricular Exhibitions**

Curricular Exhibitions as a concept were totally new for community schools in Dailekh. After receiving training, teachers and students started to organize school based exhibitions and invited their fellow students, parents, community members and SMC members to view the exhibitions. More than 150 schools organized exhibitions which provided platforms for students to develop leadership and depth of knowledge.

## **Year Three – July 2011 to July 2012**

### **Teacher Training**

Teacher training activities, the backbone for DSP continued on to the third year. Refresher training for Head Teachers and School Management Committee heads were organized in which a total of 1010 individuals participated. A three-day Short Term Training for Primary Teacher (STIPT) was held for 191 teachers who missed out during the second year. 212 teachers completed their ten month package of the Skill Development Training for Primary Teachers (SDIPT) during this year.

### **Teaching Materials**

Teaching materials were distributed to an additional 100 schools. Similarly, a copy of the children's book *Divaswapna (Daydream)* was given to teachers of all 502 schools.

### **Audio Tapes for English**

Keeping in mind the difficulty of teaching English, audio tapes for teaching English to students of grades one to five were prepared. Through this project, the whole content of the Grade I through V books were recorded in audio tape in digital format. After much research and review, it was decided that the teachers would use mobile phones to play the recordings. Mobile phones proved to be cheap and effective and has created a sort of a revolution in the teaching and learning of English for children in Dailekh. Fifty teachers, from all over the district were trained for the pilot. The teachers received the tapes as well as the lesson plan guide. They were to review the material and send their comments to the central office.

### **Cluster and Friday Meetings**

Cluster and Friday meetings were held regularly during the third year. A total of 8,136 Friday meetings were held in 312 schools in the district. Similarly, 278 cluster meetings were held in 93 clusters. The expectation is that schools have up to 6 cluster meetings in a year, and about 20 Friday meetings.

### **Child Clubs**

Further 70 schools formed child clubs in the third year of the DSP which was seen as becoming important for regular mobilization of students, celebrating Friday activities and conducting extracurricular activities.

## **Involvement of Stakeholders**

A village education committee (as mandated by the Education Act) was formed in additional 15 VDCs bringing the total number of such committees in the district to 44. Orientation program for 112 SMC heads including the VDC secretary and committee secretary (the senior most head teacher in the VDC) was also held. Thirty Village Education Committees (VEC) developed a Village Education Plan (VEP). The VEC is responsible for handling the VEP whereby they ensure proper distribution of the VDC fund for needy schools within the VDC.

## **Audio Tapes for English from Grades 1 to 5**

The pilot in the previous year gave DSP the feedback to develop further the audio tapes and associated material. In order to ensure that the students actually learnt English, it was not enough just to develop the audio tapes. Model lesson plans were made for across the grades, and bound as a book. Games and flash cards were developed to encourage children to learn English in a fun and playful way. Copies of rhymes vocabulary as well as important instructions were printed in flex. A second round of training was conducted for fifty teachers from different schools, this was

considered as the Training of Trainers. The teachers who have received the TOT will train other teachers in their locality and ensure that all the children are learning English. These sets will be finalized after further incorporating suggestions and recommendations from teachers and other stakeholders so that this program will run in all 513 primary schools in Dailekh, and eventually in other schools around the country.

## **Exhibitions**

More than 200 schools initiated school-based exhibitions which was the first of its kind in the district. During the second year, parents, SMC members, and students from other schools were invited to the exhibitions.

## **Network Strengthening**

There are 10 schools working with Rato Bangala Partnership in Outreach Program since the beginning of 2004. These schools worked as partner schools for five years and are now working in a separate structure called the RBPOP network. Every year Dailekh School Project provides them Rs. 100,000. At the same time they generate some funds on their own and develop a collaborative plan for the whole year. They focus on major activities like; mobile meetings of schools principals and the school management committee chairpersons, extracurricular activities for students, training for teachers and classroom management. Seven among the 10 are considered as lead schools in the district level.

## **Effect Evaluation of Teacher Training Program**

DSP works very closely and at par with the government training centers. As part of this collaboration and to evaluate the impact of the project, trainers from the Regional Training Center in Surkhet visited the district. They visited 16 schools under different resource centers and reported to the project team. The team saw a lot of positive changes in the schools. The schools and classrooms were cleaner, students cleaned their own toilet and students were active in child clubs. Students face-to-face seating facilitated learning and they sat on carpets. There were lots of printed material in the



classroom and children's work was displayed. Annual education fair and child clubs were regular part of the school. Many schools had developed library. Student's learning achievement was displayed in the office. Friday meetings of teachers and cluster meetings were established, but had not received regularity yet. Most of the schools visited did not do subject teaching, but had classroom teachers. Job charts and classroom rules were followed to some extent. Generally there was improvement in learning achievement, reduction in drop-outs and attendance was rising.

## EXTERNAL MID-TERM REVIEW

Interdisciplinary Analysis (IDA), an organization hired experts for the mid-term review of DSP and conducted a series of meetings with DSP personnel. The team met with DSP personnel prior to developing the questionnaire. It also reviewed the quantitative progress of the Dailekh School Project against the baseline report.

### Objectives

The aim of this midterm review was to assess the progress being made by the Dailekh School Project (DSP) and come up with learning ideas for future initiative. Specifically the review aims to find out:

- Interactive and child friendly facilities in classrooms of the project schools
- SMC, parents, and volunteers' participation in the academic and the managerial activities of the school
- Students' proactive role in curricular and extracurricular activities
- Capacity of the teachers and other stakeholders to apply Child Centered Teaching Learning (CCTL) approach in schools
- Progress on development of model schools for wider replication of the project initiative, and
- Management system that delivers quality services to the students and teachers

An analysis of the DSP's core principle shows that it is focused more on students' learning. Teachers, SMC members, and PTA members are geared towards it. The analysis of teacher training packages of 8 months, 2 months, 3 weeks, 4 months and 3 days provided by the DSP also depicts more of student learning. The study team also compared the contents of these trainings with MOES training (appendix, 1). This comparison showed that the contents are almost the same. The DSP has emphasized on rigorous delivery, practical activities, and teachers' commitment for change and development. It also stresses on constant monitoring and supervision.

### Methodology

Prior to developing data generation tools the study team reviewed project documents such as baseline surveys, logical framework, and an action plan. The team then prepared schematic chart for data generation (appendix, 2). Based on this chart the team prepared two different types of tools (appendix, 3). The first type of tools consisted of interview schedule for focus group discussion with stakeholders such as parents, schoolteachers, the head teachers, students, and the school management committee, DEO, DDC and the VDC. And the second type of tool consisted of classroom observation.

The tools thus prepared were shared with IDA and DSP personnel. Their comments and suggestions were incorporated before finalizing the tools.

Together the IDA and DSP personnel shortlisted and selected nine schools out of 513 in the district. Three schools from each category which consisted of three from among the good performers, average performers; and the least performers (appendix, 3) were to be visited. The categorization was based on DSP's pre-set measuring yardstick.

The study team administered the tools in the field for a week with various personnel. On the first day the study team went to one school, discussed with the different stakeholders and also observed the classes in progress. The team members then shared their field experiences with each other. Finally the team members were split into different groups for observing various activities going on within a school. DSP personnel accompanied each study team. They shared their experiences and worked as informants to triangulate the field findings of the study team.

Finally the study team organized debriefing session with DSP field officers to confirm and reconfirm the field findings. Discussions were also held with RBS student volunteers from A Level (17 and 18 year olds) who were in Dailekh for three weeks.

### **Classroom Environment**

DSP personnel encouraged teachers to change the seating arrangements in classrooms, follow job charts, manage drinking water facilities, asked students to clean their own classrooms, put dustbins in classroom corners, displayed students' and teachers' work on the walls, and ensured students' active participation in the learning process. (A sample of a job chart is given in Appendix).

The study team found that all the visited schools had changed the settings of the classrooms. There were four types of classroom setting for face to face learning viz., (a) round table facility for small children (b) rearrangement of traditional desk bench to make round table classrooms (c) joining two desks for face to face learning (d) putting students in a circle for classrooms comprising of floor sitting plan. Students too were found receptive to these types of seating rearrangement since this was deemed comfortable for interacting with each other, and helped mobility without disturbing other students. However, some students implied that there was difficulty in seeing the black/whiteboard. Teachers too realized that the improved seating arrangements gave students more opportunity for shared learning and enabled teachers to be more interactive. The report further elaborated that this changed seating arrangement made it feasible for teachers to manage a bigger group, and pay more attention to the smaller group. It also made it easier for them to monitor students' performances, support them in their difficulties and provide relevant feedback as per the need.

The table below shows the present status of the CCTL initiatives.

**Table 1: CCTL classroom of the Dailekh School Project**

| Classroom Layout Checklist                                    | Old Schools         |                     | New Schools          |
|---|---------------------|---------------------|----------------------|
|   | Year 065<br>(N=435) | Year 067<br>(N=452) | (year 067)<br>(N=32) |
| CCTL based classroom layout                                   | 0.7                 | 11.3                | 0.0                  |
| F2F sitting arrangement                                       | 6.7                 | 56                  | 31.3                 |
| Space for moving in class                                     | 34.3                | 72.3                | 59.4                 |
| Back board  | 69.4                | 92.9                | 59.4                 |
| Floor seating   | 5.3                 | 31.6                | 9.4                  |
| Age appropriate furniture                                     | 10.8                | 25.9                | 9.4                  |
| Drinking water in class                                       | 6.2                 | 43.1                | 9.4                  |
| Dustbin   | 3.2                 | 51.3                | 9.4                  |
| Resource corner with chalk/duster                             | 4.8                 | 14.6                | 6.3                  |
| Resource corner with stationary/sports materials/books/duster | 0.7                 | 2.4                 | 0.0                  |

Some of the schools had changed the seating arrangements deliberately to include people of different castes, gender and academic performances. This rotation practice had helped them address discrimination and promote gender, caste, ethnicity, and disability related equality.

In all the schools visited by the team, classrooms walls were decorated with figures, charts, drawings, poems, along with certain rules for the classroom prepared by the students. Drawings and poems were prepared by the students and displayed by the teachers. But, these displayed materials were prepared at the beginning of the year and were not replaced at regular intervals.

The white-boards were placed within reach of the students. However, the students of below average schools had limited opportunities to use them. In some of the visited classes there were learning corner which was utilized as well.

A list consisting of every students name was displayed at the corner in some of the visited schools. So was the case with notice boards and complain boxes. Only three schools consisted of first aid kit. Personal hygiene of the students was also maintained in the first two categories of schools visited but the last category of schools gave less or no emphasis to personal hygiene.

Teachers were also encouraged to enable students to prepare job chart so that they would enter in to a self regulated pattern for their assigned job. The table below shows the activities mentioned in the job chart.

**Table 2: Ascribed activities mentioned in the job chart**

| Job Chart Activities                                | Old School          |                     | New School         |
|---|---------------------|---------------------|--------------------|
|   | Year 065<br>(N=435) | Year 067<br>(N=452) | Year 067<br>(N=32) |
| Classroom cleaning                                  | 0.3                 | 5.5                 | 0.2                |
| Black board cleaning                                | 0                   | 0                   | 0                  |
| Homework collection                                 | 7.7                 | 20.2                | 0.2                |
| Monitoring the classroom                            | 1.3                 | 5                   | 0.3                |
| Open and close door and windows                     | 2.9                 | 17.2                | 0.3                |
| Collection and distribution of students' assignment | 5.2                 | 19.7                | 0.2                |

The table above shows that students were starting to become involved in different sets of activities which have actually helped them to be accountable towards keeping their classrooms clean. The students were also seen as being disciplined when compared to previous experiences. It was also seen that classroom rule was yet initiative prepared by the students themselves and followed thoroughly since it is a known fact that once students are involved in making their own rules, they are more likely to follow them. It will be interesting to observe how disciplined and responsible these students become as they grow.

Teachers were also found organizing exhibitions of students' activities in classrooms. The study team discovered that exhibition like this encouraged students to be active, teachers to be competitive, and parents to be happy. The table below displays the number of schools conducting exhibitions.

**Table 3: School conducting exhibition by year (in percentage)**

| Exhibition Status                               | Old School            |                       | New School           |
|---|-----------------------|-----------------------|----------------------|
|   | Year 065<br>(N = 435) | Year 067<br>(N = 452) | Year 067<br>(N = 32) |
| No exhibition                                   | 98.9                  | 81                    | 100                  |
| Partial but not in all class (1 - 4 exhibition) | 0.2                   | 3.3                   | 0                    |
| One Exhibition in each class                    | 0                     | 10.6                  | 0                    |
| Two or more exhibition                          | 0.9                   | 5.1                   | 0                    |

As previously mentioned some of the schools were taking initiatives to conduct classroom exhibitions. While others were yet to do so. An interesting find was that almost all teachers and students were realizing the importance of classroom exhibitions for both students and teachers. In addition, the growing number of schools organizing classroom exhibitions was proof enough of its importance. However, it was seen that teachers were not found referring to exhibited materials while teaching. Since the concept of violence-free schools advocated against corporal punishment, as emphasized by the DSP in its teacher trainings, the study team during focus group discussions with teachers found that they were applying negotiated approach to punishment. As a result, in Type A and type B schools students were not hesitant to express their ideas before the teachers and thus a collegiate atmosphere prevailed where the learners were self directed, and did better academically.

However this was not observed in type C school where there was a prevalence of corporal punishment. The type C schoolteachers put forward their own arguments in favor of corporal punishment. They said they were unaware of an effective alternative to corporal punishment and that even the students and their parents asked for corporal punishment.

### **Curricular, Co-curricular, and Extracurricular Activities**

The DSP encourages students to be involved in curricular, co-curricular, and extracurricular activities. In curricular activities, students prepare their own lessons, do homework, and follow the suggestions of the teachers. In co-curricular activities, they organize activities like quiz contests and debates. In extracurricular activities they are entrusted to act as anchors in organizing games and morning assemblies. Other activities include dance, elocution contest, drawings and cleaning the school surroundings.

During the morning assembly it was observed that some student leaders conducted physical exercises, announced school news and activities, checked individual hygiene and discussed health issues and other difficulties faced by their fellow students. Throughout the day children's activities changed according to their job chart. During the evening assembly, however, some children led short physical exercises and made class announcements, if any.

It was impressive to see that students were responsible for their assigned jobs; they reflected on the day's activities, questioned, debated and amended their activities. They were also found to be loyal to their duty, encouraged to share their learning with their fellow students, and were ready for self directed learning. The above mentioned practices helped teachers to better manage their time and enabled students to gain confidence in themselves.

Group work had also helped students to be dutiful to their job, loyal to their task leader, manage agendas in a proper way, a feeling of pride for being with their friends, and made them more responsive towards group work and classroom participation. Gainful engagement of students in their daily activity is a novel practice introduced by the DSP.

Both inter and intra-school exhibitions were organized in various schools. Teachers and students were thus made familiar to learn from each other in an unobtrusive way. However such exhibitions were limited and the lessons learnt from the exhibitions were not linked to classroom teaching: exhibitions in fact were organized as a separate activity. The schools visited by the team were found to organize extracurricular activities each Friday. Singing, dancing, and sports were seen as being part of the programs organized. Some students were also seen playing the *maadal* (local drum). The reported problem was that the play materials. Their supply was not adequate to satisfy the needs of all students. In case of quiz, spelling, elocution, and sports competition,

only those students who were deemed more talented than the others got that opportunity. These findings were confirmed in type C school. It was also observed that most of the students did not take part in extracurricular activities throughout the year. This could be due to variety of factors like helping parents in the field, or with household chores, or just general indifference to activities going on in the school. In some of the schools, project work was planned for grades four and five which included seed germination, mini-research, and group homework. The most popular group work was seen as seed germination, and occasional group homework. But the teachers were not found referring these projects during the course of teaching in the classroom. Very few teachers had linked project work to their lesson plan. DSP also encouraged teachers to form child club in each school. The intent of forming child club in school is to make students active. The table below displays the percentage of child clubs over three years.



**Table 4: Percentage of school with child club**

| # of Child Club | Old School (N = 435) |          | New School (N=32) |
|-----------------|----------------------|----------|-------------------|
|                 | Year 065             | Year 067 | Year 067          |
| Zero            | 96.8                 | 25.9     | 93.8              |
| One             | 2.76                 | 8        | 3.1               |
| Two             | 0.5                  | 11.3     | 0                 |
| Three           |                      | 19.2     | 3.1               |
| Four            |                      | 20.6     | 0                 |
| Five            |                      | 15       | 0                 |

## Child Centered Teaching

Naturalist and constructivists emphasize on child-centered teaching. Idealists advocate teacher-centered teaching. Behaviorists, realists, and pragmatists see the role of both teachers and students in teaching. DSP adhered to the naturalist and constructivist approach to teaching and trained teachers accordingly. However, these approaches require educational materials to engage students in learning.

The study team observed classes, held discussions with teachers and students and found that teachers were trying to apply the skills that they had learnt to their classrooms. Students were also enjoying their self-paced learning abilities. In many class rooms the lecture method was replaced by group work. However there were some schools where teachers were relying on lecture method.

Though the DSP training for child centered teaching was applied in classrooms, the teachers' encountered major difficulty in "Handling differently-abled children and conducting classes for multi-grade learners". Teachers of Shree Krishna Primary School can be cited as an example. Problem of multi-grade teaching was observed in other schools as well.

## Friday and Cluster Meeting

Previous research has shown that collegiality ensures professional upgrading of teachers. In order to develop collegiality, DSP introduced Friday meetings and cluster meetings of the teachers for reciprocal learning. Friday meeting is for individual school and cluster meetings are for groups of schools within the cluster which number 101 in the district. Teachers of each school meet on Fridays to discuss the problems faced and seek solutions for the same. Herein below is a table that gives an occurrence of Friday meetings in Dailekh.

**Table 5: Schools with Friday meeting**

| Friday Meeting | Old School (N = 452) |          |          | New School (N=32) |
|----------------|----------------------|----------|----------|-------------------|
|                | Year 065             | Year 066 | Year 067 | Year 067          |
| No Meeting     | 90.9                 | 82.1     | 30.5     | 90.6              |
| 1-4            | 2.9                  | 7.1      | 17.7     | 9.4               |
| 5-9            | 4.4                  | 8        | 30.1     | 0                 |
| 10-14          | 1.8                  | 2.9      | 21.2     | 0                 |
| 15 - 19        | 0                    | 0        | 0.4      | 0                 |
| 20 & Above     | 0                    | 0        | 0        | 0                 |

The table above shows DSP was able to create a culture of Friday meeting in each school. Now a day's almost all schools hold Friday meetings on a weekly basis. In

these meetings teachers discuss learning difficulties faced by their students, the problems faced by the teachers as well as hold discussions for the overall physical improvements of their schools. The box below gives the agenda of Friday meeting of a school.

### **Agenda of Friday Meeting**

- 1. Review of the weeklong activities**
- 2. Sharing the best practices of the week**
- 3. Planning for the coming week**

Teachers also conduct cluster meeting during the last Friday of each month. Roster teachers, trained by the government to train subject specific teachers assigned by the School Sector Reform Plan to support teachers and subject specific teachers also participated in the numerous meetings and discussed their problems. Roster teachers also facilitated the monthly cluster meetings. Herein below is the agenda of cluster meeting that was held in 72 cluster center (RC).

### **Agenda of Cluster Meeting**

- 1. Sharing subject specific issues and problems**
- 2. Resolving the issues with the help of lead teachers**
- 3. Sharing new thoughts and actions on education**

Both the Fridays and cluster meetings encouraged teachers to share their problem and learn from each other. As has been said by the teachers, culturally they were hesitant to do so earlier.

The focus group discussion and informal interview with teachers, head teachers and school management committee also showed that the culture of holding Friday and cluster meetings had given teachers a venue for sharing their problems, and generating ideas to address the problems from its roots. These groups also accepted that meetings, discussions and interaction among the teachers helped them achieve professional excellence.

### **Teachers in the School**

**There are four teachers for 92 students in Bhairavdevi Primary School. They are regular at school and continuously discuss contents of the subjects to be taught along with their delivery approaches. SMC/PTA members follow up on the teacher's activities and give suggestions if necessary. The teachers taught students by singing and dancing and exchanged their learning and experiences with their fellow teachers during Friday meetings. The experiences of the teachers were shared within the school, the neighboring schools and during cluster meetings. Teachers have also learnt to do research while teaching. They prepared teaching materials during training and were found using them. Apart from this, teachers also encouraged students of higher grades and/or knowledgeable students of the same grade to help their fellow students with academics. In grade C school, teachers of Kalikasthan Primary school have had different experience. In this school too, there are trained teachers but were neither seen using educational materials nor preparing lesson plans.**

## Participation of Stakeholders

Stakeholders are involved through different ways in the school. SMC members, for example participated in building construction, renovation and maintenance of the same. They involved themselves with the recruitment of teachers; and participated in meetings with teachers; students then participated in their collegial learning.

## SMC Members

During the course of discussions the study team found that the SMC members could be broadly divided into three categories.

**Category One:** Newly-formed SMC's not fully aware of the project and its intervention.

**Category Two:** Members working for a long time some as SMC members, some as teachers, and some as parents. This group was active in supporting teachers, regulating teachers for their assigned jobs, and putting efforts to create a child-friendly classroom environment including the construction of buildings.

**Category Three:** SMC members who have been around for a long time, but have not been able to translate the intent of DSP training in schools. They maintain their stance saying that although they intend to bring changes but have not been able to do so because the actual change agents are the teachers and the students.

SMC meetings were usually held once in three months or less as per the requirement of the specific area. The analysis of the meeting agendas showed that the members were seen discussing issues of infrastructure development and teachers' management. Agenda of quality education was left to the teachers. However, the teachers too were not found discussing these issues. An analysis of their meeting agendas showed that they did not talk about the quality of education per se, nor did they discuss the best and the least performing teachers and students.

## Parents

There were three categories of parents. The first category was found involved in the affairs of the schools. They lived near the school and were comfortable visiting schools and enthusiastic about contributing towards its activities. The second category was not involved in the school activities.

The third category consisted of those reluctant to walk to the school premises and interact with the teachers on a professional level because, in their words, they were unaware about the school due to their own illiteracy. Despite these obstacles the second and third categories of parents were found eager to contribute something to the school, only if they knew how. These were also of the opinion that they learnt essential things in the three-day training program but were unsure about how to discuss the same with other parents. Thus, the DSP project has brought parents and the school closer. All three categories of parents have expressed a desire to be involved in developing the school. This does not regularly happen in schools around Nepal.

However, the teachers and the principal perceived parental behavior in a different manner. Their general refrain went as follows, "If we invite parents for academic meeting they don't come, but if there is singing and dancing or some form of enter-

tainment they will always show”. This statement depicts that parents come to school for entertainment, which was not the case before, as parents were asked to come to schools to contribute their labor or to provide support to the school. Parents are yet not confident about contributing towards academic meetings, and this might come about in the upcoming years, at least among the educated parents.

## Students

Students of all schools visited were involved in almost the same type of activities which showed that DSP has yet to motivate and enable students to be creative and constructive to generate unique agendas of their own. Similar was the case with teachers, parents, and SMC members performing the same activities that DSP had trained them on. However, once they do these pre-set activities on a regular manner and in a meaningful way, we hope that creative and useful activities will be started. The child club (discussed later) are a good opportunity for this.

## Facilities at Schools

### Library

It was very interesting to observe that all the schools have a library of one kind or another. If these libraries are used as they should be, the DSP will make a tremendous impact on the children’s reading habit.

#### Library Facilities in Schools

**There were three types of libraries in the visited schools: string library, shelf library and room library depending upon the financial situation of the school. Some school even had separate library and also a string library in each classroom. The students borrowed books from these libraries. The loaned books were then recorded in a record keeping book while teachers were entrusted with this task. An analysis of the records showed that students borrowed between four to eight books/magazines a year. The students who studied these books were asked to share the knowledge obtained from the same which was highly appreciable among students.**

### Toilet

In the schools visited by the team, there were separate toilets for girls and boys along with drinking water facilities and well maintained playgrounds except in Bhairav Lower Secondary School which falls in category C.

In each of the observed schools there were drinking water facilities. Even in schools where students had to fetch water from a distance place, drinking water facilities were ensured. There were three different approaches to providing drinking water facilities: drinking water taps in the school premises; peon fetching drinking water for the students; and students were fetching drinking water in each classroom.

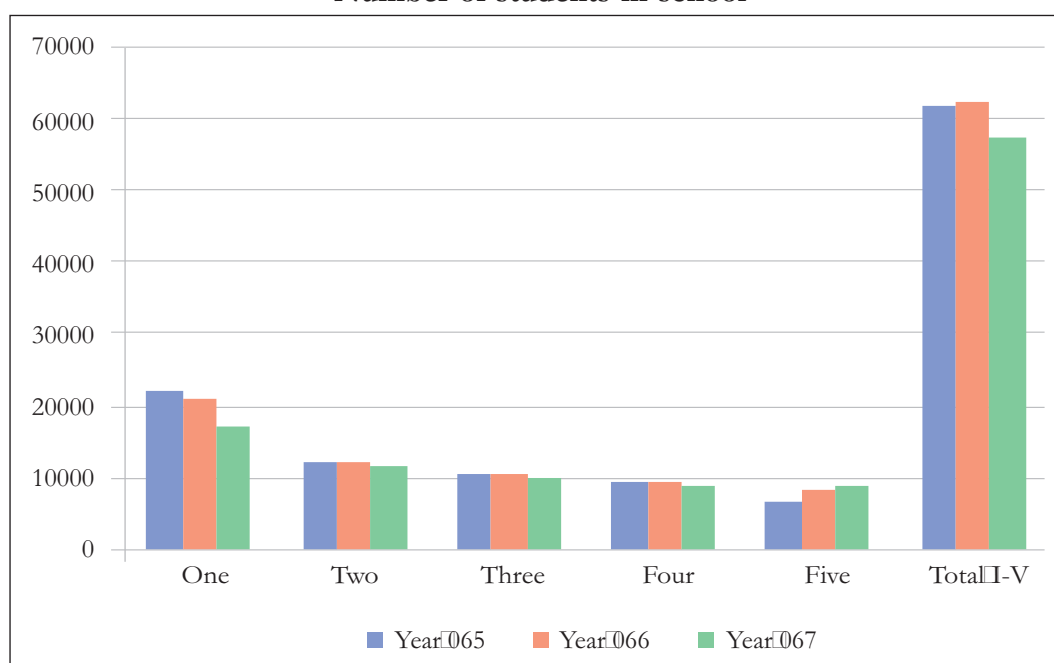
SMC members played a significant role in maintaining toilets for both boys and girls and also managing drinking water for children in the school. Teachers on the other hand ensured that students were active in maintaining cleanliness in the classrooms and on the playground. Thus, in Dailekh, students (particularly girls) will not have to drop out of school for lack of toilet facilities.

## Student Enrollment and Performance

With the aforesaid deliberations, DSP anticipated an (a) increased enrollment rate of children in schools (b) increased rate of promotion of students (c) reduced dropout and repetition rate of students, and (d) improved achievements of students. The table below shows the progress made in these areas.

The study team analyzed the record of students' enrolment and found that the number of students did not increase as was anticipated. In case of boy-students the number had decreased from 2065 BS (2008) to 2066 BS (2009), and to 2067 BS (2010). The number of girl students had increased by 981 from 2065 BS (2008) to 2066 BS (2009). But the number of the girl students decreased in 2067 BS (2010). The chart below displays the number of school enrollees of Dailekh district.

**Number of students in school**

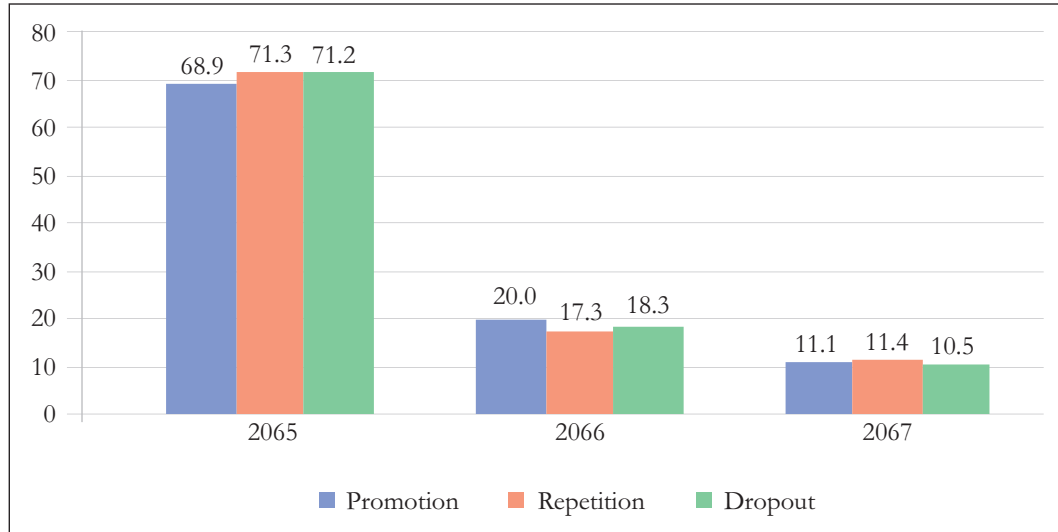


The above graph shows and analysis of data fluctuation in different 3 years with leaning towards decreased students enrollment rates. The DSP field officers' experiences questioned the reliability of data reported from the school. The obvious reason being that the Department of Education has adapted a per child funding policy and the number of students' based teacher's recruitment system. Due to these policies some schools provided fake data. Under these circumstances it becomes extremely difficult to claim that DSP input could increase the number of students.

Additionally, a head count conducted in all the schools in Dailekh showed that there were 56,000 students in the primary grades in Dailekh, whereas the data provided in the flash report shows 74,000 students. This is a very wide discrepancy. Based on this data, the DSP will not be able to determine results in terms of enrollment.

The second and the third anticipation of the DSP initiative were to increase the promotion rate of the students and to reduce dropout as well as repetition. Herein below is the chart that gives a picture of the promotion, dropout, and repetition rates of the students of Dailekh district.

**Promotion, dropout and repetition rate by year**

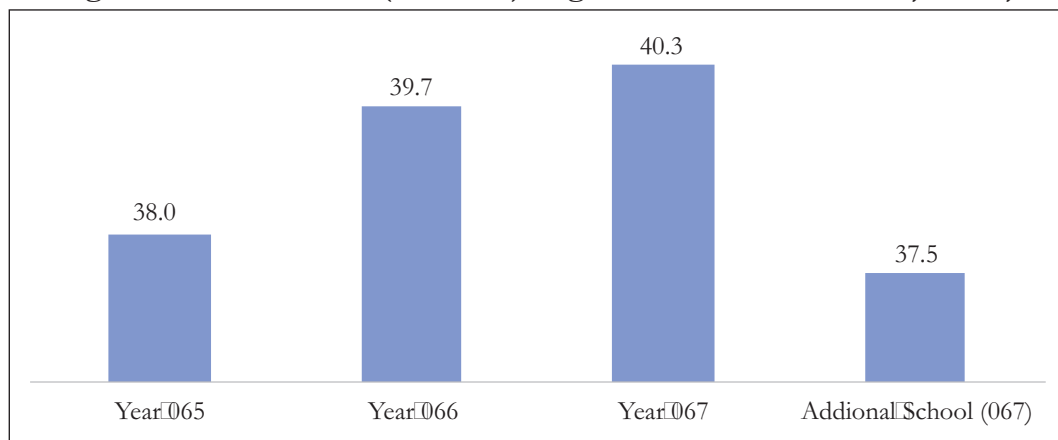


The chart above shows that the promotion rate has been increasing, repetition and the dropout rate has been decreasing. But the pace of increment of promotion rate (68.9% in 1965; 71.3 % in 2066; and 71.2% in 2067 BS) and the reduction of dropout (11.1 % in 2065; 11.4 % in 2066; and 10.5 % in 2067 BS) and repetition rate (20.0% in 2065; 17.3 % in 2066; and 10.5 % in 2067 BS) was found to be low. The fake data might also have contributed to this result. This demands data verification empirically which is time consuming.

Alternatively, mid-way through the project, there is an increase in the promotion rate, some drop in the repetition category and the drop-out rate. This could be the trend, and if this continues to the long-run, it might be an indicator of a very stable factor.

Increased students' achievement was the next anticipation of DSP initiative which depicts students' achievement so far.

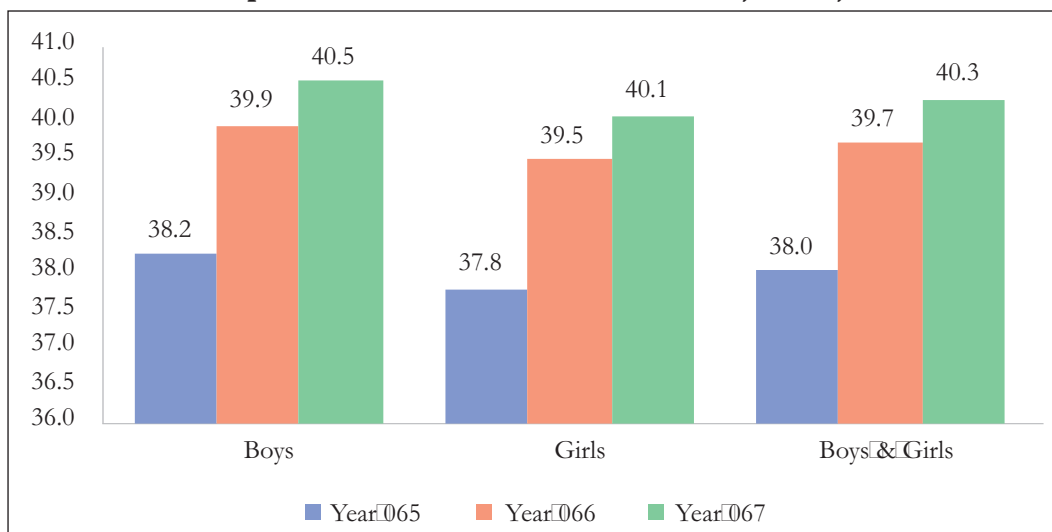
**Average achievement level (in marks) of grade I-V students in major subjects**



The chart above shows that students' achievement in major subjects increased at a very slow pace. The pace of increment was just 1% in a year. Both boys' and girls' rate of increment in school achievement was almost the same i.e. 1% a year. The chart below displays the sex wise rate of students' achievement.



### Sex specific students' achievement in major subjects



Both the charts above depict that DSP initiatives are yet to focus more on students' achievement. It has now ensured minimum enabling conditions in school. This may be the right time to pay attention to students' achievement rather than other aspects of the project.

**Table 6: Achievement level of the students (yearly)**

| Selected School in Midterm Review | Academic Year and Average Score of the Students |                |                |
|-----------------------------------|---|----------------|----------------|
|                                   | Year 065 (008)                                  | Year 066 (009) | Year 067 (010) |
| Lead School                       | 37.8  | 40.6           | 40.9           |
| Grade A                           | 38.6  | 40.0           | 40.5           |
| Grade B                           | 37.6  | 39.6           | 40.0           |
| Grade C                           | 38.0  | 38.4           | 39.8           |

Table 4 shows the DSP has had some effect in increasing students' achievement in academics. However, the improved score was not statistically significant for all levels and academic years of schools. Grade-wise analysis of the students' score also gave the same result. This raises serious question for effective use of inputs and methodologies applied by the DSP towards quality education. It also indicates that the DSP has to gear up its effort towards this direction. Alternatively, the system of evaluation in these schools must be studied. One possibility is that the results of various tasks conducted during the first half of the project will show up during the second half. However, DSP has to be vigilant on this matter.

## FINDINGS AND RECOMMENDATIONS

### Findings of the Study Team

Evaluation team was highly impressed with the positive changes in the visited schools. The schools were cleaners consisting of proactive students, print rich classroom, and others. It seems that changes are possible in community schools brought together by collaborative action at all level. The details of findings are as following;

1. Welcoming environment in schools so that students and parents are always enthusiastic to attend schools. This is a very beginning step that our schools are not friendly still. In other parts of Nepal this does not exist. So that this action help to work together with parents and suppose to help children in both home and school.
2. Students were being more responsible and taking the responsibility of keeping cleaner environment in school, cleaning the toilets, following job charts and classroom rules when they are in classroom. That's why the school premises is cleaner and classrooms are cleaner, looks better furniture arrangement, and they have good relationship among the students. Students from different caste and group are working and playing friendly.
3. Increased reading habits in students and library concept is adopted in these schools. Teachers and students follow library rules and students themselves run the library.
4. Cluster meetings and Friday meeting are helpful to continue and to implement the training interventions in classroom. Teachers use to sit in subject wise groups and they discuss on difficulties and highlights so that these meetings are more important to make success the SSRP target particularly Teachers' Professional Development (TPD).
5. School timing is followed strictly and it is increased in some schools. Teachers arrive by 9.30 to 9.45 am and they spent 15 minutes for daily review at the end of the day.
6. Office rooms are completely informative and teachers have been displaying an annual plan, catchment area, socio economic status of community people, teachers and students description, income and expenditure and Teaching Improvement Plan (TIP) and others as well.
7. Use of teaching materials is increased. Both locally collected/prepared and purchased teaching materials are well managed in these schools. Teachers have started to use teaching materials while teaching. It is more important because teachers in the community schools have very poor practice to use teaching materials. While using teaching materials then the teaching learning process can be participatory and student can learn actively.

8. Functioning School Management Committee is another positive change in these schools. In tradition, school management committee are mostly passive and they use to involve in managerial decisions like; teacher's appointment, transfer, building, scholarship distribution but here committee is working with closely with teachers and also they involve in academic agendas like; teaching plans, teaching materials, teacher training and others.
9. Parents are more frequent in schools and the relationship between school and parent is improved. Student come with better preparation in schools and parents participate in programs organized by the school also. Blaming culture between teachers and parents is reduced in these schools and parents are happy with teachers and their results in school.
10. Schools are able to enroll most children from their community. But the drop out and repetition rates are not completely stopped. These schools have decreasing rate of drop out and repetition. It is another important part for community schools because most of community schools have trend to increase the number of students to secure the per child funding (PCF). So that PCF is major factor to show more students in register and Flash report.
11. There is small increment in average achievement in major subjects. Even it is below 50% in some subjects average achievement in social, Nepali and science is above than 50%. Teacher are not implementing training skills and knowledge in classroom so that the achievement level is still below 50%. Motivation to teachers and encourage to implement the training skills and then they can improve the classroom teaching as well as the evaluation system.
12. Frequent supportive monitoring by field officers is one of the major factor to make positive changes in schools. Also joint monitoring of resource person and field officer is more effective and it looks sustainable approach when project exists. In some cases field officers and resource persons are working in a separate way and they have different area to monitor like; field officers focus on classroom transformation and teaching learning process where resource persons focus on administrative and managerial activities.
13. District education office and project are working closely and also working in joint plan in some activities. Also district development committee, municipality and village development committee are sharing expenses and working together. This is important to sustain current interventions when the project leaves. Now it is time to head the interventions by district education office and the back stopping by project staffs.

## Replication of the Project

The study team tried to find out replicable practices of DSP applied by other schools of the country. The team observed daylong school activities, discussed with teachers, the students, and interviewed head teachers and SMC members. Herein below is a list of all replicable activities identified by the visiting team:

- Encouraging students for collegial learning by reorganizing seating arrangement in oval, triangular, and square shapes
- Developing and maintaining a job chart for self disciplining the students, and forming rules for the classroom
- Encouraging students to share the leanings obtain from library books/magazines
- Using morning and evening assembly to share messages with the students

- Extra-curricular activities to keep the students engaged, to make them responsible, and to develop skills
- Exhibitions to gain confidence in their learning, to be able to explain to others and to enjoy learning

## Recommendations

DSP could bring about substantial changes in classroom settings, pedagogical process, human resource mobilization and many others but has yet to focus on the major intent of this project i.e. improvement of students' achievements through teacher training. The reason is that students' achievement is still low. Even the progress made so far has not increased in a significant way. Keeping this in mind the study team has come up with some suggestion as future direction for the years to come.

### 1. Localization and Contextualization of Teacher Training Program

Teachers of Dailekh have been trained by different agencies. DSP is one of the trainers. Each of these trainers taught almost the similar content but the approach of training delivery is different between Dailekh School Project and the government agencies. Dailekh School Project organized training for all teacher at the same time so that they had an opportunity to know to each other and to prepare an action plan by their schools team. It was easier to implement that plan when they are in school. Our team observed some problem in implementation in both cases like;

Localization and contextualization of the training still remained a problem to the trainers including that of the DSP. The level of motivation in teachers is really problem and it is a major barrier to implement the training skills in the classroom, localize and/or contextualize each of its trainings, and retrain teachers at their workplace, in such a manner

### 2. Parental Involvement and Participation

All parents are advocates of their children, irrespective of their economic and academic status. Their dealing with children helps or discourages them in learning. Keeping this in mind it is recommended that parents should be involved in running small activities like (a) creating a classroom library (b) preparing educational materials (c) sharing their experience with children about the need and importance of education in life (d) teaching life skills and small scale income generating skills to children and teachers alike.

### 3. Use of Mass Media as Stakeholders' Aide

The students, parents and teachers should be supported by mass media as aides to education. Language teachings by radio program, community knowledge generation by local newspaper, cassette and DVD programs focusing on different areas of students' concern are some of the proposed programmes through mass media intending to support DSP initiatives. The study team realized the need for self-taught packages (print, audio, video, and many others) for irregular students so that they can cope with tasks they might have missed for number of reasons.

### 4. Application of Recorded Information

DSP has developed a data keeping system that can be used to find the individual

record of a teacher, his/her training duration, problems that s/he faced, skill that s/he is possess, and ability that s/he wants to add on. This data system will help DSP treat teachers individually and help him/her secure desired educational achievements from the students. It also helps DSP to redesign its training according to the needs, interests, and resource (NIR) of the individual teacher.

### **5. Identification of Contributing Forces to Attain Desired Results**

DSP trained teachers in a uniform manner but the needs and potentialities of the teachers depicted lack of teaching skills to deliver a single content. Multi-grade teaching, large class handlings, and dealing with differently able students are some of the skills essential for teachers to possess. Teachers also require varieties of approaches to teach the same content. This suggests the need to rethink the training modules. Such training models include self taught training packages for teachers, students' own educational materials created out of their own experiences to teach different concepts, anecdote of different approaches to teach a single concept in a given setting, and more.

### **6. Use of Materials**

The report suggests a continuous supply of adequate materials for use by students taking turns so that the school does not have to be burdened with having all materials. Ten of each play or learning material may be adequate for use by rotation.

### **7. Revisiting Log Frame for Anticipated DSP Output and Outcome**

The study team reviewed the log frame and found it to be an objective oriented document. This objectivity measuring instrument might have pushed DSP implementers to achieve measurable target serving as the means to ensure quality education through teacher training. And one of the measurable indicators of quality education was the students' score which unfortunately was not significantly improved, although it did have a growing trend.

A log frame consists of three measurable indicators viz., increased enrollment rate, decreased repetition and dropout rate, and improved the promotion rate. But most of the above factors were found to be outdated because the enrollment record was reported to be fake (discrepancy was found between the records produced by DEO Dailekh and the head count record submitted by DSP) since every school reported having more students than the actual number present in each school. This was done to secure "Per Child Fund" from the government. Repetition and dropout rate was also found to be taken from the same fake records and hence this lead to accumulation of false information. In case of the dropout and transferred rate, students were not identified by the school system which compelled the figure of dropout rate to be wrongly reported.

This shows that the log frame should be revised by emphasizing the indicators for the rest of the project period i.e. three years from now on. The revised log frame should consists of indicators like; changed classroom settings, changed learning culture of the students, improved reading habit, transferred pedagogical process, significant contribution of parents to improve students' learning, improved teachers' collegiality for their professional growth, local innovation of the stakeholders of education for improved teaching/learning, reflective practices of teachers, self monitored school/

cluster system in place as a replicable model of DSP initiatives. We believe that the DSP is well on its way to achieving these targets; they just need to be reformulated and articulated with emphasis.

### **8. Linking Teaching with the Lived Reality**

Quality education is one of the main concerns faced by the DSP. This concern should be addressed by (a) enabling teachers to be reflective in their teaching approaches, and (b) reorienting teachers for exemplar approach to teaching math, science, social studies, and environment through interaction with the surrounding environment.

### **9. Working Relationship with District Education Office and Village Education Committees**

Evaluation committee felt to focus on to improve the working relationship with district education office, district development committee and village education committees (local government). So that these permanent institutions can continue the current interventions when project exist. It requires to train the resource persons, school supervisors and other people working in district education office and also empower the people working in village education committee.

### **10. Institutional Development**

Help to developing and capacity building in district education office, resource center and village education committee.

- a. School principals who attend meeting once a month in resource center do not have an opportunity to learn more from watching documentary, reading books, presenting slides/papers and others. So that a resourceful resource center can be a learning sharing place for principals and teachers. Some computers, multi media, library books, limited teaching materials are basically necessary in all resource centers..
- b. District education office: Decentralized planning, supportive monitoring and effective service delivery are major basic requirements in district education office. These things are being difficult to get due to under staffing, proper planning, team building and modernized equipments. So that training for staffs, proper management in district office and adding new equipments are necessary in joint venture between district education office and Dailekh school project.
- c. Village Education Committee (VEC): Village education committee are important to attend day to day program in schools and to developing sustainable and balanced plan at village development committee level. VEC are formed in all VDCs but the people working with VEC are not familiar with their role and responsibilities. Also they do not have adequate knowledge and skills on planning and resource mobilizing. Hence training, workshop and necessary supports are required for the people who are working in these village education committees.



## निष्कर्ष र सुभाउ

### कार्यक्रमका उपलब्धिहरू

भ्रमण गरेको विद्यालयको परिवर्तन देखेर अध्ययन टोली निकै प्रभावित भएको छ। विद्यालयहरू सफा भएका छन्। विद्यार्थीहरू सक्रिय देखिन्छन् भने भित्तामा टाँसिएका सामग्री तथा अन्य कुराहरूले कक्षाकोठा रमाइलो भएको छ। यस कुराबाट के पुष्टि भएको छ भने सबै पक्ष मिलेर काम गरेमा सामुदायिक विद्यालयमा सुधारका कामहरू सम्भव छन्। विद्यालयमा देखिएका केही महत्त्वपूर्ण उपलब्धिहरू निम्नानुसार छन् :

१. विद्यालयमा स्वागतपूर्ण वातावरण भएकाले विद्यार्थी तथा अभिभावक सधैं उत्साही बनी विद्यालय आउँछन्। यो एउटा सुरुवाती कदम हो। हाम्रा अधिकांश सामुदायिक विद्यालयहरू अझै पनि मित्रवत् छैनन्। नेपालका अन्य धेरै विद्यालयहरूमा यस्तो देखिन्छ। त्यसैले अभिभावकहरूसितको सहकार्यले बालबालिकाहरूको चौतर्फी विकासमा सहयोग पुग्छ भन्ने देखिन्छ।
२. विद्यार्थीहरू बढी जिम्मेवार भएका छन् र विद्यालयको वातावरण सफा राख्ने जिम्मेवारी लिएका छन्। उनीहरूले शौचालय सफा गर्ने, जब चार्टको पालना गर्ने र कक्षामा हुँदा कक्षाकोठाका नियमहरूको पालना गर्ने गरेका छन्। त्यसैले विद्यालयको हाता र कक्षाकोठा पनि सफा देखिएका छन्। उमेरअनुसारका आमनेसामने भएर बस्न मिल्ने फर्निचरको व्यवस्थापन भएको छ र विद्यार्थीहरू पनि एकआपसमा घुलमिल भई सिकने-सिकाउने वातावरणको विकास भएको छ।
३. यी विद्यालयहरूमा विद्यार्थीहरूको पढ्ने बानीमा सुधार आएको छ र पुस्तकालयको अवधारणा पनि अपनाइएको छ। शिक्षक तथा विद्यार्थीहरूले पुस्तकालयका नियमको पालना गरेका छन् भने विद्यार्थी आफैले पनि पुस्तकालय सञ्चालन गरेका छन्।
४. कक्षामा तालिममा सिकेका कुराहरू कार्यान्वयन गर्न र तिनलाई निरन्तरता दिन शिक्षकहरूको क्लस्टर बैठक र शुक्रबारे बैठकले निकै सहयोग पुर्याएको छ। शिक्षकहरूले विषयगत रूपमा सँगै बसी आफूलाई परेको अप्ठ्यारोबारे छलफल गरी त्यसमाथि प्रकाश पार्ने गरेका छन्। यसरी विद्यालयक्षेत्र सुधार कार्यक्रम (SSRP)को लक्ष्य सफल पार्न यी बैठकहरू बढी महत्त्वपूर्ण देखिएका छन्। खासगरी शिक्षकको पेसागत विकास (TPD) कार्यक्रम सञ्चालन गर्न शिक्षकहरूले माग सङ्कलन गर्ने र रोस्टर शिक्षकले समाधान गर्ने कुरा पनि यसबाट समाधान भएको छ।
५. विद्यालयको समय कडाइका साथ पालना गरिएको छ र केही विद्यालयहरूमा त विद्यालय समय बढाइएको पनि छ। शिक्षकहरू बिहान ८:३०-९:४५ भित्र विद्यालय आइपुग्छन् र ४ बजेपछि १५ मिनेट त्यस दिनको समीक्षा गर्छन्।
६. कार्यालयकक्ष पूर्ण रूपमा सूचनामूलक बनेको छ। त्यहाँ शिक्षकहरूले वार्षिक योजना, सेवाक्षेत्र, समुदायका जनताको सामाजिक-आर्थिक अवस्था, शिक्षक विद्यार्थीहरूको विवरण, आय-व्ययको विवरण, शैक्षिक विकासको योजना (TIP)का साथै अन्य सामग्रीहरूको प्रदर्शन गरिएको छ।
७. शिक्षण सामग्रीको प्रयोगमा वृद्धि आएको छ। यी विद्यालयहरूमा स्थानीय स्तरबाट जम्मा गरिएका, निर्माण गरिएका तथा खरिद गरिएका शिक्षण सामग्रीहरू व्यवस्थित ढङ्गले राखिएका छन्। पढाउँदा शिक्षकहरूले यी शिक्षण सामग्रीहरूको प्रयोग गर्न थालेका छन्। यो एकदमै महत्त्वपूर्ण कुरा हो किनभने धेरैजसो सामुदायिक विद्यालयहरूमा शिक्षण सामग्रीको प्रयोग गर्ने अभ्यास निकै कम हुन्छ।
८. यी विद्यालयहरूमा विद्यालय व्यवस्थापन समितिको सक्रियता अर्को एउटा सकारात्मक परिवर्तन देखिएको छ। परम्परागत रूपमा हेर्ने हो भने 'विद्यालय व्यवस्थापन समिति'हरू प्रायः निष्क्रिय रहन्छन् र तिनीहरू खास गरी प्रशासकीय निर्णयहरूमा मात्र संलग्न हुन्छन्। जस्तै— शिक्षकको नियुक्ति, सुरुवा, भवननिर्माण, छात्रवृत्ति वितरण आदि तर परियोजनाका साभेदार विद्यालयहरूमा समितिले शिक्षकहरूको निकट रहेर काम गरेको र शिक्षण योजना, शिक्षण सामग्रीहरू, शिक्षक तालिम तथा अन्य शैक्षिक कार्यसूचीमा पनि संलग्न रहेको पाइएको छ।
९. अभिभावकहरू बारम्बार विद्यालय आउने गरेका छन्। विद्यालय तथा अभिभावकको सम्बन्धमा सुधार आएको छ। विद्यार्थीहरू राम्रो तयारीका साथ विद्यालय आउन थालेका छन् र विद्यालयले आयोजना गर्ने कार्यक्रमहरूमा अभिभावकहरू सहभागी हुन थालेका छन्। यो पनि परियोजनाको साभेदार विद्यालयहरूमा देखिएको सकारात्मक उपलब्धि हो।
१०. अन्य विद्यालयहरूले आफ्नो समुदायका धेरै बालबालिकाहरू भर्ना त गर्छन् तर ती विद्यालयहरूमा विद्यालय छाड्ने र कक्षा दोहोर्‍याउने दर अझै घटिरहेको छैन। भ्रमण गरिएका विद्यालयहरूले चाहिँ

विद्यार्थी विद्यालय छाड्ने र कक्षा दोहोर्च्याउने दर पनि घटाएका छन्। सामुदायिक विद्यालयको यो एउटा महत्त्वपूर्ण पक्ष हो किनभने धेरैजस्तो सामुदायिक विद्यालयहरूमा प्रतिविद्यार्थी अनुदान (Per Child Fund) प्राप्त गर्न विद्यार्थी सङ्ख्या बढाउने प्रवृत्ति रहेको छ। त्यसैले प्रतिविद्यार्थी अनुदान धेरै प्राप्त गर्नका लागि विद्यार्थी भर्ना रजिस्टर र सरकारले बर्सेनि सङ्कलन गर्ने फ्ल्यास रिपोर्टमा विद्यार्थी सङ्ख्या बढी देखाइन्छ।

११. अङ्ग्रेजी, विज्ञान, गणितजस्ता प्रमुख विषयको औसत उपलब्धिमा थोरै वृद्धि भएको छ। केही विषयहरूमा ५०% भन्दा कम आए पनि सामाजिक अध्ययन, नेपाली र विज्ञान विषयमा ५०% भन्दा माथि आएको छ। शिक्षकहरूले कक्षाकोठामा तालिममा प्राप्त गरेको सिप तथा ज्ञानलाई कार्यान्वयन नगरेकाले उपलब्धि अझैसम्म ५०% भन्दा तल रहेको हो। शिक्षकहरूलाई उत्प्रेरित गरेमा र तालिममा पाएका सिपलाई कार्यान्वयन गर्न प्रोत्साहित गरेमा मात्र उनीहरूले कक्षाकोठाको शिक्षणमा प्रगति गर्नाका साथै मूल्याङ्कन प्रणालीमा पनि सुधार ल्याउँछन्।
१२. विद्यालयमा सकारात्मक परिवर्तन आउनुको एउटा प्रमुख कारण फिल्ड अफिसरहरूले बारम्बार गरेको सहयोगपूर्ण अनुगमन हो। साथै स्रोतव्यक्ति तथा फिल्ड अफिसरको संयुक्त अनुगमनले पनि धेरै प्रभाव पारेको छ। परियोजना अवधिभर संयुक्त अनुगमन भइरहन्छ। यसले पछिसम्म पनि विद्यालयमा प्रभाव पर्छ। कतिपय कुरामा फिल्ड अफिसर र स्रोतव्यक्ति बेग्लाबेग्लै तरिकाले काम गर्दै छन् र उनीहरूले अनुगमन गर्ने क्षेत्र पनि बेग्लाबेग्लै छन्। जस्तै— फिल्ड अफिसरहरू कक्षाकोठाको रूपान्तरण र शिक्षण सिकाइमा केन्द्रित भएका छन् भने स्रोतव्यक्तिहरू प्रशासनिक तथा व्यवस्थापकीय गतिविधिमा केन्द्रित भएका छन्।
१३. जिल्ला शिक्षा कार्यालय तथा दैलेख स्कुल परियोजना दुवैले जिल्लाको शैक्षिक गुणस्तर सुधारका लागि सहकार्य गरिरहेका छन्। यसका साथै दुवैले विद्यालयका अगुवाहरूको तालिम, अनुगमनजस्ता कामहरूमा संयुक्त रूपमा खर्च गरेका छन्। साथै जिल्ला विकास समिति, नगरपालिका र गाउँ विकास समितिले पनि विभिन्न गतिविधिहरूमा साभेदारी कोश जम्मा गरी काम गर्दै आएका छन्। हालसम्म विभिन्न निकायसँगको सहकार्यले गर्दा विद्यालयहरूमा भएका सुधारका कामहरूले भविष्यमा निरन्तरता पाउने आशा गर्न सकिन्छ। त्यसैले अब जिल्ला शिक्षा कार्यालयले यी कामहरूमा अगुवाइ गर्दै विद्यालयहरूलाई सहयोग गर्ने बेला आएको छ।

### परियोजना मोडेलको पुनः प्रयोग

अध्ययन टोलीका अनुसार दैलेख स्कुल परियोजनाले प्रयोगमा ल्याएको अभ्यासलाई देशका अन्य विद्यालयहरूमा पनि कार्यान्वयन गर्न सकिन्छ। अध्ययन टोलीले विद्यालयको दिनभरिका क्रियाकलापहरूको अवलोकन गर्‍यो, शिक्षक तथा विद्यार्थीसँग छलफल गर्‍यो। प्रधानाध्यापकहरू र विद्यालय व्यवस्थापन समिति (SMC)सँग अन्तर्वार्ता लियो। अध्ययन टोलीका अनुसार देशका अन्य विद्यालयहरूमा पनि कार्यान्वयन गर्न सकिने यस परियोजनाका सफल अभ्यासहरू निम्न लिखित छन् :

- कक्षाकोठामा विद्यार्थीहरूलाई गोलाकार, अन्डाकार, त्रिभुजाकार वा विभिन्न आकारमा बसाई विद्यार्थी स्वयंले एकअर्काबाट सिक्न सक्ने वातावरण बनाउने
- विद्यार्थीहरूलाई जिम्मेवार बनाउन जब चार्ट बनाएर र त्यसैका आधारमा काम गर्न र कक्षाकोठाका नियमहरूको पालना गर्न लगाउने
- विद्यार्थीहरूलाई पुस्तकालयका पुस्तक/पत्रपत्रिकाहरूबाट सिकेका कुराहरू साथीहरूसँग आदानप्रदान गर्न लगाउने
- विद्यार्थीहरूलाई सूचना दिन विहान र बेलुका प्रार्थनासभा गर्ने
- विद्यार्थीहरूलाई व्यस्त राख्न, जिम्मेवार बनाउन र सिपको विकास गर्न बाल क्लवमार्फत अतिरिक्त क्रियाकलाप सञ्चालन गर्ने
- विद्यार्थीहरूको सिकाइमा आत्मविश्वास ल्याउन, अरूलाई व्यक्त गर्न सक्षम बनाउन र सिकाइमा रमाउन शैक्षिक मेलाको आयोजना गर्ने

### मूल्याङ्कन टोलीको सुझाव

दैलेख स्कुल परियोजनाले कक्षाकोठामा पर्याप्त परिवर्तन, शैक्षिक प्रक्रिया, मानवस्रोत जुटाउने र अन्य कुराहरूमा धेरै सुधार ल्याएको छ तर परियोजना अझै विद्यार्थीहरूको औसत उपलब्धि स्तर सुधार गर्न कुरामा केन्द्रित हुन सकेको छैन। यसको कारण के भने विद्यार्थीहरूको उपलब्धि अझै न्यून रहेको छ।

अहिलेसम्म गरिएको प्रगति सार्थक रूपमा अगाडि बढेको छैन। यसै कुरालाई ध्यानमा राख्दै अध्ययन टोलीले आगामी वर्षहरूलाई दिशानिर्देश गर्न केही सुझाव अगाडि ल्याएको छ :

### १. शिक्षक तालिम कार्यक्रमको स्थानीयकरण र सान्दर्भिकीकरण

दैलेख जिल्लाका शिक्षकहरू विभिन्न संस्थाहरूबाट तालिम प्राप्त छन्। तीमध्ये दैलेख स्कुल परियोजना (डी.एस्.पी.) पनि एक हो। प्रत्येक तालिमदाताले लगभग उस्तैउस्तै विषयवस्तु सिकाएको हुन्छ तर डी.एस्.पी. र सरकारी संस्थाविचको तालिम दिने दृष्टिकोणचाहिँ फरकफरक रहेको छ। डी.एस्.पी.ले एकै समयमा सबै शिक्षकहरूलाई तालिमको आयोजना गरेको हुन्छ ताकि उनीहरूले एकअर्काका लागि चिन्ने अवसर प्राप्त गरून् र आफ्नो विद्यालयको सुधारका लागि कार्ययोजना बनाउन सकून्। यसो भए विद्यालयमा हुँदा उनीहरूलाई यो कार्ययोजना कार्यान्वयन गर्न सजिलो पनि हुन्छ। दुवै मामिलामा कार्यान्वयन गर्दाका केही समस्याहरूलाई हाम्रो टोलीले अवलोकन गरेको थियो। जस्तै— परियोजनाको तालिम प्याकेजमा पनि तालिमको स्थानीयकरण र सान्दर्भिकीकरण समस्याका रूपमा देखिन्छ। शिक्षकमा उत्प्रेरणा जगाउने कुरामा साँच्चिकै समस्या छ र यो नै कक्षाकोठामा तालिम सपको कार्यान्वयन गर्ने, स्थानीयकरण अथवा सान्दर्भिकीकरण गर्ने सपको अभाव हुनु मूल कारण हो।

### २. अभिभावकीय संलग्नता र सहभागिता

आफ्नो शैक्षिक र आर्थिक अवस्था जेजस्तो भए पनि सबै अभिभावकहरू आफ्ना छोराछोरीका पालनकर्ता हुन्। उनीहरूको व्यवहारले नै बच्चाहरूको सिकाइमा सहयोग पनि पुग्न सक्छ र निरुत्साहित पनि गर्न सक्छ। यसै कुरालाई ध्यानमा राखेर आफ्ना बालबालिकाको विद्यालयमा हुने स-साना क्रियाकलापहरूमा पनि अभिभावक संलग्न हुनुपर्छ भन्ने सुझाव दिइन्छ। जस्तै—

(क) कक्षाकोठाको पुस्तकालय बनाउन सहयोग गर्ने

(ख) शैक्षिक सामग्रीको निर्माण गर्न सहयोग गर्ने

(ग) जीवनमा शिक्षाको आवश्यकता र महत्त्वबारे आफ्नो अनुभवलाई बालबालिकाहरूमा आदानप्रदान गर्ने

(घ) बालबालिकाहरूलाई शिक्षकसरह जीवनका सपहरू र सानो स्तरको आय आर्जन गर्ने सप सिकाउने

### ३. सरोकारवालाको सहयोगका लागि सञ्चार माध्यमको प्रयोग

शिक्षाको सहयोगीका रूपमा विद्यार्थी, अभिभावक तथा शिक्षकहरूले पत्रपत्रिका, रेडियो, टेलिभिजनद्वारा सहयोग लिनुपर्छ। रेडियो कार्यक्रमबाट भाषा सिकाउने, स्थानीय पत्रपत्रिकाबाट समुदायसम्बन्धी जानकारी दिने, क्यासेट र डिभिडीका माध्यमबाट पनि विद्यार्थीहरूसँग सम्बन्धित विभिन्न क्षेत्रमा शिक्षा प्रदान गर्नुपर्छ। यसले गर्दा विद्यालयमा अनियमित हुने विद्यार्थीहरूले पनि सिक्ने मौका पाउँछन् र विद्यालयलाई प्रत्यक्ष वा परोक्ष रूपमा लक्ष्य हासिल गर्न सजिलो हुन्छ।

### ४. अभिलेखहरूको प्रयोग

परियोजनाले दैलेख जिल्लाका सबै विद्यालयका प्राथमिक तहका सबै शिक्षकहरूका साथै अन्य पक्षसँग सम्बन्धित तथ्याङ्क अभिलेख तयार पारेको छ। यसलाई शिक्षकको व्यक्तिगत अभिलेख जान्नका लागि प्रयोग गर्न सकिन्छ। शिक्षकको तालिमको अवधि, उनीहरूले भोगेको समस्या, उनीहरूले प्राप्त गरेका सप र उनीहरूले अझ थप गर्न चाहेको योग्यता/कौशलताको अभिलेख यसमा राख्न सकिन्छ। यस तथ्याङ्क पढ्नतिले परियोजनालाई व्यक्तिगत रूपमा व्यवहार गर्न र शिक्षकलाई विद्यार्थीहरूबाट आफूले चाहेको शैक्षिक उपलब्धि प्राप्त गर्न सहयोग मिल्ने छ। यसले परियोजनालाई आवश्यकता, रूचि र प्रत्येक शिक्षकका स्रोत (NIR)अनुसार आफ्ना तालिमलाई नयाँ स्वरूप दिन पनि सहयोग पुग्छ।

### ५. लक्ष्य प्राप्तिका लागि योगदान दिन सक्ने पक्षको पहिचान

परियोजनाले शिक्षकहरूलाई समान किसिमले तालिम दिएको छ तर शिक्षकको आवश्यकता र उनीहरूको क्षमतामा भएका भिन्नताका कारण एउटै शिक्षकले विभिन्न कक्षामा पढाउनुपर्ने, एउटै कक्षामा धेरै विद्यार्थी सम्हाल्नुपर्ने र विभिन्न स्तरका विद्यार्थीहरूसँग व्यवहार गर्नुपर्ने जस्ता केही सपहरू शिक्षकले प्राप्त गर्नुपर्ने हुन्छ। शिक्षकले एउटै पाठलाई पनि भिन्नभिन्न तरिकाले पढाउनु आवश्यक छ। त्यसैले तालिमको स्वरूपमा पुनर्विचार गरी विभिन्न आवश्यकता र क्षमताका शिक्षकहरूको सप विकासका लागि उपयुक्त तालिम प्याकेजको विकास गर्नुपर्छ।

## ६. सामग्रीको प्रयोग

अध्ययन टोलीका अनुसार विद्यालयमा आवश्यक पर्ने बहुउपयोगी महत्त्वपूर्ण, खासगरी विद्यार्थीको धारणा विकास गर्न आवश्यक पर्ने शिक्षण सामग्रीहरू क्लस्टर विद्यालयहरूमा पालैपालो गरी प्रयोग गर्नुपर्छ। यसो भए विद्यालयलाई सबै सामग्रीहरू आफैसँग हुनुपर्ने बोझ हुँदैन।

## ७. परियोजनाको अपेक्षित प्रगति र परिणाम हासिलका लागि लग फ्रेम (LFA)को समीक्षा

अध्ययन टोलीका अनुसार लग फ्रेम उद्देश्यमुखी दस्तावेज हो। लग फ्रेमअनुसार शिक्षकहरूलाई तालिम दिएर विद्यालयको शैक्षिक गुणस्तर विकास गर्ने र विद्यार्थीहरूको उपलब्धिमा सुधार गर्नुपर्ने देखिन्छ। यीमध्ये विद्यार्थीहरूको उपलब्धि स्तरमा खासै सुधार नभएको तर क्रमिक रूपमा सुधार आएको देखिन्छ।

लग फ्रेममा तिनओटा मापन सूचकहरू छन्। भर्ना सङ्ख्याको दर बढेको, दोहोऱ्याउने र विद्यालय छाड्ने दर घटेको र कक्षा चढ्ने दरमा प्रगति भएको छ तर माथिका मध्ये धेरैजसो तथ्यहरू पुरानै ढङ्गका पाइएका छन् किनभने अभिलेख गरिएको विद्यार्थी भर्ना सङ्ख्या भुटो देखिन्छ। (जिल्ला शिक्षा कार्यालय, दैलेखले राखेको अभिलेख र परियोजनाले पेस गरेको अभिलेखमा भिन्नता पाइन्छ।) प्रत्येक विद्यालयले विद्यालयमा भएका वास्तविक विद्यार्थी सङ्ख्याभन्दा बढी विद्यार्थी भएको विवरण देखाएको छ। प्रतिविद्यार्थी अनुदान (PCF) प्राप्त गर्न यसो गरिएको हो। कक्षा दोहोऱ्याउने र विद्यालय छाड्ने अभिलेख पनि भुटो पाइएको छ।

यसले के देखाउँछ भने लग फ्रेमको संशोधन गर्नुपर्छ। यो परियोजना सुरु भएदेखि हालसम्म (३ वर्ष)को कार्य प्रगतिको समीक्षा गर्नुपर्छ र यसका आधारमा संशोधन गर्नुपर्छ। संशोधित लग फ्रेममा कक्षाकोठाको परिवर्तित व्यवस्थापन, विद्यार्थीहरूको परिवर्तित सिकाइशैली, सुध्रेको पढ्ने बानी, बदलिएको शैक्षिक प्रगति, विद्यार्थीहरूको सिकाइ प्रगतिका लागि अभिभावकहरूले गरेको उल्लेख्य योगदान आदिलाई परियोजनाका सफल अभ्यास अन्यत्र विद्यालयहरूमा प्रयोग गर्न सकिने क्रियाकलापका रूपमा राख्नुपर्छ।

## ८. जीवन्त सिकाइ

गुणात्मक शिक्षा परियोजनाले सामना गर्नुपरेको मुख्य चिन्ताको विषय हो। यस चिन्तालाई सम्बोधित गर्ने कुराहरू :

- यस समस्यालाई समाधान गर्न शिक्षकहरूमा सिकेका कुराहरू सहज तरिकाले विद्यार्थीसम्म पुऱ्याउने क्षमताको विकास गर्नुपर्ने
- शिक्षकहरूले गणित, विज्ञान, सामाजिक वातावरण जस्ता विषयहरू स्थानीय उदाहरणसहित पढाउन सक्ने गरी उनीहरूलाई पुनः अभिमुखीकरण गर्नुपर्ने

## ९. जिल्ला शिक्षा कार्यालय तथा गाउँ शिक्षा समितिसँग कार्यमूलक सम्बन्ध राखी काम गर्ने

अध्ययन टोलीले जिल्ला शिक्षा कार्यालय, जिल्ला विकास समिति तथा गाउँ शिक्षा समिति (स्थानीय सरकार)सँग मिलेर काम गर्ने कुरामा केन्द्रित हुनुपर्छ भन्ने अनुभव गर्‍यो। यी स्थायी संस्थाहरूले परियोजनापछि यसका असल सुरुआतहरूलाई दिगो बनाउन वा निरन्तरता दिन सक्छन्। स्रोतव्यक्ति, विद्यालय पर्यवेक्षक तथा जिल्ला शिक्षा कार्यालयमा काम गर्ने अन्य मान्छेहरूलाई तालिम दिनु आवश्यक छ तथा गाउँ शिक्षा समितिमा काम गर्ने मान्छेलाई पनि सबलीकरण गर्नुपर्छ।

## १०. संस्थागत विकास

जिल्ला शिक्षा कार्यालय, स्रोतकेन्द्र तथा गाउँ शिक्षा समितिको विकास तथा क्षमता वृद्धि गर्न सघाउ पुऱ्याउनुपर्छ।

(क) महिनामा एकपटक स्रोतकेन्द्रको बैठकमा उपस्थित हुन आउने विद्यालयका प्रधानाध्यापकहरूले वृत्तचित्र हेरेर, किताब पढेर, प्रस्तुति र पत्र प्रस्तुत गरेर तथा अन्य कुराहरू हेरेर जानकारी लिने अवसर पाउँदैनन्। त्यसैले स्रोतकेन्द्रहरूमा विभिन्न स्रोत र साधन हुनु आवश्यक छ ताकि प्रधानाध्यापक तथा शिक्षकहरूलाई सिकाइ आदानप्रदान गर्न सजिलो होस्। सामान्यतया केही कम्प्युटर, प्रोजेक्टर, पुस्तकालयका लागि पुस्तक, केही शिक्षण सामग्रीहरू सबै स्रोतकेन्द्रहरूलाई आवश्यक छ।

- (ख) जिल्ला शिक्षा कार्यालय : योजनाको विकेन्द्रीकरण, सहयोगात्मक अनुगमन तथा प्रभावकारी सेवा प्रदान, जिल्ला शिक्षा कार्यालयका आधारभूत आवश्यकता हुन् । थोरै कर्मचारी, उचित योजना, सबै कर्मचारीहरूको सहकार्य र आधुनिक उपकरणको कमीले गर्दा यी कुराहरू कठिन हुँदै गएका छन् । त्यसैले जिल्ला शिक्षा कार्यालयमा कर्मचारीहरूको तालिम उचित तवरमा व्यवस्थित हुनुपर्छ र नयाँनयाँ उपकरण थप्नुपर्छ । जिल्ला शिक्षा कार्यालय र दैलेख स्कुल परियोजनाबिचको संयुक्त प्रयासबाट जिल्ला शिक्षा कार्यालयमा आवश्यक सुधार गर्नुपर्छ ।
- (ग) गाउँ शिक्षा समिति (VEC): विद्यालयको दैनिक कार्यक्रममा गाउँ शिक्षा समिति उपस्थित हुनु आवश्यक छ र सन्तुलित तथा दिगो विकास योजना बनाई गाउँ विकास समितिलाई सबल बनाउनुपर्छ । सबै गाउँ विकास समितिमा गाउँ शिक्षा समिति गठन गरिएका छन् तर यससँग काम गर्ने मानिसहरूले आफ्नो भूमिका र जिम्मेवारी बुझेका छैनन् । उनीहरूसँग योजना बनाउने र स्रोत परिचालन गर्ने पर्याप्त ज्ञान र सिप पनि छैन । अतः यी गाउँ शिक्षा समितिमा काम गर्ने मानिसहरूलाई तालिम, कार्यशाला तथा आवश्यक सहयोगको आवश्यकता छ ।

### 1. List of Studied Schools

| Sn | School Name                              | Resource Center | Location   |
|----|--|-----------------|------------|
| 1. | Shree Bhairav Lower Secondary School     | Sermakot        | Lakuri - 4 |
| 2. | Shree Bhairavdevi primary School         |                 | Paiyachaur |
| 3. | Shree Janakalyan Higher Secondary School |                 | Lakuri     |
| 4. | Shree Nepal Rastriye Secondary School    | Malika          | Lekhalgaun |
| 5. | Shree Kalikasthan Primary School         |                 | Chhadung   |
| 6. | Shree Saraswoti Primary School           |                 | Baik       |
| 7. | Shree Bhairav Secondary School           | Narayan         | Bijaura    |
| 8. | Shree Krishan Primary School             |                 | Bijaura    |
| 9. | Shree Bal Mandir Primary School          |                 | Bazar      |

### 2. Informants of the Focus Group

| Informants                             | Total | No. of participants |
|--|-------|---------------------|
| Focus group with students              | 9     |                     |
| Focus group with parents               | 9     |                     |
| Focus group with teachers              | 9     |                     |
| Interview with Head teacher            | 9     |                     |
| Focus group with SMC/PTA members       | 9     |                     |
| Focus group with Field Offices/RPs     | 1     | 13                  |
| Focus group with RB student-volunteers | 1     | 12                  |
| Interview with DEO official            | 1     |                     |



## Vision

Quality of education in all Primary schools of Dailekh District improved to commendable national standards.

## Purpose

Child Centered Teaching Learning (CCTL) environment is maintained in all Primary schools of Dailekh.

