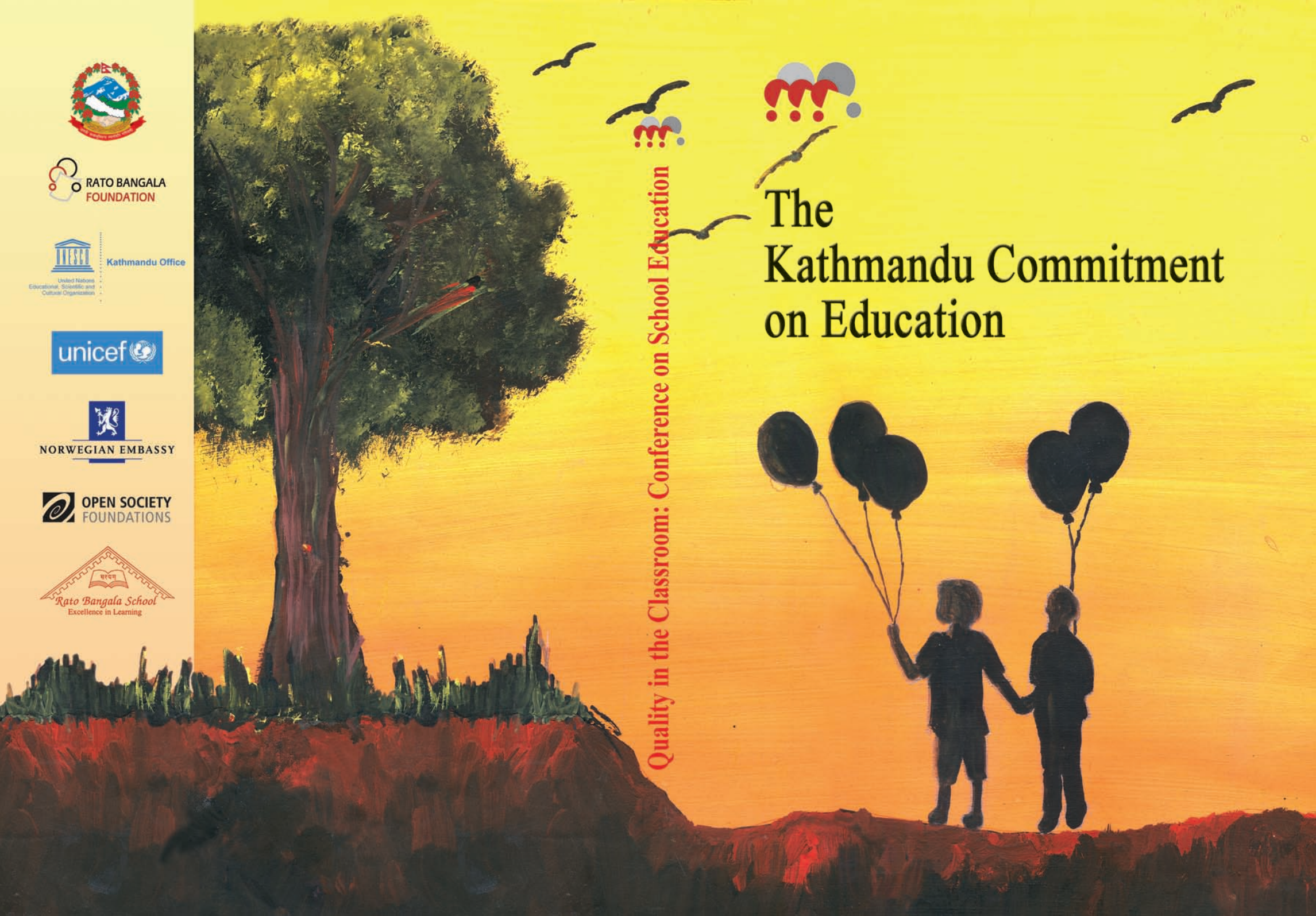
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Quality in the Classroom: Conference on School Education
The Kathmandu Commitment on Education

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Quality in the Classroom: Conference on School Education

Kathmandu
4-7 April, 2013

Hosted by the Department of Education (Ministry of Education, Government of Nepal) and the Rato Bangala Foundation

Supported by UNESCO, Unicef, the Norwegian Embassy, Open Society Foundations and Rato Bangala School

Conference Proceedings 2013

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Foreword

The efforts of the Government of Nepal since the 1950s, to provide education to Nepal's children, have mostly focused on access to schools. Huge gains have been achieved in this regard. For example, while less than 5 percent of children of school-going age attended school in the early 1950s, today this figure stands the other way around. According to the latest government statistics, 95.3 percent children attend schools across the country, and girls outnumber boys in primary schools. Although there has been the growing presence of private schools in the country, especially in the last two decades, the vast majority of Nepal's children still attend schools run by the government.

Establishing more schools, building classrooms and recruiting more teachers – these are all important aspects of access to education, which must continue. However, issues like developing appropriate curricula, training teachers, and adopting appropriate legislation are equally important in our goal of creating enabling conditions for learning. Since the early 1990s, there has been a growing governmental emphasis on improving quality of the teaching-learning process in the hundreds of thousands of classrooms across the country. The School Setup Reform Programme has played a major role in ensuring that children have equitable access to education. Today, more than 90 percent of the permanent teachers at the primary level are trained in their vocation, and the result of this effort is evident in the improved learning

among the school children nation-wide. However, there is much more remaining to be done.

As our economy develops, families are finding that with increased cash income they can afford to send their children to private schools in the cities, towns and even villages. This increasing inclination towards private schools has created a challenge for our public schools even as they continue to serve the vast majority of Nepali children, primarily of rural-urban lower-income background. Faced with this challenge, it has become imperative for public schools to become efficient and effective in providing the kind of education that is the right of every child.

The established trend of children attending private schools is challenging also because it will further increase the gap between the haves and haves not, and contribute to further disharmony in society. If it is true that private schools provide better quality in the classroom, then our job is to raise the standard of public schools. We need to create conditions where there is no difference in quality between public and private schools, leaving it to the free choice of the guardians which to choose. Once we are able to achieve this goal, and the two sectors are at par with each other, we can say that we have truly served the people of Nepal in the field of school education.

It is in this context that the "Quality in the Classroom: Conference in School Education", organised in Kathmandu 4-7 April 2013, proved a landmark. His Excellency President Dr. Ram Baran Yadav inaugurated the conference with inspiring remarks about the importance of quality education. The Minister of Education, Hon. Madav Prasad Poudel, shared the government's vision and programmes on enhancing that quality in a more collaborative manner.

Over the following three days, more than 600 participants at the conference discussed the myriad issues related to bringing better teaching-learning into the classroom – from education financing

to learning approaches, experiences of other countries and parental involvement. While experts in the respective fields were presenting papers in concurrent sessions, workshops for teachers were also being held simultaneously on a variety of topics from teaching science to writer's workshops, multi-grade teaching, using physical surroundings for enriching curriculum, and so on. The scope of the conference was such that there was a platform for each and every participant involved in school education to share experiences and ideas. The conference brought together national-level education policy makers, practitioners from the local level, district education officers and international experts.

An important achievement of the conclave was the synergy that developed between the government and non-governmental sectors, united in a set of common goals and strategies for attaining quality in the Nepali classroom. It was also significant that the conference was the outcome of close cooperation between the Department of Education and Rato Bangala Foundation, as well as other stakeholders including UNICEF, UNESCO and other partners active in the field of Nepal's school education. This cooperation between so many stakeholders and support organisations is what led to the energizing mix of multiple themes in the conference, and the thoroughness of discussions with an eye to practical implementation of good ideas.

The conclave also benefited enormously from the central role in the organization by the Rato Bangala Foundation, the Lalitpur-based non-governmental organisation that has been recognised internationally for its contribution to teacher training. For its work in improving school education in Dailekh District, the Foundation received the 2012 UNESCO-Hamdan Bin Rashid Al Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers. The Foundation's involvement in improving government school education in the districts, including Dailekh, provided it with a perspective that helped provide a fine focus to the conference.

Given the enormity of the task of bringing about improvement quality in the classroom, it is vital that there be cooperation between the government, civil society, international support organizations and the world of education scholarship. Such cooperation was evident in the planning, organization and the running of the April conference. I hope that such collaboration will be a regular feature in the education sector in the days ahead.

Most importantly, the conference concluded with the unveiling of the "Kathmandu Commitment on Quality Education" which, it is hoped, will guide future activities in improving the quality of education in Nepal's classrooms, particularly in the public schools. I believe that the proceedings of the conference as collected and presented in detail in this compendium will serve as a reference and guide to policymakers, education administrators, education experts and school teachers – to improve the efficacy of teaching-learning in the Nepali classroom. What is most important about the conference and its declaration was the clear recognition that enhancing children's learning in classroom will happens when we recognize the need to enhance the capabilities and motivation level of teachers.

We will make a difference when each individual engaged in the field of Nepali education feels responsibility for the school-going children in our public schools, as if these children were their own. We will make a difference when the stake-holders make plans that are effective and implementable, and when they work to ensure that the essence of the "Kathmandu Commitment" is fulfilled in mountain, hill and plain.

Dr. Lava Deo Awasthi
Director-General
Department of Education
Ministry of Education
Government of Nepal

ACRONYMS

ASER : Annual Status of Education Report
BPEP : Basic and Primary Education Program
BRAC : Bangladesh Rehabilitation Assistance Committee
CA : Continuous Assessment
CAS : Continuous Assessment of Students
CMS : Check My School
CCLP : Child Centered Learning Approach
CEDAW : Convention on the Elimination of all forms of Discrimination Against Women
CEO : Chief Executive Officer
CMQE : Citizen's Movement of Quality Education
CP : Cerebral Palsy
CSN : Children with Special Needs
DDC : District Development Council
DEL : District Education Committee
DEO : District Education Office
DOE : Department of Education
DSP : Dailekh School Project
ECD : Early Childhood Development
ECDC : Early Childhood Development Center
ECED : Early Childhood Education Development
EEC : Education for Ethnic Children
EFA : Education Funding Agency
ERO : Education Review Office
FDI : Foreign direct investment
GDP : Gross domestic product
GON : Government of Nepal
ICT : Internet and Communication Technology
IIP : International Institute of Education Planning
INSET : In-Service Education and Training Program

KISC-EQUIP : Kathmandu International Study Centre - Education Quality Improvement Programme

MGDG : Millennium Development Goals

MI : Multiple Intelligence

MLE : Mother Language Education

MOE : Ministry of Education

MOI : Medium of Instruction

NASA : National Assessment of Student Achievement

NGO : Non-governmental organizations

NNEDC : Nepal National Education Planning Commission

NRP : Nepali Rupee

NTC : Nepal Telecommunication

PD : Professional Development

PE : Physical Education

PTA : Parent Teacher Association

RBF : Rato Bangala Foundation

RBS : Rato Bangala School

RBPOP : Rato Bangala Partnership in Outreach Program

RC : Resource Center

RIVER : Rishi Valley Education Centre

RP : Resource Person

RTSC : Regional Teacher Service Commission

SACMEQ : Southern African Consortium to Measure Educational Quality

SES : Socio Economic Status

SLC : School Leaving Certificate

SMC : School Management Committee

SSRP : School Sector Reform Plan

SZOP : Schools area Zones of Peace

TIE : Tanzania Institute of Education

UK : United Kingdom

UNESCO : United Nations Educational, Scientific and Cultural Organization

Unicef : United Nations Children's Fund

VDC : Village Development Committee

VSO : Voluntary Service Overseas

WE : World Education

ZPD : Zone of Proximal Development

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Building skills and mindsets: workshops

Introduction to the Proceedings

In the first week of April 2013 a group of educators came together at a conclave in Lalitpur, Nepal, to access the latest thinking in school education worldwide and link it to the classroom-level challenges faced by the education administrators, school leaders and teachers of Nepal. This international conference aimed ultimately to improve school education in Nepal, particularly at government schools, which the vast majority of Nepali children attend.

The conference, "Quality in the Classroom," saw the participation of over 740 educators and other concerned individuals at the inauguration and 662 attendees in the 3 day conference. It involved nearly 170 hours of workshops and presentations in the 11 parallel sessions over three full days, and drew on the skills and experiences of a varied set of participants working in every area of primary and secondary education. Those in attendance as participants and presenters had myriad opportunities to meet and share ideas in a variety of formal and informal settings, including plenary sessions, workshops, presentations, lunch and tea breaks and in the evenings. The engaging discussions and intense debates which transpired within the classrooms were complemented by the collaborative, even festive atmosphere outside them.

On the third day of the conference, a group of political parties called a nation-wide strike, bringing transportation to a halt. Unwilling to relinquish the opportunity to learn about and interact regarding educational reform, everyone arrived promptly at the conference venue anyway, with some participants walking over two hours or arriving three hours early just so they could attend. The plenary session on that day exceeded the 450 seat auditorium capacity. This level of enthusiasm and commitment by individuals working in education demonstrates that there is much promise for the future course of education in Nepal.

While it may not capture all aspects of the conference, this document seeks to be a comprehensive report on the discussions and skill-building sessions that transpired over the three days. For the sake of brevity, we have sought to limit the notes on the presentations to no more than two pages each though the notes are in cases where there was more than one presentation or where supplementary information was thought to be useful. The workshop summaries are intended to provide an understanding of the objectives of each session as well as to convey a sense of the discussions that took place.

The proceedings are organized into five sections:

- An executive summary of the conference
- A summary of the proceedings
- Titles of the keynote addresses and links to the full texts
- Summaries of presentations and workshops, divided into three strands: enabling policies, schools, and the classroom
- The Kathmandu Commitment, a statement of intent born from the sessions and discussions
- Appendices

We hope this document will be useful for those who are working to understand and develop new directions for education in Nepal. The proceedings provide the cutting-edge wisdom of a variety of individuals, from the philosophically engaged to 'resource people,' including trainers, specialists and teachers on the ground.

The mix of international expertise and local experience was a particular strength of the conference.

Readers who seek more information about the conference, specific presenters, or particular workshop sessions, are requested to contact the organizers via the Rato Bangala Foundation at rbf@ratobangala.edu.np or over the phone at ++ (977-1) 553-4318 ++ (977-1) 554-2045.

Conference Organization

The Department of Education (Government of Nepal) partnered with Rato Bangala Foundation and worked closely with UNESCO and Unicef to organize the "Quality in the Classroom" conference, making it a unique collaborative venture. The following individuals made up the Steering Committee:

- Dr. Lava Deo Awasthi, the Director General of the Department of Education (MOE, GON) and the head of the committee
- Eva Ahlen, Chief of Education Section, Unicef
- Dr. Sumon Tuladhar, Education Specialist, Unicef
- Tapa Raj Pant, National Program Officer, UNESCO
- Shanta Dixit, President, Rato Bangala Foundation
- Milan Dixit, Vice-President, Rato Bangala Foundation
- Manesh Shrestha, Secretary, Rato Bangala Foundation

The invitee members of the Steering Committee were as follows:

- Dr. Bidyanath Koirala, Professor, Department of Education, Tribhuvan University
- Sudarshan Ghimire, Editor of *Shikshak* Magazine

Conference Coordination Team

Alison Marston headed the conference coordination team, which also included Sanina Basnet, Monita Gurung and Niranjan N.

Khatri. The conference also received much voluntary support from the following Rato Bangala School graduates:

- Siddhartha Pant
- Arya Poudel
- Bimalsen Rajbhandari
- Pranav Bhandari
- Liza Maharjan
- Ankita Simkhada
- Ayush Harlalka
- Dibyamshu Shrestha
- Prasanna Adhikari
- Urusha Regmi
- Sahara Sedhain
- Utsav Dhakal
- Ubin Shrestha
- Jasmin Baniya
- Jagadishwor Tamrakar
- Piyush Bhopalka

The rapporteurs of the conference were Mallika Aryal, Kabita Parajuli and Shreya Thapa, assisted by Raisa Pandey, and Kabita Parajuli put together this report.

Executive Summary

The "Quality in the Classroom" conference, which was held from 4 to 7 April, 2013 in Lalitpur, Nepal, was a landmark event in the field of Nepali education. Throughout, the conference strongly emphasized inclusion, so it is no surprise that all categories of participants were heavily engaged in different aspects of teaching and learning through presenting papers and conducting workshops. Translators were available at each session, and all joint sessions (each plenary, the opening, and the closing ceremony) featured simultaneous translation, whether English-to-Nepali or the reverse. Drawing on the strengths of its wide range of presenters and catering to the needs of all participants, the presentations addressed quality teaching and what that was in the classroom, school and policy levels.

The conference offered a model of ideal collaboration among multiple stakeholders with an interest in school education in Nepal. It was the first time that the Government of Nepal, development partners, and a local non-governmental organization (Rato Bangala Foundation) had come together to organize an international conference on education. The conference provided an effective forum at which professionals from the public and private domains could discuss urgent educational themes, from the philosophical to the administrative. The energy evident in this kind of collaborative conference points to a need for holding more such

conclaves in the future, for the challenges before Nepali school education are too vast to be addressed piecemeal.

One thing that was unique about the April conference was its focus on quality in the classroom. Another was its methodology, which promoted skill-building (through workshops) and conceptual sharing (through presentations) and reflected the organizing team's conviction that quality in the classroom must be built on the platform of capable, motivated teachers.

There was general agreement among those in the organizing team that the outcomes of the conference exceeded expectations. It achieved all its main goals: (a) providing an interactive forum to share local and global experiences in quality education with specific reference to Nepal; (b) building on good practices and suggesting ways to buttress the Government of Nepal's School Sector Reform Plan (SSRP) initiative; and, (c) suggesting pathways to strengthen quality in the classroom in Nepali schools, particularly those run by the government, which more than 80% of Nepali schoolchildren Nepal attend.

In sharing local and global experiences in quality education, the conference showcased promising and successful practices from different, but developmentally relevant countries, including Bangladesh, Colombia, India, Nepal, Pakistan and Tanzania. Participants and presenters reflected on the SSRP reforms, and made recommendations for enhancing quality in the classroom. The forum not only provided a space for developing a strong network of stakeholders engaged in quality education but also generated recommendations for key stakeholders, including teachers, parents, students and service providers, about how to most robustly fulfill their roles. The issuance of the Kathmandu Commitment to Quality Education was an affirmation of all the learning that took place at the conference as well as a commitment made by all participants, regardless of their level, to continue to progress towards their shared goal of quality education that focuses on the needs of learners.

This conference took a step toward closing the gap that exists between teachers in private and public institutions by suggesting collaborations that can promote quality in all classrooms. The conference boosted the confidence of participating educators and teachers because they were provided with platforms to share their ideas and thoughts and to focus on particular skill-related areas of interest to them. The sessions created a foundation for future relationships between public and private teachers.

The "Quality in the Classroom" conference was a significant event organized at a time when modern education in Nepal was marking six decades of existence. The gathering provided an opportunity to take stock—to understand the successes and failures of the days gone by and to assess the opportunities and challenges that lie ahead. The involvement of all levels of the Government of Nepal, from the Ministry and Department of Education to district education offices and school administrators—was itself a landmark step. Inputs from development partners, international experts, education scholars, administrators and educators helped build an atmosphere of shared learning. The Kathmandu Commitment adopted by the conference was a distillation of their deliberations over the period from 3 to 7 April, 2013.

The conference organizers, led by government authorities, now have the task of following up on the deliberations of the conference in order to move toward the implementation of the Kathmandu Commitment. Five regional conferences are planned at the regional directorate level, followed by a national-level conference in Kathmandu. Actions taken will be evaluated and course correction carried out where required. These meetings will provide opportunities for teachers, policymakers and the larger body of education stakeholders across the country to engage with the knowledge, skill-building opportunities and outcomes of the "Quality in the Classroom" conference.

Conference Summary

Quality in the Classroom: A Conference on School Education

4-7 April 2013, Kathmandu

Hosted by the Department of Education (Ministry of Education, Government of Nepal) and the Rato Bangala Foundation

Supported by UNESCO, Unicef , the Norwegian Embassy, Open Society Foundations and Rato Bangala School

Background and Context

The "Quality in the Classroom" conference grew from collaboration between the Department of Education (Ministry of Education, Government of Nepal), the Rato Bangala Foundation (RBF), and other education partners. The Rato Bangala Foundation is a DOE partner organization that has been working collaboratively in the field of teacher training since 2007. The conference brought together a broad range of education stakeholders: classroom practitioners, education leaders, international educational experts, policy makers, development partners and grass-root level implementers to share ideas and showcase best practices.

While Nepal has made substantial progress in 'access to education' over the past two decades, with near-universal access to primary schooling having been achieved, the schooling that the stu-

dents receive itself suffers greatly from a lack of stimulation, depth and context. Articles 28 and 29 of the United Nations Convention on the Rights of the Child outline the right to education that is meaningful and fulfilling. Basic education that lacks quality creates long term obstacles for youth who seek to access the means and skills to live prosperous and productive lives. To build stronger, more resilient, more competitive, more equitable, and more just communities and countries, we must have quality education for all. The future of Nepal cannot be assured until quality in education is ensured. It was with this premise, and with commitments from the Ministry of Education, the development partners and stakeholders from all sides and levels, the conference, "Quality in the Classroom" was organized

Overview

The conference saw 36 presentations and 48 workshops: at any given time over the three days, 11 workshops and presentations were taking place. These sessions encompassed the entire gamut of issues related to ensuring quality in the classroom, ranging from practicing the most effective ways to teach mathematical concepts to students with very different learning styles, to discussing guiding principles in determining financing for education.

There was a rich diversity among the 662 conference participants attending from Nepal and abroad. Thirty-five of Nepal's 75 districts were represented, and there were presenters and workshop facilitators from 13 countries covering six continents. Of the 59 presenters, 38 were from Nepal, while others brought their experiences and expertise from Australia, Bangladesh, Chile, Colombia, the UK, Finland, France, Hong Kong, India, Norway, Pakistan, Tanzania and the United States.

Inauguration

The conference was inaugurated on the evening of 4 April by Right Honorable President Dr. Ram Baran Yadav, who in his opening

address reiterated that education is the central column of progress in any society. Without quality education, the president said, no country can hope to achieve all-round development. Secretary of Education Dr. Som Lal Subedi anticipated that the range of participants would create opportunities to share new concepts, technology and new ways of thinking about quality education. He expected that during the course of the conference there would be opportunity to identify relevant models and processes useful for Nepal's educational sector

Minister of Education Madhav Prasad Poudel reiterated the government's commitment to enhancing quality in education. Collaboration between national and international non-governmental organizations is equally essential in the development of quality education, he said. Alf Arne Ramslien, Ambassador of Norway, laid stress on the role of teachers, saying that there could be no quality in education without skillful teachers. Trained and confident teachers, he said, helped bring learning to life, and influence the future of generations to come.

Keynote speaker Dr. Baela Raza Jamil shared four major strands of what must constitute policy and practice relevant to educational reform:

- The notion of capability and agency for learning and human development should be given specific country contexts.
- How school reforms are conceptualized – in taking the case of Nepal, what are the influencing factors?
- Policy making and planning – the role of citizens' movements in evidence-based accountability for reflection and action.
- Some suggestions on the way forward.

Shanta Dixit, Chair of the Rato Bangala Foundation, emphasized that the conference on school education was organized both to take stock of the current national situation and to identify means to rapidly enhance quality in the classroom so that there is positive impact on children. Most importantly and urgently, she said, there was a need to focus on improving quality of instruction in

the government schools, attended by over 80 percent of Nepal's school-going population. Dr. Dixit reminded her audience that the preliminary requirement was for every person involved in education – including its planners – to view all school-going children of Nepal as their own. Unless there is empathy for the desires and hopes of the children and their parents that directs the planning and implementation stages, education in the country will never change for the better. It is the collective responsibility of the state, the citizenry and the international community to care and plan for the youngsters who will in the years ahead take the country forward.

Keynote Addresses

Each day of the conference began with a plenary session. The summary of each keynote address is below:

Keynote Address, Day 1: Dr. Baela Raza Jamil

Dr. Baela Raza Jamil stressed the need for an evidence-based movement to find facts about children's learning and learning spaces to push for change at policy, teaching, content and program levels. Dr. Jamil also spoke about the Citizen's Movement for Quality Education (CMQE). She also shared her unique project, the Children's Literature Festival (2011-2015), which has developed into a social movement for children to expand the culture of reading. While speaking about the importance of creativity, imagination and multi-sensory stimulation beyond textbooks and tests, Dr. Jamil inspired the audience to organize such festivals in their own communities.

Keynote Address, Day 2: Kul Chandra Gautam

Kul Chandra Gautam's keynote speech resonated with many members of the audience. Citing education as the engine of human development, he provided ten imperatives for bringing quality education to Nepal. He emphasized the importance of early childhood programs, the need for child-friendly schools and a greater number of teachers – especially more women teachers, and dis-

cussed making education more inclusive through measures including affirmative action and supportive policies for both hiring and retention. Mr. Gautam also highlighted the need to focus beyond 'education for all' initiatives to 'quality education for all', to cultivate public-private partnerships with this in mind, to transform schools and children into true zones of peace, and to urgently depoliticize the education system – in order to facilitate these goals.

Keynote Address, Day 3: Shanta Dixit
Shanta Dixit emphasized that it is not simply individuals, teachers, students, parents or head teachers that have failed our education system. Gaps in the education system have emerged from a large and unresponsive bureaucracy that lacks supervision and a sense of accountability. Policies articulated by experts from within and outside the established system are not brought to the level of the classroom and student in a planned, comprehensible and sustainable manner. Using examples from the Dailekh School Project, she showed how students can be involved in research to better understand where gaps exist, and how to address them at the level of the classroom and school.

Workshops and Presentations

Conceptually, the "Quality in the Classroom" conference was divided into three streams:

- Quality in the classroom
- Enabling environments at the school level, and
- Policy level activities for quality and achievement.

In terms of work program, the conference was divided into (a) sessions of presentations that shared knowledge, experience, and expertise and (b) workshops bringing alive the same, through experiential methods. Both the presentations and workshops were developed with the three streams in mind. These proceedings have been organized accordingly.

Presentations: deliberations

Presentations over the course of the conference focused on sharing expertise and good practices. They provided a forum for sharing local, regional and global experiences on quality education. While it is not possible to summarize all the presentations and the rich discussions that followed the sessions, we highlight here the range of issues discussed – diverse and important matters that drew from practice and academic work within Nepal, within South Asia, and internationally.

A number of presentations addressed the role of the teacher in facilitating students' personal development for a changing world, integrating work and study, and cultivating a sense of social responsibility. Dr. Gael Robertson's presentation in particular explored the idea that reflecting on one's experience allows teachers to be more responsive in the classroom. Transformative learning supports practitioners in better understanding the social construction of the 'self' in learning, and thus opens up opportunities for educators to more effectively respond to student needs. Pedagogies of experiential learning within the context of progressive education were also discussed, with respect to both classroom instruction and teacher training. There were at least two key, consistent, messages to be found in the experience of Colombia's Escuela Nueva and Bangladesh's BRAC, as well as in presentations such as those by Bank Street College educator Samuel Brian, Hong Kong University Associate Professor Xuesong Gao and PUC Santiago Professor Anita Sanyal-Tudela: (1) That trainers must model for teachers the type of classrooms and methods they wish to see practiced, and (2) That the classroom is a site of multi-directional learning. Given the environment and opportunity, students are highly effective 'teachers' for both their peers and adult facilitators.

The crucial, and central, matter of the importance of teacher training was discussed in various sessions. Audax Tibuhinda and Prof. Suleman Sumra shared insights on the Tanzania model of teacher education and reform. Mr. Tibuhinda's presentation on NSET,

the national teacher training model in Tanzania, emphasized that the first step in improvement must be an evidence-based understanding of existing weaknesses. Tapan Kumar Acharjee and Mohammad Shahidullah Miah presented on the work of BRAC in Bangladesh in creating inclusive models of education that empower students and teachers. Meanwhile, Vicky Colbert joined the conference by video from Colombia to discuss the innovations and powerful results of the Escuela Nueva model. Efforts in all three countries, as well as examples from Nepal, demonstrated how training cannot be stand-alone: follow-up support for teachers is crucial.

Several sessions picked up the topic of assessments, and addressed this at different levels. One set of discussions centered on the idea of continuous assessment, which tracks ongoing student progress. Although the SSRP highlights continuous assessment as a key to quality improvement, it was evident that a tremendous amount of work remains to be done to create local and national systems for continuous assessment in Nepal. Since tracking student assessment can also be an important way of measuring the effectiveness of instruction and evaluating schools and education systems, one session focused on barriers towards the implementation of a monitoring and evaluation system in Nepal. Some speakers were pessimistic, citing politicization and the reluctance of school managements to allow parental involvement or external evaluations of 'their' schools. Many others remained confident about the possibility of establishing successful evaluation mechanisms in the classroom as well as on regional and national levels, using third-party partners agreed to by all stakeholders. As parents and communities become more aware of how they may hold schools accountable using existing legal and bureaucratic mechanisms, schools may also be required to take greater notice of their calls for action.

Various sessions highlighted gaps between what happens in the classroom and the policy parameters. In this thread, the notion of school autonomy in the discourse of decentralized decision-mak-

ing was discussed, with the hope that decentralization would increase the accountability of school management to its direct beneficiaries: the students, parents and the community. Active participation of school management committees was stressed as a key factor in ensuring understanding and acceptance of the different stakeholders, even as participants recognized challenges in this area given the politicization of the SMCs.

It was clear in the discussions that continuing with old trends, and attempting to bring quality through the top-down approach, will not work. Schools have to take – and be allowed to take – ownership of interventions that are introduced. It is even better if the interventions are initiated by the schools themselves. Genuine teacher student collaboration, as exhibited by some examples of institutions in Nepal, as well as the Student Mentoring Program initiated by BRAC, brings quality in the classroom and drives students to own their learning and outcomes. Continuous professional development is important for teachers, and ultimately benefits students.

The work of the Dailekh School Project (DSP) was shared as a notable example of collaboration across sectors, and relationship-building within schools. The project underlines some of the essential requirements for quality education: teachers who play a facilitating role in the classroom, student participation, and active involvement of parents committees and supervisors. Genuine public-private partnerships in education can bring quality to the classroom, was the message of the DSP.

Speakers and audience members meditated over setting priorities in meeting the great challenges faced by the education system of Nepal. The ability to respond systematically to these challenges is critical if quality is introduced and delivered across classroom settings. It was reiterated that gaps between policy and the school or classroom could be filled by placing student learning and meaningful educational experiences at the center of all decisions about policy and implementation.

The classroom also figured as a key arena of discussion. Participants and speakers shared theories and experiences on how to create genuinely child-friendly environment for learning, which required changing paradigms about how education is to be delivered. Presentations such as Meenakshi Dahal's highlighted the importance of understanding child development in creating appropriate learning environments. Other sessions stressed the importance of catering to multiple intelligence, other individual pupils' needs, and the diverse strengths of learners. Academics, educators, and policy makers were also required to bridge the gaps that lay between theory and practice in education reform. Overwhelmingly, the speakers encouraged teachers to be researchers in their classrooms.

The sessions demonstrated how parental involvement works as a catalyst for improving school instruction. It provides for better community engagement, active student participation, higher levels of school attendance, and better performance on subject-based assessments. Parental and community involvement did not need to start or end in classroom instruction. The work of ASER of Pakistan and Uwezo of Tanzania provided concrete examples of how parents and communities can hold schools accountable through assessments of student learning outcomes.

The theme of inclusion in education emerged forcefully in a number of different sessions. Through presentations that looked at both Nepal and other countries, it became clear that genuine attempts to promote inclusion require curricular development, budgeting and classroom organization that respond creatively and sensitively to diverse needs of students and the communities that they come from. Inclusion had to be considered in many different areas, from caste- and identity-based exclusion to those related to class, disability, gender, distance from home-to-school and so on.

Some speakers focused specifically on issues of language-based exclusion in Nepal's education system. The use of the mother

tongue was emphasized as vital at the primary education, at least, while grasp of the national link language was also important. Focus on mother tongue at the primary level has been shown to improve student learning outcomes, foster stronger relationships with the community and encourage parental involvement. On a more personal level, mother tongue and multilingual education can also help students more effectively develop complex thoughts and articulate their emotions. Other sessions emphasized the importance of reducing gender disparities in education among students, and also the urgency of doing so among teachers. More female teachers would also facilitate retention of female students at the higher grades.

The theme of inclusion connected well with sessions that emphasized the role of schools in preserving and transferring cultural traditions to succeeding generations. Stephen Eckerd highlighted the importance of locally developed curriculum in maintaining skills, as well as in helping students understand their contributions to society, and in fostering community ownership of schools and education. In communities where formal education has been recently introduced, the development of community ownership becomes even more important.

Workshops: deliberations

The 48 workshops conducted over three days of the conference ranged over wide charted and uncharted waters, while there were also strong commonalities in the themes picked up. The sessions covered Language Arts, Social Studies, Math and Science, PE and Art, Child and Adolescent Development, Parenting Styles, and much more. Through interactive sessions, modeling, practice, role plays and discussions, the workshops helped provide participants with skills and techniques to better plan for and respond to the students. The workshops demonstrated that for 'quality in the classroom', it was all-important that lessons be planned according to the developmental level and diverse needs of the pupils, be they children or adolescents.

Workshop sessions explored a variety of teaching techniques, and helped participants build skills in teaching reading, writing, and comprehension. In certain sessions, they were also pushed to use local materials and develop projects using their immediate surroundings. Workshop facilitators recommended field trips to support and strengthen class-based teaching by showing the practical applications and real-world relevance of more abstract concepts. Participatory, interactive, sessions explored the ideas and impact of hands-on, experiential learning, of constructivism, of inquiry-driven lessons, and discovery-based activities: these are all elements of a progressive education.

Teacher trainer and long time Bank Street College of Education teacher Judith Gold led workshops on reading that encouraged teachers to think about, and practice, new or better ways of teaching literacy. Ms. Gold's workshops on reading were premised on the belief that it is vital that teachers are able to articulate the theoretical framework that determines how they teach reading. This is the starting point from which they may examine and expand their knowledge base about methods and frameworks in teaching reading, and thus decide what could improve their students' acquisition of reading skills. As this and other sessions emphasized through practice, word-recognition alone is not sufficient. Readers need to have strong comprehension skills, and be able to engage with writing on different levels, to further their own learning and development.

Elizabeth Norford's Writer's Workshop session emphasized that children are real writers – that they are capable of creating and appreciating their own work, and that of their peers. By paying attention to the writing process, and writing as a means of learning how to write, instead of simply focusing on a 'perfect' finished product, teachers may nurture individual creativity, encourage collaboration, and practice a key component of child-centered pedagogy.

Long-time educator and teacher-trainer Christine Stone explains

that mathematical understanding and competency are a core area for comprehension and being an 'educated person'. Quality education means ensuring that all children thoroughly understand and can manipulate shapes, numbers, measurements, data collection, and problem-solving techniques – and that they can employ these skills both in and out of the classroom. Effective teachers will have a strong grasp of the skills they want to teach, and be able to get students to think independently during their math practice. Quality math instruction, as reinforced by KISC-EQUIP trainer Amrit Poudel during his sessions on using local resources, cannot be limited to a series of mechanical operations. Both sessions provided tools for instructors and students alike to reconsider the relationships between the traditional classroom and the home to understand how mathematics can be better taught and learned, and how concepts come alive through the use of concrete material. These, and other sessions, drove home to participants that these concepts are reinforced through practice.

For a classroom where students are actively involved in learning and creating knowledge, children should also have a sense of ownership of their work. Acquiring skills (such as math or creative writing skills) should be pleasurable, exciting and satisfying. Teaching cannot be of high quality unless the learning of every child is frequently assessed, so teaching can be modified to respond to student needs. Students should feel supported, even as they learn independently. Libraries encourage reading, and ownership of the learning process. They open new avenues of exploration to learners. A session led by Bipul Gautam helped participants think more rigorously about the role of the library in their school, and how they could support a stronger library.

Too often, science classes in Nepal dramatically reduce the dynamic world around us to theories that seem to have little relevance outside the pages of a textbook. A series of workshop sessions led by RBS and RBF teachers Basanta Yadav and Midesh Maharjan, and KISC-EQUIP trainer Dil Bahadur Chhetri, sought to help teachers think more deeply about how they teach science,

and if their methods promote scientific inquiry. In these sessions, trainers modeled good teaching, and participants practiced investigating answers to questions in different branches of science. They found that not only do different students learn best using different methods of instruction, but that different branches of science may require varied instructional methods.

These instructors, and others, also led workshop sessions that focused on strengthening the content of classes in Science, Math, Art and Language Arts (in both Nepali and English). Perry Keil Thapa's workshop on teaching essay writing in middle school introduced 'mini lessons' as a way of getting students to develop stronger ideas for writing, while teaching students how to write arguments and prepare essays. Ms. Thapa reviewed elements of an argument, how to stimulate students to develop ideas, and how to structure these ideas. Using both professional and student work as exemplars can prove enlightening to students: through exposure to good work, they gradually increase the sophistication of their own work. Ms. Thapa and Ms. Norford's sessions both emphasized writing as a process to learn and to foster independent thought.

Innovative and engaging Nepali teaching is increasingly important today, when many private school students lack fluency in both formal English and Nepali. Sessions on Nepali poetry and language led by Sudha Ojha, Tikaram Sharma, Amita Koirala, Bandana Aryal, and Bilquees Banu encouraged instructors to think beyond Nepali grammar and simple memorization, to practice writing and reciting poetry in more performative, traditional, ways using *chhanda*. Employing dramatic techniques in Nepali-language instruction fosters creativity in students, and develops skills in the Nepali classroom.

Sessions in Early Childhood Development, led by Reiny de Wit, and Adolescent Development, with Hima Pradhan, highlighted some of the key needs of learners in these groups. The sessions allowed educators to practice how best to support very young

and adolescent students both inside and outside the classroom. An additional workshop on parenting looked at how different parental practices may have bearing on student behavior and quality in the classroom. Participants came to the conclusion that styles with consistent, firm enforcement of rules, clear communication of rules, and an enforcement of educational and behavioral expectations in the home contributed to students who were well-equipped for positive classroom behavior.

Workshops on multiple intelligence with Dr. Xuesong Gao from Hong Kong University, and Pema Lama of Rato Bangala School, explored the concept and implications of multiple intelligence, for both teachers and students. Participants reflected on their own learning needs, and practiced strategies that contribute to an environment fostering more than one intelligence, and practiced planning lessons that cater to multiple intelligences. The theory of multiple intelligence was an important tool to enhance quality in the classroom by catering to pupils' specific strengths and needs. When students are given avenues to explore their thoughts and feelings through differing perspectives, they grow emotionally and cognitively as well-rounded human beings who can think critically.

Sally Bolis and Amber Hohensee of KISC-EQUIP built from this focus on students to facilitate sessions on Whole Brain Teaching and Positive Discipline: fostering effective learning by encouraging students to engage fully and joyfully in their learning process, while providing adequate structure and discipline. Through consistent responses and by reinforcing positive behavior, teachers can maintain class discipline without often-harmful, 'traditional' disciplinary practices.

Stephen Eckerd, from the Smithsonian Institute, explored a very different aspect of tradition through his sessions on art, identity, and local resources. Participants practiced communicating their own identities and values through artwork, while brainstorming how (and why) they could locate and utilize community level art-

ists and materials. School curriculum can be living documents for sustaining and developing traditional handicraft and arts, like kite making, basket-weaving, mask-making, and pottery. Through such integration of students' 'home' and 'school' lives, students may also become more tolerant and appreciative of communities other than their own. Schools can become true community centers for learning, where members of the community come and share their own knowledge.

Sam Brian, from the Bank Street College of Education, led sessions using terrain models to demonstrate how experiential learning, inquiry-driven lessons, discovery-based activity, and student-centered thinking could all come together to build an effective class in science, geography, or other disciplines. While everyone in Mr. Brian's sessions had heard about "hands-on" and "child-centered" teaching, for many participants this was a rare opportunity to be a part of a session that actively engaged them in this way. Rato Bangala School Principal Milan Dixit introduced participants to the idea of simulation as a teaching technique, demonstrating how teachers could use more active methods that engaged multiple parts of the brain to facilitate student learning in diverse ways. Each of these workshop modeled ways for instructors to take the lessons, in both geography and pedagogy, back to their own classrooms. In these and other sessions, participants developed lesson plans that they could use with their student.

At least two sessions in the conference – Laxman Sharma's presentation and the workshop session led by Babita Chapagain and Sanina Basnet – focused on empowering teachers to use technology more diversely, to fulfill learning and professional development objectives in the classroom. The Dailekh School Project, for example, places the government's English listening curricula on simple cell phones so students can practice listening and engaging with English even when the teacher's own confidence in speaking English may be low.

Innovations are also taking place away from the realm of technol-

ogy. As Vicky Colbert referenced when discussing Escuela Nueva in Colombia, multi-grade classrooms can also provide rich sites for educational innovation. Workshop sessions with Padmanabha and Rama Rao of the RIVER Krishnamurti Foundation introduced multi-grade teaching to many participants, and detailed just how such classes could be run effectively, while catering to the needs of students at very different points of learning. Learning "ladders", highly efficient uses of classroom time and space, meticulous planning – and students who are aware of their own learning and needs – are integral to the success of a multi-grade/multi-level classroom. Continuous assessment and tracking student progress – as practiced in this session and a workshop led by Ms. Stone – allows students and teachers alike to determine how and when to support different learners.

However innovative an instructor may be, strong school leadership is often a crucial element in a school – and a class's – success. CEO of KISC-EQUIP Judith Ellis focused on servant leadership as a way of addressing the problems associated with hierarchical leadership. Servant leaders, this session emphasized, should be good listeners, empathetic, able to persuade, conceptualize and offer stewardship to heal and resolve problems. Leaders who empower and serve their people are in turn rewarded with recognition, respect, and power. Leadership can also come from the community and parents: parental involvement helps schools flourish, and ensure that schools remain accountable to students and communities.

Throughout, the workshops focused on educators as both learners and professionals. The sessions sought to provide participants with skills, exposure, and support that they could use to more consistently and reflectively deliver better quality education in their classrooms and schools.

We hope that the ideas and innovations exchanged in this conference will inform the SSRP, and work beyond it, to ensure quality in the classrooms of Nepal. The Kathmandu Commitment is is-

sued in anticipation of setting the stage to prioritizing essentials within the education sector, to bring quality changes in classrooms of both public and private schools. Developed by the Ministry of Education in collaboration with other partners, highlights include the Ministry's commitments to:

- Defining quality and developing a view of quality education that reflects local realities and global concerns
- Promoting teachers' professional development through training and networking opportunities, so that educators may provide quality and effective education
- Developing on-site support and a system of supervision so teachers may better understand and respond to student progress and gain support for their own needs
- Supporting locally-developed curricula that are relevant to the context of students' communities, that emphasizes both heritage and skills — and to making sure that the skills gained by students are appropriate for the 21st century and its technologies.

This conference has been organized to provide an impetus for a genuine non-politicized movement for quality education in Nepal. We are optimistic that actions over the coming months and years will affirm these efforts. In the eyes of those who have organized this conference, it is not a conclusion, but the starting point for more informed, comprehensive, and systematic interventions towards quality education.

Adapted from the closing speech of Rato Bangala School Principal Milan Dixit, with contributions from conference reporters. For a full list of conference sessions, interested individuals may see the schedule: http://ratobangalaconferences.edu.np/presentations/

Keynote Addresses

FIRST KEYNOTE ADDRESS:
Dr. Baela Raza Jamil, 5 April 2013

Harnessing School Reforms: From Policy and Planning to Practice and Harmonization

Children are a complex group of people says policymakers, and educators must not assume that teachers need simple ideas, as that will undervalue what teachers are doing in classrooms across the country. She reiterated that what educators like her are saying about the teacher/pupil relationship is no longer radical because children are demanding complex ideas.

Dr. Jamil noted that happiness is important as it leads to the creation of capability, and increases productivity. Economist Amartya Sen has introduced the notion of capabilities and agency. According to Dr. Jamil, Sen's life in India pre-liberalization led to his familiarity with, and sense of, poverty – thus his entire paradigm of capabilities and entitlements. Human freedoms are based on capabilities and the ability to function better: there is no point in putting a school in a mountainous place if there is no teacher there, or if there isn't a sufficient number of teachers. It is a trained and capable teacher who is able to bring out the capabilities in a student. Setting up schools is just a small step. In Sen's discussion of human welfare and happiness, the distribution of opportunities

across society also becomes important. Across South Asia, there is a distribution crisis. This must be dealt with if we want to address the issue of capabilities.

Martha Nussbaum developed a list of ten capabilities. They are:

- Life
- Bodily health
- Bodily integrity
- Senses, Imagination and Thought
- Practical Reason
- Emotion
- Affiliation: Being able to live with others, and having self-respect and non-humiliation
- Other species — animals, plants, and the world of nature
- Play
- Control over one's Environment: political and material

Nussbaum has further classified this list of ten under three broad capabilities:

(1) Basic capabilities, which enable individuals to develop more advanced capabilities.

(2) Internal capabilities, which provide the sufficient conditions for the exercise of corresponding functions (e.g. art /story telling expression requires systems of learning that allow for such spaces in the curriculum and learning processes). Internal capabilities build on pre-existing basic capabilities through education, training, informal education and socialization. To see this blossom, internal capabilities require a structured, enabling, educational environment.

(3) Combined capabilities are defined as internal capabilities with the addition of the external conditions that make the exercise of a function an option.

The aim of public policy is the promotion of combined capabilities. This requires two kinds of efforts:

- The promotion of internal capabilities (say, by education or training) and

- Making external institutional and material conditions available.

Citizen's Movements

Citizen's movements develop in response to government inaction: when governments fail to prioritize, when basic services are not working, and when the government does not deliver on its promises. Exasperated by the disproportionate focus on access and quantity and frustrated by the seeming inability of children in schools to learn, like-minded citizens have come together in Pakistan and India, conducted some research, and done some groundwork to understand what children are actually doing in classrooms. This information is being used to change policies and teaching practices. Pratham in India pioneered the Annual Status of Education Report (ASER) methodology, which evaluates reading competencies in children and the impact/effectiveness of education programs. The children represent all types of schooling systems and are assessed at the household level; those out of school would experience the ASER test in the same way as would those in school.

ASER methodologies have yielded statistically significant results, with rigorous two-stage stratified sampling at district and village levels. The surveys are led by ordinary educated citizens. ASER is influencing major policy and right to education debates in seven countries (India, Pakistan, Kenya, Uganda, Tanzania, Senegal and Mali). This is not only this influencing debates as to whether children are in schools and learning well, but it is also pushing forward global discussions on post-2015 development agendas. The ASER survey comprises rigorous tools examining learning levels, household characteristics, and school profiling (public /private). It asks about teachers' and students' attendance, the pupil-teacher ratio, facilities, grants and much more, all of which also fall under challenges of governance.

How can other movements learn?

We need to emulate ASER-like annual national learning surveys

across Nepal; these must remain citizen-led and household based. This will involve collecting nuanced data on each region, each child and each pocket of exclusion for immediate action by all concerned, informing policy and reforms for instant feedback and course correction. One possible response could be an accelerated program for three months' time as catch up and to provide remedial support for out-of-school students. Creative events like Children's Literary Festivals are another possibility: an event where children and teachers can come together, to learn creatively—through street art, murals, puppet shows, digital stories, book launches, and book fairs. Through these literary festivals there is an opportunity to showcase local work and invigorate young people.

To read the full text of this talk, in lieu of this summary, please visit: http://ratobangalaconferences.edu.np/wp-content/uploads/2013/02/Plenary-Speech-Day-1.pdf

SECOND KEYNOTE ADDRESS:
Kul Chandra Gautam, 6 April

Enhancing quality education for all in Nepal

Over recent decades, Nepal has made impressive progress in basic education. Enrolment rates, gender parity in enrolment, and budget allocations to education have all revealed positive trends. However, the low quality of education available to students undermines gains that may otherwise have been possible.

Eight percent of children enrolled in Grade 1 drop out, and 23 percent repeat the grade. Only 70 percent of the original cohort of children entering Grade 1 completes the primary cycle and less than a third reaches Grade 10. In 2011, only 46 percent of students from public schools appearing in the national School Leaving Certificate (SLC) exam passed, compared to 90 percent of those from private schools. It is little surprise then that many

parents, even from relatively low economic backgrounds, vote with their wallets to send their children to private schools instead of the supposedly free and more readily accessible public schools.

Although we recognize basic education as a fundamental human right of all citizens, we see in Nepal a dual education system emerging with relatively better private schools for the rich and lousy public schools for the poor. The tragedy of this massive failure falls disproportionately on the students of government schools, mostly from poor families.

Since the broader issues of governance of the country are beyond the scope of this conference, I will focus my remarks today on what we need to do to improve the quality and relevance of our basic education and to make our schools more child-friendly.

I must say here that many of the ideas I will speak about are already inherent in Nepal's latest educational reform agenda, the SSRP – School Sector Reform Program. What we need is more effective implementation of SSRP.

Here is a 10-point agenda I would propose to improve the quality of basic education in Nepal, and turn it into a strong foundation for our national development:

1. Expand early childhood development programs
Focus on stronger foundations. Youth presents a critical stage of brain development – by some estimates, up to 80 percent of the human brain may be formed in the first 18 months of a child's life. For success later on, the government must invest heavily in early child development programs, and tackle such issues as malnutrition and childcare that promote healthful development.

In Nepal too, we have seen how a focus on ECD can have a dramatically positive impact in increasing the efficiency of primary education, with demonstrably much higher success rates among children with some pre-primary early child development expo-

sure than those without it. According to a recent Flash report, in the last decade, there was a massive increase in the number of children entering Grade 1 with some exposure to ECD – from just 8 percent in 2003 to nearly 50 percent in 2009. This has undoubtedly contributed to the drastic reduction in repetition rates for Grade 1, from 29 percent to 23 percent; and in drop-out rates, from 16 percent to 8 percent.

The quality of these early childhood development centers is of paramount importance.

2. Make schools truly child friendly
For schools to become safe, wholesome and joyful centers of learning, they must have teachers who are trained, facilities that are clean and sanitary, allow for recreation, and provide teaching that is stimulating – that promotes exploration, analysis and understanding, rather than rote learning.

A test of whether a school is truly child friendly is to ensure that it is especially girl-friendly. Worldwide experience has shown that girl-friendly schools are beneficial for boys as well, whereas the other way around is not always the case.

3. Vastly increase women teachers
Nepal needs at least 60,000 additional primary teachers right away, and perhaps a similar number of early child care monitors. Further increases will be needed as net enrolment reaches 100 percent and the concept of basic education going up to Grade 8 comes into implementation as part of the School Sector Reform Plan (SSRP).

As elsewhere in the world, in Nepal too, it has been shown that having women teachers is conducive to attracting and retaining more girls in school, especially from some of the more conservative families, and in making schools more child-friendly. Having more women teachers also helps serve our broader national goal of gender equality and empowerment of women.

However, to attract and retain women teachers, and to deploy them where they are needed most, it is necessary to provide them with certain special facilities for their safety, security and comfort. This should not be considered an extra expense, but a valuable investment for Nepal's development as a progressive society.

It is well-known that having more women as primary teachers is not only desirable from the perspective of gender equality and social justice, but in Nepal, as in many other countries, it has a very direct impact on the enrolment and retention of girls in schools.

We have about 40 percent female teachers at the primary level, 17 percent in lower secondary and a miserable 13 percent in higher secondary schools. Even the very modest government objective of having at least one female teacher in every primary school has not been achieved yet.

We must go for a much more ambitious goal of having at least 50 percent of all teachers up to the high school level being women in the next 5 years. Given that currently only one-third of the teachers are women, to compensate for this imbalance we should adopt an affirmative action policy of recruiting at least two-thirds of all new teachers to be women.

4. Affirmative action for the disadvantaged

While the overall enrolment of over 90 percent in primary school in Nepal is quite impressive, the 10 percent who are out of school comprise a disproportionately large share of the child population from historically, geographically, economically and socially deprived and marginalized communities.

Only 38 percent of children from the indigenous communities, 20 percent of Dalits and a mere 1 percent of disabled children are believed to be enrolled in primary schools. This is totally unacceptable in today's Nepal that subscribes to the universal principles of human rights and an inclusive democracy.

Even for those children who do have access to schooling, the survival rate to Grade 5 is only 81 percent, and the basic literacy rate among 15 to 24 year old youth is 73 percent.

As with all basic services, in education too, reaching the last 10 percent is always harder than reaching the first 50 percent. With business as usual, and an incremental approach, it will take an unacceptably long time for Nepal to reach all the children who are not currently enrolled in primary school.

What is needed is an aggressive affirmative action plan to ensure that children from Dalit families, indigenous communities, and others, who are disproportionately disadvantaged, do get extra support for access to basic education. The SSRP does include special provisions of scholarships for such disadvantaged students. These provisions need to be implemented and their effectiveness reviewed and improved upon periodically.

In terms of children with disabilities, we must go beyond the physically handicapped, to children who suffer from dyslexia and dysgraphia and other learning disabilities.

5. Make education inclusive and multi-cultural

Nepal's population is a mosaic of many ethnic, cultural and linguistic groups. But historically our education system has not been responsive to, or reflective of, this diversity. Our text books, other educational materials and teaching methods tend to perpetuate certain stereo-typical images of traditional, inegalitarian, Nepali society.

Nepal needs a judiciously calibrated language policy for basic education. Experience of many multi-lingual countries can offer valuable lessons for Nepal. Depending on the level of development of the children's mother tongue, the wishes of their parents, and the demographics of the local community, a bilingual or trilingual policy may be introduced. This usually involves initially using the child's mother tongue as the medium of instruction,

while gradually introducing Nepali as the major national link language, and then a favored international language.

But it would be unwise to follow a rigid formula in this regard. Pedagogical soundness and parents' wishes should be given priority over the wishes of ethnic or linguistic activists. Regardless of the language of instruction, the curricula should be sensitive to Nepal's rich and diverse cultural heritage, while preparing young Nepalis to be enlightened citizens of a rapidly globalizing world.

As Nepal is now committed to creating a more inclusive, egalitarian society, it is important to review the school curricula, textbooks and other educational materials and teaching methods, including the languages of instruction to ensure that they reflect the rich cultural and linguistic diversity of Nepal in a meaningful manner.

6. Focus on quality

It is often said that huge financial investment is needed to provide quality education that poor countries like Nepal cannot afford. However, experiences like the Rato Bangala Foundation's outreach program show that much can be done to improve the quality of education with relatively modest additional investment.

The use of locally produced educational materials in different forms of the Tin Trunk Library that RBF, World Education and Unicef provide in Nepal is one example. The Room-to-Read program also offers many good examples. Greater involvement of parents in the education of their children is another helpful approach, as is genuine multi-grade teaching.

Many of these interventions require changes in attitudes and behavior, not necessarily huge capital intensive investments.
Over-crowding in our classrooms is another huge problem, especially in the Tarai. Compared to the SSRP recommended national target of 34 students per teacher at the primary level, the average in many Tarai districts hovers around 60 students per teacher,

and it is not uncommon to see over 100 children per class in many schools. There cannot be any meaningful teaching and learning in such huge classes.

It is estimated that Nepal has a shortage of at least 60,000 primary teachers. There is the need to regularize some 18,000 existing temporary teachers. Rather than further inflating the number of civil servants or soldiers in the Nepal Army, part of our job creation program for the youth should be to create thousands of new jobs that are really needed for our educational development.

Currently, nearly a quarter of primary teachers are untrained or inadequately trained and many lack even minimum qualifications to be teachers.

Teachers without adequate training and motivation are simply incapable of helping improve the quality of education in Nepal. As most trained teachers gravitate towards better schools in urban areas, the vast majority of teachers in rural schools are effectively untrained and unskilled.

Nepal needs to invest massively in teacher training and ensuring that trained teachers are motivated enough to impart quality education. This is where innovative experiences like those of the Rato Bangala Foundation can be very helpful.

Let us capitalize on such experiences to improve the quality of education in both our public government schools and quite a few low-quality private schools as well.

7. Cultivate public-private partnership in education

Basic education must be made a constitutional right of all children, and the government must invest adequate resources to provide all children with quality basic education. Nevertheless, in a democracy, parents should have the choice to send their children to private or parochial schools, if they so choose.

Indeed, private sector investment in education has flourished in Nepal in recent years, especially in urban areas. It is believed that in the Kathmandu Valley there are 1,200 private schools compared to only 300 public schools.

While some private schools offer high quality education, many are seen as highly commercialized money-making enterprises. Some religiously-affiliated private or community schools are also seen to be giving undue importance to proselytizing over academic excellence.

Nevertheless, private schools do meet a felt need of parents for quality education. Even many vocal critics of private schools – including Nepal's Marxist-Leninist Maoist leaders - vote with their wallets, and send their own children to such schools.

Instead of threatening to close private schools, or disempowering them through excessive political interference and over-regulation, Nepal should harness the power of public-private partnerships to improve the quality of basic education.

Private schools should, of course, be required to meet certain minimum basic standards of the national curricula, ensure the safety and security of their students, teachers and staff, and ensure transparency in their operations. Private schools should also be encouraged to reach out to and accommodate some poor but bright students, which some schools are already doing.

Given that nearly one quarter of Nepali children – many from rather poor families – attend private schools [at the SLC level], the government, as well as donors, ought to pay greater attention to not just regulating but actually helping such schools become more effective partners in our national campaign for quality education for all.

This is an era of mutually beneficial public-private partnership. Given the proliferation of many private schools, Nepal must har-

ness such partnerships for the benefit of public education.

8. Transform schools into zones of peace
As we have now entered the post-conflict era of peace, the Maoists, and all other groups, must unequivocally renounce the use of violence and coercion under any pretext especially in academic institutions, and commit to cultivating a culture of peace and non-violence.

To counter the culture of violence and impunity that has reigned, we must teach our children peaceful resolution of conflicts and non-violence as core values of a new humanistic education system. Children as a whole and schools in particular, must be regarded as inviolable zones of peace and tranquility.

9. De-politicize basic education
Currently Nepal suffers from hyper-politicization that affects all aspects of life. Teachers' unions, student's organizations and educational institutions, even at the primary level, are not exempt from political activism, often quite unrelated to genuine educational issues.

All political parties in Nepal are guilty of such politicization of education. But as we have a preponderance of many communist parties of various Marxist-Leninist-Stalinist-Maoist varieties in this country, I want to share with them one profound observation made by Amartya Sen, the famous Bengali Nobel Prize winning economist.

He said that historically whenever Communist parties came to power, although they did many bad things, they had a consistent record of good achievements in basic health and education – in countries ranging from Russia, China, Vietnam, Cuba, Nicaragua, in the Kerala state of India, and elsewhere in the world.

But Sen had seen one major exception – West Bengal - where a reformist-sounding Communist Party had been in power con-

tinuously for nearly 3 decades, but where the situation of health and education was hardly any better than in Bihar, Uttar Pradesh, or other 'backward' states of India.

In the case of education, Amartya Sen came to the conclusion that a major reason for this was the hyper-politicization of teachers in West Bengal. Unlike in other countries with Communist-led governments, party-affiliated teachers in West Bengal had become full-time political activists and neglected teaching. Hence the poor record of basic education in West Bengal.

While trade union activism is a basic human right in a democracy, irresponsible, political party-affiliated trade union activism is the greatest malady in Nepal's governance. It must be restrained in all sectors, starting with basic education, health and other social services.

10. Education as a genuine peace dividend for Nepal

Education suffered greatly during the decade of conflict. Not only were many schools destroyed and rendered dysfunctional, the construction of new schools, and the expansion of rural education, came to a virtual standstill. Students, teachers and parents were all traumatized.

Even in urban areas, strikes, demonstrations, and protests led to prolonged closure of schools. Instead of pursuing higher education, hundreds of thousands of our youth went abroad in search of employment, often braving great risk.

Now that peace and democracy are at hand, we must make up for all the lost time and opportunity.

Let us redouble our investment in education, by creating a "peace dividend" of reduced military expenditure, and other wasteful expenses. Let us recognize that education is not only a human right, it is the engine of all human development.

The 10 year war was fought by both sides in the name of a better future for our children. Now that peace and democracy are with us, let us redirect all our resources and energies for that better future – starting with quality basic education for all our children.

For the full text of this presentation, please visit:
http://ratobangalaconferences.edu.np/wp-content/uploads/2013/02/Plenary-Speech-Day-2.pdf

For a shorter version, published in the weekly Nepali Times*, please visit:* http://nepalitimes.com/regular-columns/Comment/Peace,83

THIRD KEYNOTE ADDRESS:
Shanta Dixit, 7 April 2013

Quality in the Classroom

Background
Since the 1950s, and the start of Nepal's "modern era", there has been a significant rise in the number of school children. But the issue of quality is one that has not yet been adequately addressed. Political instability has contributed to the stagnancy we have seen in education.

The question of quality is not a new one – the first intervention in Nepal's education in 1950, with teacher training from the University of Oregon, included conversations around quality. But the absence of adequate follow-up, and the frequency of mega-projects, has made it very difficult to sustain attention on necessary issues. Large-scale "innovations" take place on average every five years – but five years is not enough time to implement and see significant changes in education. The SSRP, a 7-year project, is set to end before its planned tenure. Why is it being truncated, again with a sense of failure? This initiative, like others before it, demonstrates the lack of accountability on all fronts, by the gov-

ernment, policy makers, donors, academia, and civil society. There is a near-total absence of a true national discourse on the quality of education. At the same time, there is a growing divide among school-going students of who is effectively allowed to study at what caliber institution, and in what country. What we need for reform is not another mega-project, but practical, reliable interventions that are contextualized to Nepal.

Creating local formulas

This talk focuses on the Dailekh School Project (DSP) which in turn focuses on government schools. The project has been in the field for four years now, and is an ongoing effort to develop a formula to try and halt the slide in government school education.

The DSP works with government schools to develop a sense of ownership, improve physical infrastructure, build the skills, self esteem and confidence of teachers, and to motivate students. While the Project supplies materials to teachers, the key is training instructors on how to effectively use these materials within pedagogical frameworks, and supporting them in developing new materials. Most school that the DSP works with has a library program, and is connected to the VDC and local community. The project is time-bound, with a phase out plan: Friday meetings at schools, and regular cluster meetings, are designed to promote self-sufficiency and independent governing and monitoring even after the Project has ended.

A key lesson from the Dailekh School Project is that it shows how slowly change takes place. Contrary to models like the SSRP, which aim for 100 % progress over 5 years, we know changes in student learning and outcomes are gradual. We have seen good progress in our lead school, with group work increasing from 10 percent in 2065 to 71.2 percent in 2068. Class meetings, morning meetings, and news sharing have become routine in many classrooms, and are important in students learning how to problem solve, develop and practice empathy, respect their peers, and not discriminate on the basis of identity. The fundamental practices of democracy are at work in our primary school classrooms in Dailekh.

Responding to challenges in education has often meant looking at the underlying motivations and barriers to change in current practices. One problem faced in Dailekh was students leaving schools to eat at home during the mid-day recess, and not returning. We encouraged parents to send snacks, and they did. We must treat and recognize parents and guardians as able, willing, and *wanting* to support their child's success – if they are aided in figuring out how to do so.

But even as the DSP celebrates its successes, we know that a lot of work is yet to be done. When the jury for the Hamdan Prize came to Nepal last year, the school was neither at the level we wanted it to be, nor where the jury would have expected it to be. But what they did see was the changes that had been achieved, and where the school had come from. The award was recognition of this progress. One particular point of happiness is that we see similar achievements for male and female students, in terms of subject-wise and grade-level outcomes. The work that we have accomplished has been possible because of the support of the government, and district education officers in particular: such collaboration is crucial for sustained progress. The school management committee is increasingly making decisions based on children's needs for teaching and learning, instead of focusing only on physical infrastructure.

In Dailekh, educators and program managers are working to answer the question of what local level curricula means. This is something we hear a lot about. In Dailekh, students have been conducting surveys and investigations to learn more about their community and their school. They have investigated the types of animals in the area, the number of people who live near them and the types of houses and toilet facilities they own. They have asked questions about access to water, and looked at the gender breakdown of students. The process has shown that collecting data does not require external experts to learn about our own schools and communities. It has also led to revealing questions and answers: why, for example, do government schools in Dailekh have more

female than male students? As we looked for the answer, we learned that the boys are more likely to be sent to private schools – or to a better school, in Surkhet. Female enrolment figures in government school then take on another layer of complexity.

What we've also learned through our time in Dailekh is that even with the progress we see in classroom teaching and participation in child clubs, students are still not getting the respect they need, or having other needs met. Teachers are still not getting all of the support of professional development they need, for both their own development and to provide for student needs.

Addressing ongoing challenges, in Dailekh and beyond

Government schools will not improve unless the funding/financing aspect is revisited, and studied as the core challenge. Through a process of elimination, one comes to the conclusion that at the root of the challenge is the fact: there is not enough money spent on government school education. This is the reality, even though we tend to get overwhelmed by the volume of money that is in the budget presently. True, the education sector takes the largest cut from the national budget, and true that this amount is mostly spent in a way that does not enhance educational quality. Nevertheless, we must keep in mind that the volume of expenditure itself should be expanded significantly. The present method is to look at the money available (mainly from donor sources) and then to design a program to fit the available budget. This is a terrible cart-before-horse formula that must be abandoned. We must look at what needs to be done to improve schooling in Nepal, what costs that would entail, and then begin the task of looking for funds.

It can be said in all seriousness that the donor organizations' insistence on matching grants of not more than 20 percent of the education budget is slowly killing hope for the future of Nepal's education sector. Given the limits to the Government of Nepal's ability to provide money for the sector, the 20 percent figure does not take us very far. That the donor money is linked to non-salary items, and other 'project' type activities, is creating conspicuous

consumption and wastage and impacting the system in the long run. There is often also lowered motivation due to discrepancy of payment within the same ministry and for the same work, particularly in relation to 'project' work and 'regular' work.

If the development partners are going to give money to Nepal, it is axiomatic that the individual program officers responsible must look at Nepali children as their own. They must also look to the long term, far beyond the period of their assignment to Nepal, developing a sense of 'prospective accountability' even as they serve in Nepal. From this perspective, it would be helpful for development partners to understand the need to increase budgetary allocations several-fold. Matching the government budget one hundred percent and more would be one idea, while limiting this contribution to a maximum of 10 or 15 years. In this time, an education system that responds to the needs of students and the aspirations of parents will have been set up.

The future of education in Nepal, particularly in government schools, should not be seen in isolation, but in association with trends in the socio-political and economic spheres. For example, the more than four million citizens currently in India, the Arab Gulf, Malaysia and elsewhere, are obviously creating new challenges for education in Nepal – from the remittances that they send home which channel pupils to private schools, to the reality of transformed households with the elderly and absentee fathers (mostly), to changes in parental expectations from schools. With the slow return of normalcy in the country, the economy can be expected to grow: this must be taken into account in planning for educational budgets as well as donor inputs. Nepal should also open up to innovations in education that have been tried out in neighboring societies of South Asia, rather than be constantly looking overseas for solutions.

Indeed, the commitment of development partners to match the funds that the Government of Nepal is able to put towards education seems to be a primary limiting factor for our educational

advancement. Even raising the educational quotient of GDP up to 5 percent will not suffice to fulfill the aspirations of parents, and the need of students, in relation to government school education. There is a need to restructure the funding system without the donor community having to worry about whether Nepal will be able to come up with the financing once foreign funding ends. If we develop a principled and practical vision for 10 to 15 years and implement it well, so much will have changed that our present-day worries will seem irrelevant.

Our own conviction at the Rato Bangala Foundation is that the quotient of expenditure on the Nepali school child and his/her classroom must be increased significantly, which will carry all other activities to improve the quality of schooling and learning.

The need of the hour is for policy makers, civil society, and development partners to look beyond the end of the SSRP and the EFA in 2014-15, and to make a practical and high-minded 10 to 15 year plan for the improvement of school education in Nepal. The experience of the last 60 years of educational effort should give us enough perspective and energy to plan for the next decade and a half.

(These are notes and excerpts from a limited part of the keynote presentation on the Dailekh School Project, and what can be extrapolated in terms of education and student-centered reforms in Nepal. Many of the remaining parts of this presentation drew from visual data and comparisons. For the full text and visuals of the presentation, please visit http://ratobangalaconferences.edu.np/wp-content/uploads/2013/02/Plenary-Presentation-Day-3.pdf)









1. Ani Choying Drolma blesses the Conference **2-7.** Inaugural Address by Rt. Hon. President Dr. Ram Baran Yadav; Dr. Baela Raza Jamil; Mr. Som Lal Subedi, Secretary of Education; H.E. Mr. Alf Arne Ramslien, Royal Norwegian Ambassador; Hon. Mr. Madhav Poudel, Minister of Education and Dr. Shanta Dixit **8-9.** Attendees included academicians, educationists, teachers, policymakers, government and non- governmental professionals, development partners and media representatives.

10. Lighting of the lamp by Rt. Hon. President Dr. Ram Baran Yadav **11.** Students performing “Hamro school”, the theme song of the Conference **12.** From left to right Hon. Mr. Madhav Poudel, Minister of Education; Dr. Shanta Dixit; Ms.Hanaa Singer(UNICEF); Dr. Lava Deo Awasthi; and Mr. Som Lal Subedi, Secretary of Education **13.** Inaugural speakers and guests stand for the National Anthem

14-17. Distinguished guests and speakers **18.** Audience at the Inauguration Ceremony

19-21. Keynote Speakers: Dr. Baela Raza Jamil, Mr. Kul Chandra Gautam, Dr. Shanta Dixit **22-26.** Closing remarks by Dr. Deirdre Williams, Dr. Axel Plathe, Prof. Dr. Bidya Nath Koirala, Dr. Lava Dev Awasthi and Ms. Milan Dixit **27.** Audience at the Closing Ceremony

28-29. Various presenters at the conference

30-35. Participants, volunteers and presenters **36.** Audience at a plenary session

37-38. Students performing Manjushree Dance **39.** Conference Coordinator Ms. Alison Marston dancing to live *Dohori* performance **40.** RBS teachers as volunteers **41.** Participants lining for breakfast

42-46. Audience at Plenary, Closing and Inauguration Ceremony
47. Kathmandu Commitment under deliberation

Enabling Policies for Quality Education

Education Policy and the Classroom

Day 1: 5 April
[Policy]

Amima Sayeed (Chairperson, Pakistan Coalition for Education)
Dr. Suresh Raj Sharma (Former Dean, Kathmandu University)
Moderated by Kaushalya D. Khadka (Faculty, Rato Bangala School)

Education Policy Framework: Where is learning located within it?

| Amima Sayeed |

Education policy sets directions for national progress and human development. It is a vision for development and a measurement of where the country is headed. Every country, including Nepal, is party to international commitments that stipulate the formation of national education policy. Such policy allows a nation to establish priorities so it becomes easier to make financial decisions.

Policy discussions regarding education revolve around issue of access, quality (teacher education, curriculum, medium of instruction, technology), types of education, financing and gender eq-

uity. But all these considerations are also put in wider philosophical discussion. For example, Pakistan is an Islamic country so the ideology requires that there be Islamic education. In a secular setting the emphasis is often similarly placed on social justice and human rights.

However there is a big disconnect—in the majority of discussions about education policy, teachers and those who are directly involved in are often left out. Most policymakers haven't spent time in classrooms, have never taught and have no experience in education. Most importantly, finance departments have veto power when it comes to education policies.

Classic policy provisions demand more teachers, classrooms, infrastructure, and training, as well as centers of excellence, computers, labs, science equipment, incentives, rewards, scholarships, financial resources, and accountability. However, there are times when teachers are unfamiliar with the national education policy and parents are unaware that it can be used as a tool for accountability.

Where does learning take place?

Learning occurs in an environment that is free and stimulating, where students are not taught using outdated syllabi and grammar. Russian psychologist Bonfenbrenner considers schools to be a "mesosystem", where teachers encourage students to think creatively, ask questions, and nurture their curiosity. When learning is a collaborative process, children don't regurgitate what they have learned but use their natural inquisitiveness to find and analyze solutions on their own. These processes of learning are not only helpful to children when they are in school, but also become life skills.

Fixing the framework

Education policy has to be specific. Effective policy should stipulate a minimum number of school hours per year, with enough time for planning for teachers, teaching supervisors, and perform-

ance appraisals aligned with innovations in teaching, happiness indices and systems for parental involvement. It is important for the bureaucracy to be accountable to other stakeholders and the ultimate recipients of education, students and their families. Furthermore, system support should exist at every level, from the Ministry of Education down. Educational and financial planning has to be aligned with learning priorities, with sufficient information sharing and consensus building.

Problems with Nepal's Education Policy: A brief historical journey

| Dr. Suresh Raj Sharma |

In the 1950s the government's focus was on infrastructure development, empowering people with skills, and catching up with development. There were no roads, average life expectancy was 25 percent lower, there were no industries and Nepalis lived in an agrarian economy. The lawmakers realized that education needed to be made a priority, a decision that coincided with donors arriving in Nepal. These donors helped set up academic and research institutions and helped train youth.

Basic systems were put in place and teachers were trained, but not all children had access to education. There was therefore a need for a national education policy. In 1971 the National Education System Plan was introduced. The priority of the plan was to extend the access of education and to prioritize development.

The challenges of the National Education System Plan were that (i) the government could not manage all types of educational institutions, and hence had to open up to private sector participation; (ii) the curriculum may have been modern, but basic systems were not in place to implement it; (iii) vocational education was not considered in this plan - and the management of this became a nightmare for the government, and (iv) the system of evaluation and teacher training was weak.

At the same time, the economy failed to expand, and those with higher education were unable to obtain gainful employment. Agricultural and industrial systems (and the sectors as a whole) remained rudimentary. There was a realization within the education community that transformations in the education system had to be more dramatic.

During the 1990s rapid privatization took place in the commerce, health, transport, banking, and airline industries. Privatization led to an increased in trade unionism (with negative effects, as unions became rooted in private parties instead of standing as non-affiliated trade unions), which affected students as well as school governance; the government was unable to provide adequate security

The results of this were dramatic. There were educated youth, but no employment. There was global competition, but Nepalis could not compete. While the rest of the world underwent an IT revolution, Nepal was sidetracked with strikes, nation-wide shutdowns and political unrest.

Education policy did not match with the required classroom environment. Education couldn't link up with economic development, the result of which has become 2.2 million Nepali youth who have sought employment abroad. Rights were not tied to duties - people came out on the streets to demand rights, but when it came to doing their duties, they could not fulfill them. Finally, creative learning was not encouraged, and standard classroom practice became students learning through regurgitation.

Looking forward, Nepalis need to be trained well, and opportunities provided within the country. Policymakers need to study and learn from the successes of other countries when it comes to education policies. Education institutions must be developed as places of learning, not commercial ventures. Parents and students need to stop worrying solely about results or grades and start understanding what it means to actually 'learn'. Finally, there needs to

be a twin emphasis on infrastructure development and a reduction in donor dependency, to allow for self-reliance.

> People need more than just academic training. They need skills training so that they can be occupied. We need to find the system to train our youth well so we can use them well.
>
> **– Man Bahadur Lama, JICA Nepal**

Restructuring the Education Development System

Day 2: 6 April
[Policy]

Kamal Pokhrel (Director, DOE), Netra Dahal (Program Manager, Reading and Writing Instruction, Room to Read), Dhan Singh Dhami (District Education Officer, DEO, Nepalgunj)
Moderated by Kul Chandra Gautam

The School Sector Reform Program (SSRP), which started in 2009, took in the positive aspects of other education reform plans such as the Education for All (2004-08) to make a more comprehensive plan for education reform. The project was initially set for seven years and a mid-term review was conducted in 2012.

The SSRP was needed to fulfill the many national and international commitments Nepal has made in the education sector. Policymakers felt the need to bring together the hitherto fragmented education system. Prior to the SSRP, schools were divided into four levels: Grades 1-5, Grades 6-7, Grades 8-10, and Grades 10-12. The SSRP aims to consolidate these into two stages: Grades1-8 ('Basic level') and Grades 9-12 ('Secondary level'). In addition, vocational education has also been added wherein students are given technical education from Grades 9-10, and then provided with senior technical education up to Grade 12.

Entitlements, right to education and the push to include children

from marginalized community are all major factors in the SSRP. For the last three years the SSRP has been implemented through Early Childhood Education and Development programs. ECED has been recognized to facilitate children's all-round development—while considering access, retention, completion, cognitive development and quality enhancement in education. The current cadre of teachers is not enough to meet an increasing number and demands of students, and the majority lack adequate qualifications and motivation. One of the biggest responsibilities of the SSRP is to train teachers and build capacity. The goal is that all teachers will have the skills to facilitate student learning.

Monitoring comprises an important area of activity for the SSRP. Within this umbrella, the SSRP and its implementers set goals for managerial thinking, in order to develop future policies and plans, and to track and evaluate results. As part of the monitoring agenda, in 2012 there was a review of the implementation of the SSRP. The review found that stakeholders at the grassroots level indeed had a level of awareness and expectations of quality service and education. Communities were collaborating at the district and local level, and there existed a feeling of ownership of reform initiatives. It was found that transparency is taken very seriously and is being practiced with media and local community as watchdogs. This has led to improved monitoring at the local level.

But challenges remain. The absence of local bodies has made the responsibilities of financing difficult. Policies are not translated properly, and are also neither adequately understood nor disseminated: they rarely reach the peripheries from the center. Difficulties also remain in monitoring and evaluation. One way forward should include working more closely with communities, parents, students and teachers and providing more thorough training on accountability. Furthermore, minimum enabling conditions for child-friendly schools have not been met. There are barriers to fulfilling existing needs. Enhancing the quality of religious schools remains a matter of concern. There is a need to make local leaders committed to ensure that school mapping, upgrading and

downsizing can be done to meet both demands and needs.

While talking about restructuring we need to understand and learn from our previous successes. There are new ways of teaching that can be used, and different techniques and materials that may be brought into the classroom. Throughout, the focus must remain on students, and the priority must be learning. There is an urgent need to move beyond the 'training mode', and to carry out teaching practice in a creative way, by encouraging teachers to think differently from how they were taught, for example. Overall, we need to move beyond textbooks and tried and tested curricula. The current bout of restructuring is the time to update curricula, regain trust, and train teachers to think about novel ways to restructure, recreate textbooks, readjust curriculum, and use local wisdom to democratize education.

> There's a lot of emphasis in the SSRP on technical and vocational training. But I fear that the schools and curriculum are not prepared to implement it. I worry that it will be a mish-mash and the focus will be lost.
>
> **– Lena Gurung, Kathmandu University**

> There's a technical training focus in the SSRP, until Grade 12. What kind of support systems are there to help those who want to continue with technical and vocational training beyond the higher secondary level?
>
> **– Rima Malla, Tribhuvan University**

> If the SSRP is about empowering and restructuring, there should be more focus on the PTA so parents understand their role and responsibilities.
>
> **– A VSO volunteer**

The Annual Status of Education Report (ASER)

Day 2: 6 April
[Policy]

Dr. Baela Raza Jamil (Director Programs, ASER Pakistan)
Prof. Suleman Sumra (Uwezo, Tanzania)
Moderated by Dr. Bhuwan Bajracharya (Asian Development Bank)

ASER Pakistan

| Dr. Baela Raza Jamil |

Pakistan's Annual Status of Education Report (ASER) serves as a reminder of both the power and necessity of public engagement in education research. A citizen-led, national-scale household survey, the report looks at the quality of education available in rural and some urban areas of Pakistan. The surveys were first administered in Pakistan in 2010, and followed in the footsteps of the same model of research in India, conducted there since 2005. ASER was spearheaded in India by Pratham, an education advocacy and provider group.

ASER seeks to provide evidence on learning and gaps in present practice. As Dr. Jamil stated, one factor driving those who first started implementing ASER surveys was the realization that "Primary [education] is not enough. Primary produces child labor." The state focus on ensuring education for all, then, was inadequate: what was needed was better, evidence-based, understanding of the realities of education in Pakistan, in order to determine what questions to investigate further, what types of interventions needed to be made, and where precisely they would have the greatest desired impact.

The tools used by those conducting the ASER surveys are very simple, and created for each grade. ASER data is collected through a process of triangulation, whereby evidence of student learning and achievement is collected at three levels: from the household,

from children, and by visiting the community/local school. The survey sheets are no more than one-page in length and in Pakistan, are also administered at private schools.

Every year, before starting the survey, all stakeholders in the sector of education "sign off" on the tools: schools, government officials, community members, and other researchers. Dr. Jamil highlighted the importance of this step in ensuring the credibility of the research. This credibility is especially important, she said, for a civil society group, and to make sure the data is used by other agencies and individuals. ASER Pakistan has succeeded in building credibility for itself, as evidenced by the increased scale of work conducted, and the range of actors (both national and international) using the results of their research. Outside research efforts that involved significantly larger budgets – but lacked the community participation and ownership of ASER's surveying – have also corroborated ASER results.

Highlights of ASER Pakistan

The scale of ASER Pakistan has increased annually. In 2010, 32 districts and agencies across Pakistan were surveyed; by 2012, this number had risen to 142 districts. The surveys are simple, people-oriented, and administered by community-based volunteers who are trained rigorously – but over two days. The research itself involves more than 251,000 children between ages 6 and 14, and 9000 volunteers who work for seven days. The data has no copyright, and is freely available. It is currently being used by international development agencies, school communities, research centers and the Pakistan government, among others.

The data collected by ASER can be disaggregated to look at specific elements within districts, such as gender, home-language, and learning across grade levels. Analysis and the foundation for further data collection begin with the evidence itself, which leads to more – and more focused – questions. For example, looking at enrolment across grade levels has led to the realization that enrolment rates decrease substantially at higher grades. One prob-

lem has been a dearth of secondary schools. The research has also 'broken' certain myths, showing – for example – that fewer than 5 percent of pre-school students in rural Pakistan are enrolled in religious madrassas. Another important learning was that a voucher system for schooling would not work in Pakistan. In accordance with its principles of increasing access to information about academic outcomes, ASER Pakistan feels that visual representation of the data is very important for using it and sharing with others. In this past year, ASER has also used a survey component that looks at mother tongue/home language and education attainment. District-level report cards have contributed to regional governments remaining invested in right-to-education work and results.

Community-centered education assessments in Tanzania

| Professor Suleman Sumra |

Following Dr. Jamil's presentation, Professor Suleman Sumra spoke about his experiences working with Uwezo and its Annual Learning Assessments in Tanzania.

After returning to Tanzania from working abroad, Prof. Suleman was invited to visit a program in India that assessed education and learning outcomes. Watching the faces of parents as certain assessments took place, he was struck by the intensity of their emotions. "It made me realize," Prof. Suleman said, "that if you're going to change education, you need to work with *parents*."

Uwezo's theory of change is based on working with communities and giving parents the tools to shape and improve their children's education. Uwezo also leverages the political process: politicians must go back to the village every five years, and the organization pushes for education reform and quality to be a key issue in holding politicians accountable. Tanzania has invested billions of shillings in education over the past decade, and this has resulted in a very high rate of enrollment, good facilities, and access to teach-

ers. Students' learning achievement, however, has not been commensurate to this level of investment. (*For further information on student learning outcomes and achievement in Tanzania, please refer to "Assessment and Student Achievement – Policy and Practice" on Day 1.)*

The Uwezo assessment draws from the ASER model of household-based surveys and a community focus, and collects data from all districts in Tanzania. The pilot phase in 2010 involved a random selection of 38 districts, and ultimately 40 000 children. In 2011, Uwezo scaled up, and conducted surveys in all 133 of Tanzania's districts. The organization selects 30 villages in each district, annually, and focuses on 20 houses per village. This provides a sample of 600 households from each district, and a total of 79,800 households in the country. After the national census, it is the largest survey to be carried out in Tanzania.

Key findings are structured around how well students are able to
(a) read the grade-level appropriate Kiswahili story
(b) read the grade-appropriate English story
(c) add, subtract, and multiply.

The assessments are created by a team of experts involving teachers, academics, and members of the Ministry of Education. Before they are administered, the surveys are pre-tested and piloted on sample students. When they are ready, as with ASER in Pakistan, community volunteers who have been trained for two to three days administer the surveys in randomly selected households. Findings are compared across public and private schools, across family economic attainment, and across rural and urban settings.

One conclusion from the Annual Learning Assessment has been that students who had received pre-primary education performed higher on the set assessments. Uwezo also found that teacher attendance was a serious problem, with 19 percent of educators absent on a given day and only teaching, on average, 2 hours per

day. While the Government of Tanzania has not always responded favorably to Uwezo's findings, the data has sparked regional and national-level conversations on education quality and the factors that drive it.

The key take-away from this session was that in order to instigate reforms and community investment in schools, evidence is of the utmost importance. It is important to both understand what problems exist (and what perceived "problems" are not actually in existence), as well as to formulate effective, targeted, interventions. Research does not need to be cost-intensive or rely on "experts". It does, however, need core team members who are accountable to community members, families, and civil society, and who keep student learning and progress at the forefront of their agenda.

Discussion

Q1. One conference participant noted that her organization has been running ASER surveys in two districts, tracking a few thousand students. The results, however, have shocked the organization and made them hesitant to share results, out of concern that parents would send their children back to work instead. Administering the surveys has also been complicated by the challenge of finding qualified young volunteers. Did Dr. Jamil or Prof. Suleman have any advice as to these twin challenges?

A1. (Dr. Jamil) We have found our volunteers by working with organizations that have a presence in the district, and training the survey administrators rigorously over two days. This has given the results we've been looking for. With respect to sharing the information, it's important to remember that this isn't a donor effort. It's us. People – even grandmothers – have been interested in the results. But this means they also realize when they are to blame for their child's results. So a lot of the reaction will depend on how you share the data. People are very accepting of criticism – but it depends on how you provide it.

For this type of research and work to be a success, and to get the results we're looking for, it has to be a people's movement. There are many spokespersons for ASER in Pakistan, which has likely contributed to the

collective sense of ownership many feel, and our success in having this data used widely.

Q2. This method of collecting data could be so important for many post-colonial countries. But are we still just using an updated colonial model of industrial schooling? Has this issue been raised? Are there also conversations about other types of schooling, and other models?

A2. (Dr. Jamil) Yes – conversations are starting!

Q3. While literacy and numeracy are very important, how do we keep these results from being used to focus only on these topics, and thus constraining what 'quality' and 'learning' mean? There is an increasing trend of quality relating only to learning [outcomes] and vice-versa, but it needs to be more [expansive].

Q4. What are the possibilities for sharing this data with teachers and teacher unions, who are ultimately the actors in determining learning outcomes?

A3/A4. (Dr. Jamil) To provide an example – one province in Pakistan decided to use 2011 ASER data as a baseline. Another province started tracking only the data on learning. This – these – are only the first level of interrogation. In conducting our work, we met with teacher unions in a roundtable conversation. They are coming around, but at times the concerns also seem to be about salary enhancement being linked to performance. A group within ASER Pakistan has also been looking at indicators other than literacy and numeracy. We've found that government agencies really are using this data.

(Prof. Suleman) Education is about much more than learning how to read and write. We are interested in other capabilities as well. With respect to our research, our relationship with the government has not always been that good. But increasingly, donors and other agencies have accepted our methods and our data.

Regulatory and Monitoring Functions

Day 3: 7 April
[Policy]

Dr. Jari Metsamuuronen (Senior Researcher, Finnish National Board of Education / National Assessment of Student Achievement, Nepal) Kamal Pokhrel (Director, DOE) Dhan Singh Dhami (District Education Officer, DEO, Nepalgunj)
Moderated by Tapa Raj Pant (National Program Officer, UNESCO)

It is well known that different systems can be used to monitor and evaluate education. This presentation looked at the system used in Nepal, and shared examples from other countries.

In Nepal, there are more than 8 million students studying below Grade 10: a large number that can make it difficult to monitor and standardize both education delivery and outcomes. The bureaucratic mechanism governing education is similarly large: many regulations, acts, and laws exist to influence education, even as they contribute to such tools as an accountability framework. While provisions exist on paper, they are not always as effectively implemented. All the same, at the very least, such provisions serve as a guide for creating regulations, for developing effective mechanisms for delivery, and to support educators and administrators in ensuring quality.

Monitoring and Evaluation systems are a necessary component of education. Monitoring examines implementation for effectiveness, while evaluations may be used to assess effectiveness and efficiency. Criteria to set up a good monitoring and evaluating system include making sure that it is legally reinforced to ensure (a) implementation, (b) access to resources, (c) enforcement and a system of consequences, and (d) the dissemination of findings.

Evaluation and Monitoring Paradigms, their benefits and drawbacks

Three main paradigms of evaluation in education exist worldwide: exam-based, sample-based for external assessment, and continuous assessment (CAS) that is school-based.

- Exam based *Pro*: it is objective and all can attend, there is equality in terms of what is being tested and how testing is conducted; *Cons*: exams are tough and ultimately are linked to inequality because high marks are hard to get without tuition, what is taught is based on the exam instead of the reverse.
- Sample based*Pro*: objective, equality for students, cheaper than exams, and there exists the possibility of widen ways of testing/accessing; *Cons*: requires a process for a common test, and everyone is not tested at the same time.
- Student monitoring (Continuous Assessment of Students – CAS) *pro*: expands possibilities to evaluate the progress of students, enables larger varieties of assessment tools, helps teachers diagnose lower-performing students and so they can help them through the year.

Case studies Finland

In the 1970s and 1980s, half of Finland's students had poor education and would work at factories, while half pursued higher education. The system was changed in the 1980s. The responsibility of monitoring was decentralized and given to municipalities instead of the national level government. Municipalities subsequently took over all of education, including monitoring, evaluation, and assessments. The third of the three evaluation paradigms (CAS, in lieu of exam-based evaluation) is used in Finland, which does not focus on an exam-based model. The underlying belief is that student performance is the ultimate output, and evaluations thus need to measure this.

The Philippines

Schools in the Philippines employ a fourth type of system, which is less of a paradigm than a citizen response to government fail-

ure. Called "Check My School" (or CMS), the system relies on citizens monitoring school outcomes for data validation, community engagement, and the corroborated information on learning outcomes. While the system has value, from a Finnish perspective it is indicative of government failures.

Nepal

Nepal's School Sector Reform Plan (SSRP) aims to improve service delivery, monitor program input/processes/output, and evaluate its own impact. The strategy is to decentralize monitoring and use external evaluation to assess inputs and outcomes. This is to be done using the following as tools: assessments, measuring progress, and evaluating impact. Reports are to be issued on a regular basis (monthly, trimester, and annual), but monitoring continues to have many issues. Some of these problems include:

- A lack of monitoring in the classroom
- The government lacks the assessment capacity of even the National Assessment of Student Achievement
- There is generally low capacity
- No follow up monitoring exists
- There are problems with reporting, including irrelevant data, late data, low reporting, misinformation, or a complete absence of data.

With respect to the SSRP, there are also concerns around monitoring at the classroom level. Some of these concerns include problems on the central level, which is perceived to be more engaged with planning and policy making, and thus not highly effective at the level of implementation. Other concerns pertain to the regional level which is focused on the classroom on a theoretical basis, but not otherwise interested in the field. Meanwhile, the district level already has a heavy work load, and cannot be burdened with monitoring. The Village Development Committee (VDC) and Municipalities are also not considered to be viable options – they are unable to work at the level they need, and there is already a lack of monitoring by and of them. Meanwhile, School Management Committees (the SMC) are often focused on infra-

structure, instead of actions in the classroom. While parents are involved in monitoring in the Philippines, for example, parental involvement in Nepal has not been effective and/or has not been welcomed by teacher communities. What, then, can be the solution? Having taking apart seemingly all viable options for monitoring and evaluation, the presenters proposed a way forward. This included third-party involvement and the creation of a reliable, interconnected, monitoring and evaluation system.

Resourcing and Financing: School Financing

Day 3: 7 April
[Policy]

Mr. Hari Lamsal (Under Secretary, MOE)
Moderated by Laxman Sharma (Principal, Shree Satyawati Higher Secondary School, Dhading)

The nature and scope of the work we succeed in completing often depends on the resources we have – or that we perceive we have. Mr. Lamsal's presentation began with the premise that we have a lot of resources, and we can use them to accomplish our work. They are more than about simply finances or financing: resources can be people, material assets, capital, physical, or take another form. As individuals and institutions, we have access to both internal and external resources. He emphasized that *having* a given resource is not necessarily the most important element – knowing how to use it, is.

Education requires both public and private resources. The first concern is this: what is the allocation of resources to education, and within education? The second concern, or matter of debate, pertains to if it's possible to achieve better results using the resources available. Designing a program when financing it means taking into account who will (as well as who may not) benefit from a program or decision. There must thus be a balance of real and

finances resources and support. The government has to make particular decisions in allocation, and how it will categorize these allocations: will they be seen as investments, or as consumption? This framing must be at the core of financing.

Within education, then, there are choices that need to be made into how a given set of 'supplies' will be further allocated by subsectors, by themes (of access, quality, and management), and by areas/regions. The first concern in this regard is how to set priorities and spend the money and resources that are available. Financing with quality in mind means considering both time and resources. What split will get the optimal, desired, results? Mr. Lamsal asked.

The remainder of Under Secretary Lamsal's presentation addressed four (only three are listed here) areas:
(I) the character of schools in developing countries (as a way of introducing and providing the background for funding decisions), (II) major concerns for public education in this context and some key questions, gaps, and considerations, and (III) possible measures to respond to these matters. A brief synopsis of each area is provided below.

While the descriptions may be over-broad, according to Mr. Lamsal some common characteristics of schools in developing countries are:
(a) their dependence on government funding
(b) the under-utilization of available resources – over-attention to physical infrastructure, and less on educational material
(c) low priority placed on local resources, both in designing schools and in curricula
(d) weak accountability mechanisms, and systems in which "all are responsible" – which frequently translates to nobody being truly accountable
(e) poor capital formation, as a result of weak leadership and low motivation, as well as unfriendly systems: to get an investment of 20,000 from the government, a village or a school

may have to spend up to 50,000 in trips to the capital and lobbying

(f) weak adaptability – static, rather than flexible models or ones in which initiating change is encouraged

(g) an inability to win public trust.

Mr. Lamsal did not clearly define how he arrived at these seven commonalities, but members of the audience expressed assent. These characteristics raise a number of questions and concerns for public education in contexts like Nepal. Referencing lawyer and education scholar Gregory Malhoit's work from 2005, Under Secretary Lamsal pushes us to consider the following:

- Does money matter in the process of educating children?
- What amount of funding is necessary to secure quality education?
- What fundamental principles underline a high-quality state education funding system?
- Do existing state supplementary funding programs sufficiently reflect the higher cost of running rural schools?
- How should state education funding systems be structured to reflect the higher costs of running rural schools?
- Is the 16 percent of the Nepali budget dedicated to education expenditures appropriately spent? To whom does it go? Even today, 60 percent of this figure is spent on salaries. At the secondary school level, 99.52 percent of the secondary education budget goes to teacher salaries. Is this acceptable?
- And who should speak out?
- What should be counted as investment? And what should figure as consumption? How do you convince the people and the state accordingly?

The major issue at hand, Mr. Lamsal stated, was not if the government accepted donor funding for education – but rather, how this money is used once accepted. Does it drive up consumption, or is it used to drive investment? This, he noted, was what characterized the difference between how the East Asian "Tigers" used money from FDI, and how Nepal is using foreign aid. A greater

priority has been placed on allocation than on actually using and spending the money effectively to improve student learning.

Policy documents also highlight gaps in education funding. While there is a need for nearly 20 percent of the budget to focus on education, the present allocation is about 16.6 percent. There are also shortages in specific areas, and a need for restructuring to provide for opportunities such as vocational education. Mr. Lamsal listed a few possible measures to address the current gaps and concerns in public education in Nepal. Among them were:

- Establishing a per-pupil cost of educating children, to standards established by the state
- Recognizing and responding to additional funding needs of targeted groups, to reflect the higher cost of education certain learners, and also created targeted strategies for at-risk groups
- Seeking additional funding to address the geographical needs, rural setting, economic conditions, or size of certain schools
- Establishing accountability mechanisms and building capacity with the active involvement of local parents and communities
- Providing pre-schooling to all eligible age groups, after coming to an agreement about whether the Ministry of Education or a local body provides it
- Initiating debates on whether smaller or bigger schools are the way forward in Nepal – or if perhaps there should be clusters of small schools that are aligned with a lead school
- Focusing on process and quality rather than immediately looking for outputs.

Discussion

"You've mentioned that 67 percent of the budget goes to salary – but we've also found that the remainder is being used for salaries, for gardeners, peons, and others. The education budget effectively becomes a local job creation scheme. How do we have local autonomy and decentralization – and accountability?"

(Helen Sherpa, World Education)

"Private schools receive tremendous criticism, including from your Ministry. If they are shut, [I would have concerns about] the government's ability to run schools to provide high quality education to all."

(Teacher/Representative from a private school)

"It is important to have VDC accountability. I also hear you talking about equity in the allocation of funding in different parts of the country. This is not something that exists today. It would be helpful to learn about how the government plans on moving towards this."

(Radhika Tumbahanghey, UNICEF)

Language Inclusion in Nepal's Education System

Day 1: 5 April

[Enabling Policy / School Environment]

Dr. Bidyanath Koirala (Professor and Educationist, Tribhuvan University)
Dipak Tuladhar (Director, Modern Newa English School)
Moderated by Dr. Sumon K. Tuladhar (Education Specialist, Unicef)

Multi-language classrooms: Reasons and practice

| Dr. Bidyanath Koirala |

Subsequently, Dr. Bidyanath Koirala, a reputed academician, a Professor and an M.Phil coordinator at Tribhuvan University, presented a paper on the need for linguistic plurality while teaching.

Dr. Koirala recognized that settlement patterns in Nepal are scattered and diverse in terms of religion, caste, and class. He asserted that these social identifiers have in places led to communities being "ghettoized", by caste, ethnicity, and/or language. Schools, however, did not follow these same patterns of settlement. As a result, schools would have students from a wide variety of caste, ethnic, religious, and language groups in one place. While it may be difficult to include all languages while teaching – or even all the lan-

guages present in a single community – efforts to do so, by integrating multiple languages into classroom practice, could yield very positive results for students in the long-term, both academically and socially.

According to linguists, there are 123 languages in Nepal, where 95 percent of the people speak 5 percent of major languages, and 5 percent of the people speak the remaining 95 percent of languages. Since the 1950s, a range of policies have been undertaken to address challenges and concerns related to language and linguistic inclusion. The Education Commission's 1956 Nepal National Education Planning Commission (NNEPC) recommended that Nepali was used as a medium of instruction in the hills, and Hindi in the Tarai, or southern plains. By 1962, the All Round National Education Commission suggested that Nepali be used as a nation-wide medium of instruction, even as some members of the commission advocated for mother-tongue instruction. Plans in 1970 and 1982 emphasized Nepali, and in 1990, there was a shift towards mother tongue instruction "if necessary". Following advocacy efforts from the Nepal National Language Policy Commission from 1995, by 1998, the Higher Level National Education Commission's recommendation was for mother tongue instruction. There is still much work that needs to happen however, in order for truly effective and inclusive Mother Language Education (MLE) programs to be seen in schools across the country.

Dr. Koirala emphasized that those forming education policy and linguistic policies in education should always think about the child. Teaching regional languages alone (Hindi, Nepali, and Tamang, for example) is not adequate. A bilingual approach may not address the needs of the country – a child who speaks a minority language, and attends a Nepali-medium school, is already bi-lingual, but may not be competitive in a global, or even the local, job market. MLE approaches have worked for specific groups of people, and its approach towards preparing materials at the local level has been praiseworthy. One of the best ways forward appears to be a language co-existence approach. In this, children learn each

others' languages, and follow the bridge language foundation of MLE. The child then does not lose his/her mother tongue, but *through* it, learns the scripts, grammar, and vocabulary of other languages. Trilingual literacy materials are also helpful for teaching and supporting illiterate adults.

The language co-existence approach can be valuable because it responds to the needs of different stakeholders. It addresses the concerns of linguists who want to protect and develop languages and scripts. It responds to politicians' and language activists' concerns about teaching in the mother tongue. It takes into account calls from child rights activists and educationists to be child-friendly, and it capitalizes on the constitutional provision to receive education in the mother tongue.

In order to work, however, the language co-existence approach in the classroom requires a teacher with a willingness to learn language from students, and recognition that s/he is not only in the classroom to instruct.

Trilingual education in a changing Nepal

| Dipak Tuladhar |

Dipak Tuladhar presented to the audience a series of pictures of his school: a tri-lingual institution with Newari as both a subject and the main medium of communication and instruction, with Nepali and English as additional subjects.

Established ten years ago, the Modern Newa English School teaches students in their mother tongue until they decide to attend a conventional English- or Nepali-medium school. The institution is a pre-school, and offers four years of schooling. Through this practice, Mr. Tuladhar wants to ensure that languages such as Newari are not forgotten – and that they remain relevant and practiced. Through his experience, he says that students find it easier to emote and grasp what is being taught when it is conveyed in their native language. The school's follows a stand-

ard curriculum, teaching mainstream subjects and languages like other schools. For a well-rounded education, the school's extra-curricular offerings include yoga and dance; students are exposed to new forms of art and technology.

Some people in the audience were concerned that a school that depended on dialects or languages that were not the state language promoted a form of individualism that could undermine the type of unity they felt to be presently required in Nepal. Mr. Tuladhar clarified that his aims were to promote native culture, and not undermine the integrity of the nation. Some Modern Newa English School students come from non-Newar (and some non-Nepali) backgrounds. All of the students learn Newari relatively quickly, and the school has not experienced very many difficulties in children communicating with one another. Furthermore, many students who have gone on from Modern Newa English School have achieved success in their later academic careers.

Family responses to the Modern Newa English School were so positive that Mr. Tuladhar chose to expand. There are now similar Newa schools in other Newa settlements, including Thecho, Balambu, Kirtipur, Bhaktapur, Patan, and Sonakhuti. He suggested that this method – of strong early-childhood exposure and support in the mother tongue, while introducing Nepali and English – could be used for other languages of Nepal as well.

His presentation was an interesting combination of pictures, anecdotes and a rigorous question- answer session, with the presenter assuring the audience that the process of learning is more systematic and gradual for a child who is initially taught in his mother tongue. The audience had a mixed response to this method of learning and the results it may yield.

The Role of Donors in Improving Quality in Education

Day 1: 5 April

[Policy]

Lena Hasle (Counselor – Education, Gender, and Peace building; The Norwegian Embassy)

Dr. Deirdre Williams (Program Officer Education Support Program, Open Society Foundation) , Shiva Bhusal (ECD Programme Specialist, Unicef)

Moderated by Kul Chandra Gautam

| **Lena Hasle** |

Role

Norway's role as a donor is to provide financial resources, and contribute expertise locally and internationally. Norway funds the SSRP via the national budget based on performance and whether the country is on track with its international commitments. The Embassy also ensures that Norwegian taxpayers' money, the source of the funding, is spent properly. Norway also supports civil society and groups that are marginalized. The biggest supporter of Unicef globally, Norway has funded the development of new undergraduate and graduate programs at Kathmandu University.

Contribution

The Norwegian Embassy works under the most fundamental principle that education is for all, and cannot be a privilege for a few. It is a vehicle for quality and a matter of national political interest. We must remember that quality is not just about passing exams; what are the creative ways that we can encourage learning? Some examples include the introduction of music, and thinking outside the box to promote creative learning and inclusive education in schools. When it comes to quality, National Assessment of Student Achievement (NASA) studies show that if there are young

teachers in government schools, they are likely to produce better quality students. How do we harness this energy of young teachers? *(For more information on the NASA survey and assessments in Nepal, please see "Assessment and Student Achievement: Policy and Practice", also held on Day 1, presented by Dr. Jari Metsamuuronen)*

Challenges
Seventy five percent of education funding provided by donors is directed to teacher salary – and yet teachers do not show up in schools – or to class. Teachers are the key to progress and future of the country. There is very little that donors can do to make an impact if teachers will not show up to class to teach.

| Shiva Bhusal |

Background
Unicef Nepal works with school readiness and early childhood education. They work with the government at the basic and secondary level, and with civil society in non-formal education in risk reduction and schools as zones of peace (SZOP).

Unicef works closely with 10,800 schools to show what quality classrooms look like. There has to be replication of that success. Unicef also works with the Government of Nepal on the Child Friendly Education Framework—on identifying and implementing the basic things that schools should have. The organization worked on Education Act, the draft of which could not be endorsed, as the Parliament was dissolved.

What can be done?
The SSRP was made to reform the education sector, but it has yet to start working effectively. Teacher development and management have to be taken seriously in order for the fruits of the SSRP to be seen. Parents are preparing to send their children to school—over one million children will soon be attending 30,000 Early

Childhood Development Centers (ECDC) around Nepal. The role of school facilitators has to be defined and civil society has to be ready for the changes that will come with these shifts in schooling, which include an increased volume of students, ECD education, parents engaged in work abroad, and other factors.

| Dr. Deirdre Williams |

The concern at the Open Society Foundation is driven by who is left out of the process of quality and equality. We talk about quality education— but there need to be discussions on how to make access and inclusion successful and meaningful.

When the discussion is around quality education we have to question what children are actually learning—while their class grades may be acceptable and comparable across institutions, there are all too many instances where students are simply memorizing and regurgitating what they are being told. We have to understand that education is not just for classrooms: it is a tool for participation in the community, and a means by which individuals can influence change. Quality of education should be relevant not just in a regional or local context but on a global level.

What can be done?

We need to raise questions about the training we conduct. Often we train teachers in a central location and then we ask them to go to a rural area to teach, without proper support. We have to question whether that is feasible and sustainable. We have to understand that supporting teachers is a very important aspect of quality education.

> Even the teachers that are trained, they teach in a traditional way and quality is measured by the number of students that pass the SLC exams. We need to find solutions to break this cycle.
>
> **– Megh Raj Poudel, Palpa**

We hear about quality education without considering infrastructure and participation. We talk about the Child Friendly Framework and it sounds beautiful, but can it be implemented? Isn't our biggest challenge the ability to monitor?

– Ram Chandra Poudel, Save the Children, Pokhara

A very important point we almost forget is parents' education. There is an urgent need to educate the parents so they know what their rights and duties are and can demand [accordingly].

–Kul Chandra Gautam

Assessment and Student Achievement: Policy and Practice

Day 1: 5 April

[Policy]

Dr. Jari Metsamuuronen (Senior Researcher, The Finnish National Board of Education) and Dr. Bhoj Raj Kafle (Education Specialist, MOE)

Professor Suleman Sumra (Director, TENMET Uwezo, Tanzania)

Moderated by Archana Rai (Faculty, Rato Bangala School)

National Assessment of Student Achievement (NASA)

| Dr. Jari Metsamuuronen and Dr. Bhoj Raj Kafle |

The National Assessment of Student Achievement (NASA) was developed in 2011 by the Ministry of Education, as part of its Education Review Office (ERO). The assessment was constructed as an external evaluation of student performance. Dr. Metsamuuronen's talk was a presentation of research findings – a sample-based assessment of learning outcomes, combined with relevant background questions, was used to approach students, teachers, and head teachers.

In 2011, over 500,000 students were tested in Math, Nepali lan-

guage, and Social Studies. The results showed a large range of achievement across schools, such as:

(i) A family's socioeconomic status (SES) was gauged based on income and factors like parents' education. It was found to have a 0.45 correlation to achievement, indicating the positive existence of a relationship between higher SES and higher education achievement, although this presentation did not elaborate on reasons why.
(ii) Some schools did better or worse in actual practice than predicted by their SES scores.
(iii) Certain schools with expected high results had the same score as a school with a low SES. It was interesting for the researchers to find institutions with low SES scores, but high performance – thus indicating that they had achieved high results without resources.

The study compared three influencing variables: the school, the student, and the teacher. In order to tease out the correlation between SES and education/education outcomes, schools with the same scores were compared. Ultimately community/government schools were compared to each other. They were labeled on a range from Q1 to Q5 depending on if they had low or high performance respectively. The results could be broken down into three areas of analysis, focusing on each of the influencing variables.

The school

In comparing public schools with similar demography and SES, the study found no difference between the Q1 (lower performing) and Q5 (higher performing) schools in terms of teacher qualifications, the total number of teachers available, or the number of male teachers. However, there were other differences. The highest performing schools had (i) *more school days,* (ii) *smaller student bodies* (with an average of 388 students, compared to 461 in the Q1 schools), (iii) *smaller class size (*fewer than 34 students*)*; the best results came for classes with fewer than 22 students, (iv) *more female teachers,* (v) *more interaction between teachers* that was oriented towards improving teaching-learning processes, (vi)

more computers and computer software in use, (vii) *More staff* for the maintenance of technical assistance and (viii) material for *differently-abled/special-needs students* and a *wider repertoire of facilities for teaching mathematics.*

Teachers

The study showed no difference between the schools when it comes to teachers' qualifications, work experience, or professional training. However, it was found that at higher performing schools, (i) teachers are younger (27 or lower vs. 48 or higher) (ii) teachers' *language was more probably* Nepali than some other language (iii) teachers *participated in professional development*, and (iv) teachers *met twice as frequently* with other teachers and the School Management Committee (SMC). This may indicate that both teachers and SMCs are more active in developing the school than in low-performing institutions. (iv) Teachers *evaluate students* based on their classroom work and their homework, every week.

Students

Students at better performing schools were (i) more satisfied, (ii) spent more time on homework, and (iii) were less absent from school. Students with higher results were (iv) less likely to be involved in earning money/paid work. There were also (v) fewer negative incidents involving students, and the incidents, when they happened, were less serious than in the lowest performing schools.

Condensed results

In high-performing government schools, the literacy rate of the parents was two times higher than elsewhere. (It is important to add the caveat that the NASA research has not studied the relationship between parental education and their child's achievement in school, or how social, historical or economic factors (particularly those other than family's SES) may correspond to a school's outcomes.) Higher performing schools were more likely to have Nepali spoken as the main language, raising questions about geography and access to additional learning resources. Fur-

ther, the availability of female teachers would also depend on the education of women in that community, perhaps already a factor leading to positive outcomes.

This data is a very important starting point for better understanding education outcomes in Nepal, and ways in which teachers, training, school management and leadership – as well as social and economic factors – may have an effect on these outcomes.

It was also unclear what was independent with respect to the findings for students — were they spending more time on homework because they saw results when they did so, or was the visibility of higher results unrelated to time spent on homework?

Discussion

A pre-test was conducted, and necessary changes made on the questionnaire. Questions relating to students' opinion were omitted from the final questionnaire. It was realized that if the test and instructions were given at the same time, students did not read the textual instructions. This finding (from the pre-test/pilot) was incorporated to develop the assessments. There were only resources available to do three tests: English and Science were not tested. The second round will include English, and potentially Science.

Are they really learning?: Assessing Education Outcomes in Tanzania

|Professor Suleman Sumra |

Professor Suleman Sumra spoke about Uwezo, a non-governmental organization in Tanzania whose name translates to "Capability". The organization focuses on children's learning and assessments. The central question is this: students are in school – but are they learning? To answer this question, Uwezo runs assessments, takes the data, and communicates it on community levels. Uwezo tests for basic math and reading by going from household to household, in order to capture information from both students who are in and out of school. Once household data has been col-

lected, it is aggregated on a district-level, and districts are compared. This process educates parents on how their children are performing and makes schools more accountable for teaching.

Uwezo results show that after seven years of schooling, only 20 percent of students are able to read English at a Grade 2 level. They may be able to read and write in their local language or Kiswahili – but this is meant to be only one part of their schooling.

In Tanzania, 90 percent of primary schools and 70 percent of secondary schools are government schools. Uwezo research showed that on any given day, 20 percent of teachers were absent, and those who came only taught for an average of 2.5 hours per day.

The two presentations were complementary. NASA assessed the performance of community and private schools across Nepal by evaluating student achievement in learning, using a top-down model of assessment, with surveys administered from the central level. The study then compared high-achieving and low-achieving community schools to understand differences in results. Meanwhile, in Tanzania, Uwezo conducts household assessments in order to discover whether students' learning in schools is at grade level, and to understand the reasons behind this. Uwezo also placed a significant emphasis on disseminating results at the community level. Involving the community and disseminating results in a similar manner might be something for NASA to consider.

GENDER IN EDUCATION

Day 1: 5 April

[Policy]

Sita Ghimire (Director, Program Development and Quality, Save the Children Nepal)
Tapa Raj Pant (National Program Officer, UNESCO)
Moderated by Dr. Sumon Tuladhar (UNICEF)

The participation of girls in school – an on-going concern

| Sita Ghimire |

Nepal is party to many international and national commitments, including the Commission on the Rights of Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Millennium Development Goals, the Children's Act, and the Education Act. There are scholarship provisions for girls and members of disadvantaged communities, and constitutional provisions to have 33 percent representation of women in all government structures. The SSRP has a stated goal of focusing on children and women from educationally deprived groups so they can participate equally and attain equitable results.

Following from this, current net enrollment rate of boys as compared to girls is not very different. Specifically, the survival rate of children to the Grade 8 level is 69.5 percent for girls and 66.2 percent for boys. This is despite the social reality of girls having to bear a larger number of social responsibilities, including an often greater of burden household chores, early marriage, sexual abuse and social restrictions on mobility. And yet, even as enrolment and retention rates across genders remain similar, literacy rates for women versus those for men tell a different story: whereas 51 percent of females are literate, the same is true for 72 percent of males. Where are we going wrong?

Existing disparities between males and females appear most starkly if we look at gendered figures for professional participation as teachers in government schools. While primary schools have 42.2 percent female teachers and 57.8 percent male, in lower secondary the proportion of female teachers is nearly halved, to 27.1 percent women teachers and 72.9 percent male teachers. Finally, by the secondary school level there are even greater divides, of 17.6 percent female teachers to 82.4 percent male teachers.

The presenter herself spoke on why these figures are significant when talking about education and the retention of girls, especially given existing social realities and constraints:

"I come from a family of six sisters. Out of the six, only two are educated. I am working for Save the Children today and as an advocate for girls' education because I had a role model, who was a female teacher in our community. If I had not seen what women could do, I would have never tried to push myself. The role of teachers, especially female teachers, is very big."

The challenge of getting more girls into schools and training more female teachers has been compounded by the fact that there continues to be a deep-rooted gender bias within families, among members of the society, and across the system as a whole. This leads to fewer numbers of educated women. All this has been exacerbated by the fact that our government policies are weak. Those developing programs for better inclusion are often limited by, or cite, budget constraints.

What can be done?

But there is still reason to be optimistic. Some of Ms. Ghimire's ideas included the following recommendations: (a) Ensure equal opportunities for boys and girls in the family, and all levels of society; (b) Increase male participation in household chores; (c) Translate policy into practice: ensure that there is women's participation in all levels of government structure, including schools; (d) Have the Department of Education make sure that a code of

conduct is developed and distributed to all schools for the protection and participation of girls and boys; (e) Involve parents. Educate them about gender equality and the need to educate girls; (f) Develop girl-friendly education and programs in schools and communities.

> "I think we will have more women teachers, more female participation in the community and state level if the men in our society understood the need to have women in all these areas. They can start by taking on some of the responsibilities that women take—household chores, childrearing etc."
>
> **– Sodoshi Rayamachi, Planet Enfants**

> "As you mentioned, there are reservation and support programs for women in our laws. And they are good programs, but who is translating them into action? Who is implementing them? Who knows about these reservation programs and actually cares?
>
> **– Badri Tuladhar, Tribhuvan University**

Gender Responsive Budgeting

| Tapa Raj Pant |

Tapa Raj Pant's presentation followed up on some of the last issues raised by Ms. Ghimire, around the issue of budgeting.

The roles that men and women play in social contexts are often very different. These roles and relations are frequently unequal in terms of power and are socially—not biologically—constructed. This inequality leads to a difference in the treatment and status of women, including access to resources, information, opportunities, education and employment. Women bear a greater work burden and yet do not have decision-making powers in many familial and public social contexts. This in turn contributes to a lower representation of women in the political sphere, the creation and entrenchment of gendered stereotypes, and often, norms, rules, and laws that circumscribe rights and behavior based on gender.

In this context, gender responsive budgeting refers to government plans, programs, and budgets that bear in mind the goals of gender equality and the full achievement of women's rights. This process makes sure that programs working for gender equality receive regular and adequate funding, and that gender equality goals are not lost through insensitive implementation mechanisms and institutions. Budgeting that is responsive to gender involves examining national policies through the lenses of gender and gender equality, making the planning and budgeting process participatory, and monitoring the outputs, outcomes, and impacts in a gender disaggregated framework.

Recently a critical analysis of education sector policies was conducted to assess their gender responsiveness in relation to their budget allocation. The objective of the study was to evaluate progress on budget outputs, outcomes and expenditures, and to provide recommendations to make a gender-friendly budget in the education sector.

Findings of this study show that major efforts have been made to increase the participation and retention of girls and children from disadvantaged groups in school. A litany of campaigns and work have taken place, including community mobilization efforts, participatory school programs, community management, new funding, monitoring that is sensitive to gender, ethnicity, area and region, new efforts to enforce gender-friendly infrastructure in schools and a greater emphasis on ensuring gender sensitive educational materials. There have also been attempts to develop appropriate books, curricula, and teaching methodology.

It was found that Nepal's gender budget exercise tries to be transformative—for example, there exists a stipulation for women's participation of women in planning and programming, decision-making, capacity building and benefit-sharing. There are goals for more women to have access to employment and income earning opportunities, and recognition that women's workloads need to be reduced so that they can make qualitative use of their

time. Whilst these stipulations are effective and transformative, they are not applied consistently during the classification of gender-friendly budgeting.

Recommendations

Gender responsive budgeting can be successful especially if schools, committees and communities are aware of its existence and implications, particularly when it comes to targeted scholarships.

Community and/or school management committees should decide on the ways in which scholarships are distributed, and must include 50 percent women as well as diverse representatives of historically marginalized groups. Gender Focal Points, the individuals designated with the responsibility of making sure programs and budgets are working towards gender equality, should be evaluated and their capacity strengthened. Individuals in these positions need adequate resources and authority to have an impact. If this is not possible, the position should be scrapped, and its responsibilities reassigned to office chiefs. DEO and school management teams should receive training on gender mainstreaming. Furthermore, in order to reach the SSRP goal of having at least one female teacher at every school, the presenter recommended moving female teachers around within Nepal. While this would present a temporary solution, the other recommendations, if followed, would eliminate the need for such stopgap measures.

Education Reform: The Tanzania Model

Day 1: 5 April
[Policy]

Audax Tibuhinda (Education Specialist, Unicef Tanzania)
Moderated by Nilima Rauniyar (Faculty, Rato Bangala School)

Tanzania's demographic and economic contexts have meant that education holds an extremely significant role in any plans around the nation's future. More than 50 percent of Tanzania's population comprises children under 15. The country holds a position of 152 out of 186 nations on the Human Development Index's rankings on poverty, and faces various challenges in education, a sector to which the government has devoted considerable attention over the past few decades. At present, the biggest challenge is quality of education, followed by (i) children arriving unprepared to learn, (ii) poor learning environments, (ii) a lack of teacher preparation, and (iv) communities that want to help, but are overburdened. All of these contribute to poor learning outcomes later on, as shown by Uwezo and SACMEQ (Southern African Consortium to Measure Educational Quality) studies.

From the 1970s to the early 1990s, the Government of Tanzania spearheaded a massive push for enrolment in primary schools, as part of a campaign to increase access to education. There followed a deficit of about 10,000 teachers, and the rate of access to schools is considered to have stalled at about 90 percent. Less-qualified teachers were hired to make up for the shortage but not enough attention was paid to training them.

The late 1990s saw a small decline in access once the push for enrolment ended. In 2001, the government abolished school fees, and by 2007, enrolment had risen to a peak of 97.2 percent. In 2012, enrolment rates again started to decline, reaching 92 percent. While these figures are commendable, they also lead us to

ask why such fluctuations are taking place. There is also a troubling trend of fluctuations in pass rates, with a dramatic low of 30 percent in 2012. This figures stands out when compared to the pass rate of above 60 percent in 2005, 70 percent in 2006, and a decline until 2011, which saw pass rates of nearly 60 percent in primary school level examinations. At the same time, there has been a steady *increase* in both the number of teaching staff and qualified teachers since 2007.

As early as 1995, the government's Education and Training Policy recognized the role of quality education for social and economic transformation. In recognition of this, and in response to the situation in the middle of this past decade, the government conducted a baseline study and found that existing INSET (in-service education and training program) provisions were ad-hoc, not coordinated at a district to national level, and that teachers taught in difficult conditions that were not conducive to student learning (for example, there was overcrowding and a lack of textbooks). Teachers also arrived with minimal qualifications. The majority of teachers had come to the profession as a last resort, and hoped to use it as a stepping stone for other career paths. They used traditional methods that did not focus on students and interaction.

The government determined that it needed to transform teachers' understanding, beliefs, and skills. It came up with a framework for teacher guidelines and in 2009, with technical and financial support from UNICEF, piloted a revised INSET program at 141 schools that employed these guidelines. Independent evaluations were conducted, through a combination of systematic classroom observations and interviews with both the control and intervention groups.

It was found that in comparison to the control schools, the intervention schools showed significant differences in how lessons were introduced and developed, the use of teacher-question feedback, class management, group work (with more group work present

that in the control schools), more student demonstrations, and more motivated teachers. This higher level of motivation spurred greater classroom discussion and interaction among students and between teachers and students.

INSET is also efficient in implementation. The program uses existing systems and is process oriented. School-based INSET has positive effects on classroom pedagogy, and proves cost efficient – up to three times cheaper than traditional college-based provisions for teacher training and refresher courses.

The overall take-away has been that the government should take ownership of the INSET program, a model based on national-level research and analysis of school conditions and teaching. The program should be shared responsibility — run by government, but with teacher colleges providing training and technical support. A plan has now been made by the government to scale up, and mainstream INSET into other ongoing initiatives for education funding, in order to sustain its work and effects.

Continuous Assessment System

Day 1: 5 April

[Policy]

Diwakar Dhungel (Executive Director, National Curriculum Development Center)
Bipul Gautam (Program Manager, Rato Bangala Foundation)
Medin Lamichhane (Principal, Ullens School)
Moderated by Dr. Tirtha Raj Parajuli (Professor, Tribhuvan University)

Diwakar Dhungel, Bipul Gautam, and Medin Lamichhane presented on continuous assessment and the Continuous Assessment System under consideration by the Government of Nepal. They advocated for continuous assessment systems in curriculum development, and discussed its implementation, results, and

the government initiative to develop a Continuous Assessment System.

Diwakar Dhungel began the session, by discussing how teaching and learning could be effectively evaluated. While teaching is one step towards achieving quality education, the other crucial step is thought to be assessment - the process through which one can know a learner's progress, and provide support accordingly. Three common forms of assessment are examinations, evaluations, and continuous assessment. With the help of slides and graphs Mr. Dhungel presented on these various forms of assessment and outlined what makes CAS stand apart.

CAS aims at improving teaching standards, alongside finding out what a learner knows as well as his/her rate of progress, through criteria such as class work, project work, behavioral change, creative work, and attendance. This stands in contrast to a 'traditional' system in which annual or end-of-term evaluations alone determine marks, and are used to assess performance. CAS enables educators and students to become more efficient.

The government has started to advocate plans that lay the groundwork for Continuous Assessment Systems in schools. A modality exists, by which different proportions of a final "grade" would be determined through CAS. For example, in Grades 1-3, assessment would be completely formative, using only CAS. In Grades 4 and 5, final marks would be 50 percent formative (CAS), and 50 percent summative. For Grades 6 and 7, 40 percent of final marks would be determined through CAS.

Bipul Gautam presented on how CAS could be implemented and made easily available, using schools in Gulmi as an example. The Rato Bangala Foundation (RBF) has been helping set up standards, to improve the quality of education in the district. He noted that as long as specific standards are not set, CAS cannot be successful, or possible. As per his report, four steps that can make the implementation of CAS effective are:

- Establishing minimum learning opportunities and standards.
- Specifying: (a) Assessment tools and (b) Techniques for student support (to improve the teaching and learning process, to improve learning and outcomes).
- Recording information on class work and progress, analyzing and preparing individual and class progress reports.
- Sharing performance reports.

While the previous two presenters made it possible for us to understand and begin to analyze whether or not the CAS is a requirement to ensuring quality education in the classroom, Medin Lamichhane, Principal of Ullens School, talked about first-hand experiences in implementation, describing the Continuous Assessment System as a rigorous mode of assessment that required both financial and human capital to take proper shape and effect. He noted that it could be a time-consuming, problematic endeavor – but that it was also crucial for tracking and supporting students in an efficient way. Mr. Lamichhane emphasized the need for the government to invest in education to make CAS a possibility. He stated that quality education may be achieved through modes of assessment such as CAS, but would be impossible without adequate financial resources.

Assement Models from Tanzania

DAY 3: 7 April

[Policy]

Professor Suleman Sumra (Uwezo) and Audax Tibuhinda (Unicef, Tanzania)

Comparing Uwezo and SACMEQ assessments of learning outcomes in Tanzania

| Prof. Suleman Sumra |

There exist two major national level assessments in Tanzania: the Southern African Consortium to Measure Educational Quality

(SACMEQ), an African exam, developed to determine how a country is doing in comparison to 14 other countries in the region, and the National Learning Assessment, conducted by the non-governmental organization Uwezo. This is a household-based, community assessment to determine if – and what - students are learning.

The following table provides a comparison between the two exams, with the reader/audience member left to come to his or her own conclusions about the tests:

SACMEQ	UWEZO
➢ Compares with regional countries (it monitors and evaluates) ➢ Generates information for decision makers to plan for quality education ➢ Top down approach	➢ Generates information on learning outcome ➢ This information is communicated to parents and communities ➢ It aims to build pressure on the government to change policy and practices ➢ Bottom up approach
Management	
➢ Technical support provided by International Institute of Education Planning (IIEP), UNESCO ➢ Works under the Ministry of Education	➢ Managed by locally registered NGO ➢ All staff are Tanzanian
Assessment cycles	
➢ SACMEQ 1 1996-1998 ➢ SCAMEQ 11 1999-2004 ➢ SACMEQ 111 2006-2011 ➢ The data comes 3-5 years after the exam, by then the situation has already changed so the data is ineffective	➢ Annual assessment ➢ Conducted in 2010, 2011, 2012 ➢ Commit to produce the report within 100 days of data collection

Coverage	
➢ SACMEQ 2006 planned to test 185 schools and 3,700 pupils ➢ Achieved 181 schools, 2,854 students	➢ Covers households in all 133 districts ➢ 30 village/urban areas ➢ 20 households in each village/ urban area (which are randomly selected)o children ages 5-16 ➢ one school per village (total of 4,000 schools)
What is assessed	
➢ Looks at literacy and numeracy (pre-reading skills, emerging reading, basic reading, reading for meaning, interpretive reading, inferential reading, critical reading, analytical reading, pre-numeracy, emerging numeracy, basic numeracy, beginning numeracy, competent numeracy, math skills, problem solving, abstract problem solving) ➢ Testing conducted by trained people	➢ English, Swahili literacy, Numeracy ➢ Literacy levels: letter identification, world level, sentence level, paragraph, story ➢ Numeracy: Number identification, addition, subtraction, multiplication ➢ Testing conducted by volunteers ➢ Literacy test conducted verbally, math questions on paper
Logistics	
➢ 107 data collectors ➢ all professionals ➢ testing done in one day	➢ 266 district coordinators, 2 per district ➢ 2 volunteers per village = total of 7,980 volunteers ➢ Assessment done over three days
Output	
➢ One final report is issued for all countries that are tested	➢ National report published in English and Swahili ➢ Posters with district rankings are published ➢ An information pack of data is sent to all media ➢ TV and YouTube clips are made along with billboards, radio drama, and debates

School based continuous assessment, Tanzania Institute of Education Findings

Placing continuous assessment and enhancing teacher training to utilize it

| Audax Tibuhinda |

Education planners in Tanzania frequently claim that in practice, Continuous Assessment is employed at every educational level. Like exams, they say that it provides criteria for class position, placement, and for providing feedback to parents. However, this turns out not to be as universal a case as expected.

The Tanzania Institute of Education (TIE), an organization under the Ministry of Education and Vocational Training, is responsible for curriculum design and textbook development. It has conducted a UNICEF sponsored assessment which suggests that education and training policy is coming short in placing continuous assessment (CA) at the core of curriculum design. Furthermore, assessments at the primary level do not accurately contribute since students are judged for seven years of schooling over two days.

The study by TIE found that teachers do not have adequate skills to utilize CA: although there was a shift in education policy to use competency based and learner centered assessment, teachers were not trained properly in how to develop, implement, and track these assessments. Record keeping is not standardized, as continuous assessments are recorded across notebooks, files, and parents' report forms, and not in a central or consistent place.

In conclusion, Continuous Assessment should be a pedagogical tool to give feedback, as information should improve teaching and learning outcomes. In order for it to be an effective tool, there is a need for both policy guidelines and better training during pre-service and inter-service.

The Resource Centre Support System (Nepal)

Day 3: 7 April
[Policy/The School Environment]

Tekendra Karki (Retired Under Secretary of Education)
Janardan Nepal (Under Secretary, DOE)
Baikuntha Aryal (Officer, DOE, Kathmandu)
Moderated by Gopal Subechchhu (Managing Director, Dyanimc Institue for Research & Development)

This comprehensive presentation delved into details about the history, rationale, functioning, and strengthening Resource Centers (RC) and Resource Persons, and also examined the ways that the School Sector Reform Program (SSRP) and Resource Centre systems work together. The presentation ended with Mr. Tekendra Karki highlighting some of the areas of improvement within the system, and exploring some ways forward. Discussion following the presentation was heated; Baikuntha Aryal answered audience questions, some of which are repeated below.

Background and Context

The Resource Center System has its origins in the UK and India, in the 1940s. It gained traction and attention in India in the 1970s, and first emerged in Nepal in the 1980s with the Education Development Program, and gained support in the 1990 under the Basic and Primary Education Program (BPEP, 1992-2004). The system was developed as a mechanism for improving the quality of teaching-learning activities by encouraging discussion among teachers on content, delivery, and methods. The centers are organized in clusters of 20 schools, with one school selected as the center. The system is considered important in managing resources, training, and general efficiency, by fostering a decentralized and participatory approach in decision-making. It was developed to empower schools and teachers, to improve skills within schools, and to promote problem-solving. It has three major functions

today: (1) the delivery of training and information to teachers and schools, (2) supervision, monitoring and professional support, and (3) the supply of material resources in a timely way.

Resource centers and resource persons are the lowest level of education management, located close to schools, to support quality enhancement and standards in primary education. Over time, the support system has been strengthened through the construction of physical facilities, and by hiring and training full-time resource persons (RPs) with appropriate qualifications and teaching experience. Schools were re-organized into new clusters of 10, instead of the original 20. There has also been a new addition to the philosophy behind the clusters: to promote a culture of healthy competition.

The School Sector Reform Program began with the School Sector Reform Plan in 2009. A seven-year initiative, the program is meant to help Nepal achieve the Millennium Development Goals related to education. The Program covers all levels of schooling from preschool to higher secondary, and all forms of education – non-formal, technical, vocational, and formal/'traditional' schooling. The SSRP moves away from long-term teacher training, instead focusing on demand-based training. The RC is taken as the basic unit for school supervision, monitoring, and evaluation. It implements capacity building at the school level, and hosts modular refreshers. The Centers also act as facilitators for social audits, especially of the school.

To date, Resource Centers have been the primary legal and administrative mechanism for delivering support (both material and training) to schools and teachers. There are serious concerns, however, about the capacity and effectiveness of the current system in implementation. Here are a few key areas to which Mr. Karki called for greater attention:

- The number of RCs has decreased over the past two decades, even as the number of schools and teachers has increased significantly

- The Resource Person is being used for all district activities (health and social campaigns, for example), and cannot spend enough time on education and quality of education
- There's a strong need for a systematic mechanism that will help build the capacity of RPs
- There also needs to be a systematic way to monitor and evaluate the work of RPs
- Hiring of the RP is also not fully systematized – job descriptions, roles, and responsibilities are yet to be clearly defined, and standards for hiring explicitly set
- The current RC/RP system has not yet covered private schools, to coordinate between public and institutional (private) schools; this remains another possible area of growth, and a way of sharing knowledge and building capacity at both lower-end private schools and government schools in need of support.

Discussion

Following the end of Mr. Karki's presentation, members of the audience were eager to ask questions of (and at times, challenge) the members of the Department of Education on matters of policy and implementation. Kathmandu District Education Officer Baikuntha Aryal responded to participants.

"I understand 'community' as students, teachers, and guardians. How are they – and others – involved in the RP/RC system?"

(Dil Bahadur Chhetri, KISC-EQUIP)

Mr. Aryal: The Resource Center is a medium for facilitating and mobilizing community participation, by acting as a pool for human, technical, and material resources.

"I am confused by the idea of the RC as mechanism for quality education. How does it work in this way? Furthermore, the Resource Person is appointed among existing teachers, based on set criteria."

(Radheshyam Thakur, Teacher/Researcher, Shree Mahalaxmi Higher Secondary School, Lalitpur)

Mr. Aryal: The RC is a lower level mechanism that is meant to promote

and monitor standards that relate – directly and indirectly – to quality in the classroom. The RP should be providing pedagogically sound material, as well as pedagogical and classroom management support. But it seems this is not happening. We want to pay greater attention to this, which is why we've made this goal, and the shortcomings of the RC system, a central issue in our presentation.

A number of participants pointed out discrepancies between the existing system and its intentions.

If resource centers are strong, they can provide the foundation for a democratic system. In my cluster, however, our RC is supposed to cater to 81 schools. I think it is impossible to fulfill its goals of ensuring better, quality, education in this way," said one teacher.

Radhika Tumbahangphey and Naresh Shrestha of Unicef both expressed concerns about the abilities of Resource Centers to cater to the needs of rural schools and teachers.

"In the Karnali zone, I've seen one RC serving 117 schools at the same time. This is in an area where even going from one VDC to another can take a full day. This calls even the current clusters into question. So how, in such areas, should the RCs work?"

Both members of the Department of Education and the audience questioned the severe gender imbalance among the existing 1,053 RPs, and stated that they would like to better understand why there exists hardly any female RPs. This question of inclusion was raised as a point of connection to the concept of resource centers as the foundation for democratic practices in Nepali public education.

Enabling Environments: Schools

School Autonomy

Day 1: 5 April

[Policy/The School Environment]

Amima Sayeed (Chairperson, Pakistan Coalition of Education)
Dr. Sumon Tuladhar (Education specialist, UNICEF)
Moderated by Anup Tiwari (Program Manager, School Library Program, Room to Read)

The Fine Balance: Autonomy, Accountability and Alignment with National Education Standards

| Amima Sayeed |

In the past, schools were created by the community, a teacher was a live mentor and education was a contract between the teacher and the student. Then, schools started to be funded by the modern nation state and became a part of public services. Now, market concerns take precedence—organized and funded by the post-modern globalized state, school is an enterprise and global concerns are given priority over local and national aspirations.

School autonomy makes sense because it is a common sense solution—schools know what is important to the students and teachers, and know how to bring that into action.

Research suggests that for any task beyond the cognitive level, people are motivated when they can feel autonomy to create and innovate, and where there is mastery and purpose to their work.

Our own experience over the years shows that the farther the center is from action, the greater the inefficiency and ineffectiveness. Autonomy is about giving away power: the levels of decentralization sought by local schools are often only reached when teachers and students are sufficiently trusted. Autonomy works when there is a sense of ownership. In all this, political will is the key to success. The further removed from action, the less political will.

There are key drivers to school autonomy. Leadership has to have the authority, ability and should be accepted. The people involved must be passionate, competent and able to connect, the content of classes must be relevant, innovative and contextualized but not limiting and lastly, there must be accountability in results, information sharing and involvement.

School autonomy is not easy, and cannot be done from the ivory tower—it is intense, hard, and ground-based work that requires frameworks and frequent evaluation and feedback in order to succeed. The process has to be open and democratic. You have to insist on rigor, push yourself, and be creators and not compounders (those who follow rules without question). Successful school autonomy is not about competition, it is about collaboration. You need to learn how to be conflict transformers. It is about letting go of power and becoming powerful because you are in charge of learning and the future.

Tensions

As one may expect, there are different situations in which tensions may arise when establishing school autonomy. Tensions develop when there are unrealistic expectations from those involved, when there is conflict between administrative and pedagogic roles, when resources are inadequate and communication

poor, when the role of supervisors is not clear, and when there is disagreement between control and support functions.

Experiences with School Autonomy

| Dr. Sumon Tuladhar |

Following Amima Sayeed, Dr. Sumon Tuladhar of Unicef gave a brief presentation on her organization's experience working with schools in Nepal to promote autonomy for the sake of more child-friendly education. She defined autonomy as when schools have independence in decision-making around curricula, assessment, and resource allocation. The focus of Unicef and Child Friendly Schools is on equity, with child-centered environments and education, democratic participation from students and community members, and inclusion of learners from different backgrounds and abilities, at the heart of the modality. Mid-term monitoring on Education for All shows that access to schools has been increasing across Nepal. Unicef and the government have been working in partnership for more inclusive education, quality teacher training modules, educational materials and classroom improvement. Assessments in 2007 and 2008 showed that teachers' attitudes are changing and that students are encouraged to be more curious about their learning. All the same, it remains challenge to include differently-abled children in the mainstream classroom.

Across Nepal, 1,050 schools in 30 districts now follow the Child Friendly Schools modality. Significant challenges continue to exist, however. There is a gap between the levels of policy and implementation, and a lack of seriousness in planning at the school level. District level attempts to coordinate or plan for education are frequently characterized by a lack of partnership. There has been no standardization of strategies around capacity building, even as many different development partners implement 'capacity building' work.

School-level autonomy can be important for promoting decision-making that is driven by the needs of the child and the community, and for promoting both accountability and ownership. Administrators and teachers can take responsibility for ensuring quality in the classroom, if they are given the authority to make decisions about what takes place within their institutions.

Responses

"School autonomy sounds like a simple concept, and it would be if we understood that despite political instability and challenges with poverty, the key issue is we need to put children first. If we understand that children come first and it is for the children that we are doing this, school autonomy becomes very easy to understand."

– Khim Bahadur Mahat, Gulmi

Escuela Nueva: Experiences from Colombia

Day 3: 7 April

[Policy/School Environment/The Classroom]

Vicky Colbert de Arboleda (Executive Director, Escuela Nueva)

Vicky Colbert's presentation took a unique form – a video recorded in and sent from Colombia. She began her talk on Escuela Nueva quoting John Comenius:

"For more than 100 years, the lack of school management methods has been the cause of countless complaints. But it has been only in the last 30 years that efforts have been made to find a solution to this problem. And what has resulted? Schools continue exactly the same as before."

Although it feels apt for this century and time, the words, and this sentiment, were expressed in 1632. What we can take from this? "[That] everything has changed – except the classroom. More of the same is not enough."

When Ms Colbert began working as national co-coordinator for rural schools in Colombia, the failures in the education system were evident in a number of ways:

- Low academic achievements
- Weak parental and community relationships with schools
- Inadequate budgetary expenditure for students
- Insufficient time for schooling
- A lack of trained teachers handling multi-grade schools, leading to ineffective teaching
- Inadequate time for learning in the early years
- Incomplete schooling, with high repetition and drop-out rates.

To resolve these issues, planners have to think systematically: requiring shifts in how we think about and organize education. Instead of insisting on unitary schools, Vicky Colbert and her team of teachers started considering other models. In the 1960s, UNESCO had supported multi-grade schools as solutions for problems of access in rural and low-density areas.

The paradox of multi-grade teaching lies in the disjuncture between those who receives this form of education, its requirements to be effective, and the resources allocated. Multi-grade teaching most frequently caters to those who are on the margins, who live in resource-poor and rural settings, in populations that are scattered and have low density. Multi-grade schools are usually oriented towards primary education, and feature one or two teachers simultaneously working with students across all primary levels.

To be effective, this type of education requires trained, qualified teachers who have effective methods of delivery to cater to the range of abilities in the classroom. While multi-grade teaching is prevalent in many communities in both developed and developing nations, and an entry-point to education, such schools often remain invisible to planners and those in policy. Ms Colbert and her team's first challenge, then, was to make the invisible, visible.

Angela Little's work on multi-grade teaching has supported the efforts of Escuela Nueva, by framing multi-grade schools as high potential sites for innovation. For multi-grade teaching with positive outcomes, schools also need students to be organized in small groups, flexible and personalized learning strategies, learning guides designed for independent learning and cooperative work, and teachers who are well trained, well-resourced, and have positive attitudes towards teaching. Managing diversity becomes an important part of a school system that situates learners at the center of analysis and policy.

Although it is born out of necessity, multi-grade teacher does not need to be less valuable, or 'second-class'. It can result in positive, proactive, strategies – as exemplified by Escuela Nueva.

To summarize, Escuela Nueva started as a basic education innovation developed in Colombia. It was constructed as a systematic approach to address the nested factors of education, rather than tackling problems in isolation. The innovation integrates curricular strategies, in-service training and follow-up, and community and administrative strategies. It guarantees access and quality, even as it has scaled up from local and state interventions to national policy. (Over 20,000 of Colombia's 34,000 rural schools have implemented the Escuela Nueva method.)

How is Escuela Nueva different from more traditional forms of teaching, other than using a multi-grade approach? Escuela Nueva transforms classrooms from frontal, teacher-centered sites of instruction to places of child-centered learning. It promotes stronger and closer relationships between the school and community, bringing parents into the learning process, while recognizing the value of their time, especially in low-income families. It places an emphasis on the formation of democratic and participatory values, and promotes activity and cooperative learning. Ms. Colbert was emphatic that this idea is not new, but that it was not being applied in the schools accessible to marginalized and low-income populations.

The Escuela Nueva approach uses curricula that is relevant and based on children's daily lives, placing teachers in a new role as facilitators and managers. Training, provided through micro-teacher learning centers, models the type of teaching instructors should use in the classroom. Training is largely about attitudinal changes that must also lead to empowered and motivated teachers. The micro-teaching centers also foster learning communities for educators. In return, they are supported in nurturing different types of learning and intelligences for democratic practice in their students, starting from their classrooms.

Escuela Nueva was not about creating a new philosophy, but about transforming complexity into manageable action. As the teacher is a facilitator, the classroom may be used in new ways to promote independent learning at a pace appropriate to the student: learning corners with low-cost materials, and instruments like community maps, are two examples of how this may take place.

Personalized and cooperative education takes on new value in the 21st Century. Escuela Nueva also works to unlock the entrepreneurial skills of the 21st Century, which may be divided into four categories:

Ways of **Thinking**
Ways of **Working**
Tools for Working
Living in the World

Each category has at least five skills within it, and forms the basis of the democratic behavior and practice students are expected to learn. Escuela Nueva, then, is not only about providing instruction and information to students, but about developing young leaders.

The key takeaways from Escuela Nueva's innovations are as follows:

- It is **indeed possible to improve the quality** of education in low income schools and communities

- Doing so **requires a paradigm shift**, where schooling is not simply the transmission of information, but involves comprehension and the collective construction of knowledge
- We need to **think systematically** in order to address problems in education, because there are so many variables
- Learning *must* **go beyond academic achievement**
- **Technology triggers change** – but also necessitates a change in pedagogy. We need to **push for a new type of pedagogy** in response to – and in anticipation of – technological innovation.

Ms Colbert spoke strongly about the importance of partnerships between government, academia, and civil society, to continue innovating for new populations and settings in need. By way of example, Escuela Activa Urbana started in 100 of the most challenging schools in Bogotá. After two years of intervention, there were visible, tangible, results – including in student achievement in math and science. The EN model has also been adapted for migrant populations and for emergency settings where children would not otherwise have access to education. While making the invisible visible, and by focusing on the needs of the learner while empowering those who facilitate their education, Escuela Nueva has managed to show significant, documented results in student achievement.

The Dailekh School Project

Day 2: 6 April

[The School / Local Policy]

Min Shahi (Program Manager, Dailekh School Project, RBPOP) and Ambika Acharya (District Education Officer, DEO Dailekh)

The Dailekh School Project is an excellent example of school partnerships for innovation and improved learning outcomes in Nepal. A collaboration between the Rato Bangala Foundation, the

District Education Office, the Village Development Committee (VDC), the Department of Education and all partner schools, is a one of a kind project that has intervened in more than 500 government funded schools of Dailekh District, improving the quality of education there. To date, more than 2,000 teachers have been trained through the training provided by DSP. As many as 45,000 households have been affected in one way or another, while 70,000 primary school students have benefitted from the Dailekh School Project's activities.

The project trained school management committee members initially in 2009 and then again in 2012. They provided 10-month long training for one teacher per school, and five-month long training for all the 1900 plus teachers working in the primary grades. They supported the library with books and teaching materials. To keep the children engaged they also formed clubs in school and conducted regular parent teacher meetings. Accountability was enforced and media mobilized. The schools also focused on using local curricula. Kids are involved in learning household work, knitting, book collection and weaving.

The village education committee chair was encouraged to be involved in school monitoring and evaluation. The project also made sure that local non-government organizations, media and other volunteers helped during the SLC examination. They encouraged locals to be involved in construction and maintenance of school infrastructure and programs.

The biggest focus of the project was to get rid of 'chalk and talk' approach to teaching. In order to inculcate new habits and methods of learning/teaching the project encouraged group learning, parental involvement, classroom management and continuous assessment.

The program is designed to suit a child friendly modality. Dailekh project's aim is to improve the quality of education in the classrooms. The aim is to empower everyone involved including the

School Management Committee, Head Teacher, and the Parent Teacher Association. The public-private partnership has set a new model where a private school (Rato Bangala) is supporting the development of government schools though innovative interventions.

Achievements of the DSP include:

- Refining the existing resource center, and initiating more effective school clusters
- District education office and village education committee taking ownership for sustainability of project initiatives or quality interventions.
- VDCs contributing financially each year to improve the quality of education in the schools
- Teachers are motivated and have better ideas of how to plan their daily work
- Schools and classrooms are better managed and cleaner
- Parents are involved and the relationship is growing
- A gradual, steadily increasing, rate of average achievement level in all primary grades

> When we initially started the Dailekh School Project we were just happy to have a building. Then when the students started coming to school, we were happy they were coming everyday and hoped that more would come. Now that we have achieved both, finally discussions are now around quality education, creative, critical thinking and putting students and teachers first.
>
> **– Ambika Acharya, District Education Officer, Dailekh**

Curricula Transformation for School Autonomy

Day 3: 7 April
[The School / The Classroom]

Stephen Eckerd (Coordinator, Smithsonian Institute)
Ramakanta Sharma (District Education Officer, Chitwan)
Moderated by Perry Thapa (Faculty, Rato Bangala School)

Community Artisans – Art Curriculum Resources

| Stephen Eckerd |

Educators and members of the education policy sector have recently been emphasizing the need for locally-derived, locally-relevant curricula that both engages students and prepares them to contribute effectively to their communities. Some policy-level decisions have meant that textbooks continue to arrive at schools weeks – if not months – after the school year begins. Locally sourced curricular programming would be a positive step in the opposite direction, towards teaching that relies less on the central government or outside materials.

Stephen Eckerd's presentation highlighted the richness present around schools and communities in Nepal. In the days of the early Shah King, the definition of 'Nepali' "was only one culture – it was Nepali-Pahadi, Gorkhali, Bahun-Chhetri," he reminded participants. From the 1990s, however, demands from speakers of other languages, and from diverse ethnic groups, meant that changes were required in the education system. Citizens also pushed for changes to integrate local culture, traditions, and stories into school curricula developed by teachers. The answer to who knows these stories, and who can share them, is also in many ways the answer to the question of how to better invest families and community members in schools: if educational institutions are seen as of the community, instead of an external imposition, there is greater potential for collaboration leading to higher retention and better education outcomes.

Mr. Eckerd pointed out that community-based learning cannot happen without community development. However talented an individual or a teacher is, they cannot know everything: "As a teacher, you will have to draw on the skills and knowledge of your community and students." As an example, he showed a picture of baskets woven across Nepal, including by school-age children. "You don't just want to teach what was. You want your class to teach what is, and guarantee that it will last for as long as the life of Nepal," Mr. Eckerd emphasized. Without going into the community, and taking part in festivals, however, an educator cannot know what is available – be it in the form of knowledge or materials. Through melas, jatras, fairs, and ceremonies, a teacher will find real community resources.

Using local materials also means planning ahead, looking at what is available, and how it may be used in the future. Dyes from Holi can be used for art projects and painting later in the year; clay lamps from Laskhmi Puja/Diwali and other times of the year may be used for instruments. Wandering through villages, a teacher may encounter drama troupes, dancers, and musicians. The school must be a place, Mr. Eckerd said firmly, that such a person will know they can get food, a place to sleep, and an opportunity to teach what she or he does and knows. To close, he urged participants and educators to "please use Nepal's oldest and most beautiful schools as a learning resource" – it is through these individuals and the institutions they comprise that "local curricula" may really emerge.

Learning from Yarchagumba Season: Lessons in local curriculum development from Dolpa

| Ramakanta Sharma |

Mr. Sharma from the Chitwan Department of Education (DOE) drew from his work in Dolpa to talk about a very different example of local curricular development. In B.S. 2067, a mini-study was conducted on the impact of yarchagumba on education, by the district education office team of Dolpa. The study found that

students spent an average of at least 30 schooldays per year collecting the caterpillar-fungus. More than 60 percent of schools were shut for the duration of this period of collection, in May and June. Since students could earn up to NRs 50,000 in that period, families felt that it was a financially necessary trip. However, schools did not have any 'compensation' for leave taken during this time – days were not made up elsewhere in the year.

After the study was conducted, members of the community, the VDC, the District Development Committee (DDC), and DOE-level stakeholders met to discuss possible solutions. The National Curriculum Framework allows for the development of a local curriculum; Dolpa stakeholders turned the annual migration into part of the curriculum. Radhika Tumbahangphey from Unicef was involved in the conversations, which took the direction of developing a curriculum that would integrate yarchagumba collection. The final curriculum was approved, printed, published, disseminated, discussed – and then implemented.

The specific components of the curriculum can be viewed in greater detail elsewhere, but include such aspects as helping students develop an understanding of the community and its social and cultural values as it is involved in the process of yarchagumba collection. The curriculum involves the study of sustainable environment protection and environmental management, and an understanding of the collection areas. The subject was also integrated into Math and Health classes by encouraging students to think about income generation, the environmental and financial value of preserving yarchagumba sites, and learning how to remain physically safe and healthy while collecting yarchagumba.

The goals of the curriculum differed by grade level, but generally sought to reduce risks and build skills. The curriculum introduces and sensitizes students to personal health hazards and safeguards, increases knowledge on how to protect the environment, and introduces concepts of sales, marketing and setting prices. Developing a strong civic sense is one goal.

Work following from the curriculum is project-based, and students are evaluated on their submissions after they return from collection. Teachers and students will also invite individuals who have never been to school before, to share with and learn from them.

The impact of the curriculum has been most clearly seen in the improved relationship between the school and the local community. The community now feels a sense of ownership over the school, and teachers have also observed positive behavioral changes in students. Students know how to protect themselves from avalanches and sun glare, and parents are pleased that the school addresses an issue they face. There is also a stronger sense of environmental concern, with students managing trash and taking better care of the environment around them. Their sense of income generation and of the "proper" use of yarchagumba as a resource, Mr. Sharma said, has also improved. Students now know that a piece is worth NRP 150-250 and no longer trade it for a pack of biscuits.

Even as this pioneering curriculum has helped teachers support students and their families, there are still challenges in its implementation. The community is host to many local experts, but they are hesitant to enter the classroom as teachers and facilitators. There exists a lack of common understanding among Department of Education technical staff on the importance of mobilizing local experts through the new, local, curriculum. And finally, while students may be safer and have an improved sense of their yarchagumba collection work and its context, the academic work they submit is still not of a caliber that is satisfying many of their teachers. These, Mr. Sharma noted, are key areas for improvement.

> "If we determine and act based on actual local needs, local curricula can be very fruitful for all."
>
> **– Ramakanta Sharma, DEO, Chitwan**

Libraries in Schools

Day 3: 7 April
[The School]

Anup Tiwari and Netra Dahal (Room to Read)
Moderated by Sudarshan Ghimire (Associate Editor, Shikshak Magazine)

The Role of the Library in Improving Early Graders' Reading Skills and Reading Habits

Room to Read is an organization born out of Nepal, and focuses on literacy in schools in Asia. The organization's goal is to encourage students to be independent readers who are able to read and understand a text and who use reading and writing regularly in their learning.

Room to Read has constructed libraries all over Nepal and created the School Library Program to promote literacy and the development of reading habits in children in community, public, and government schools. Since a 2008 study showed that the simple provision of books is not sufficient to increase literacy, Room to Read has also begun building schools and computer labs.

There are three pillars to encouraging reading: access to appropriate resources, including the internet and books; space, time, and encouragement to read; and good reading instruction.

It should be noted that reading *skills* and reading *habits* are linked and reinforce each other. Furthermore, if students learn to read, they can therefore read to learn. Factors that contribute to programs that build strong reading habits are a literate environment, geographical coverage in Nepal, a deliberate program implementation cycle, shifting focus from system development to system use and taking new initiatives. Other decisions should include

developing a environment conducive to family and community involvement, building a child-friendly program, and observing changes in quality (for example, whether teachers are using books – other than textbooks - more frequently).

At present, across grade levels, and most prominently in public schools, there is a significant gap between reading level and text books. To help bridge this, schools and/or libraries need to provide access to books for students at different reading levels. Teacher or librarians, if they exist, would then help students navigate and choose age-appropriate reading. In this same vein, the gap between exam expectations and the reality of what students currently achieve needs to be bridged.

In order to change program quality, teaching patterns need to be reviewed, and children should be actively involved in meaningful teaching and learning. Materials used by teachers need to link to prior knowledge, and students should be supported in understanding learning material rather than just memorizing it. All of this can be complemented and supported by reading programs.

Room to Read's library program is designed to improve reading. It is based on the development of a rational approach, with teacher training that includes instructional techniques and the use of new materials, and building a true school community that includes parents. Teacher training allows teachers to have the necessary skills to encourage students, who should be then given opportunities for peer learning and sharing.

In order to allow students to be better readers and therefore learners, it is important to focus on primary education, as preventive intervention can be much more effective than remedial education.

Quality Teaching and Learning – Rural Nepal Success Stories

Day 3: 7 April

[The School]

Babu Kaji Shrestha (Chairperson, Global Action Nepal)
Moderated by Shisir Khanal (Founder/CEO, Teach For Nepal)

Mr. Shrestha shared his experiences in creating effective learning environments in classroom teaching via a documentary, *Better Classrooms, Better Learning*. The video is a useful tool for school-teachers, teacher trainers, school administrators and students alike because it takes as a case study the example of one school that has successfully incorporated creative teaching and learning methods.

Shree Shwet Ganesh Lower Secondary School started under a tree in Chaukot, Panauti in 1966. Over the years, the teachers, school administration and parents have made significant contributions and the school now has proper infrastructure, teachers and classroom full of students. The video, *Better Classrooms, Better Learning* focuses on a few days in the lives of some of the students in the school.

As viewers, we follow these students from Science classes to Math, Language, Social Studies and Art. During Language class their teacher shows the students a generic picture and asks them to make up a story that they feel best describes the picture. The students are then made to share that story with the class. Everyone is encouraged to speak up. According to the Language teacher the best way a child can learn is from their peers, not from their teachers. The stories the students share are original, smart and creative. It's evident from the classroom environment and its outcomes that the students are encouraged to think outside the box and enjoy what they are doing.

We then follow the students to a Science class where the teacher is going over what 'pressure' means in Science. This is not a lecture class where the students are made to sit and learn theories. The teacher conducts simple experiments to show how pressure works. Students are encouraged to hypothesize, observe and then arrive at analytical conclusions.

As we accompany the students to art class, we meet another teacher who wants the students to think "outside the box". He asks the students to draw either a princess or a monster. As the students come up with stories, the teacher also participates. He draws a picture of a monster and tells its story. As he is sharing the stories, he covers concepts such as colors, shapes, and local folklore. Similarly in a Social Studies class, the teacher takes the class outdoors, and asks them to draw a local map of Panauti using different colored dusts. The idea at work here is that if students understand local geography, it becomes much easier for them to understand the creation and function of paper maps and thus, to explore global geography. The lesson grounds abstract notions of mapping, space, and geography in students' day to day lives and communities in such a way that their skills have global application.

The students in the school come from a community where majority of children attend private schools. We meet some of the parents of the students who say that they would rather send their children to this community school than a private one because they feel that Shree Shwet Ganesh Lower Secondary School teachers are committed to making their children have a well-rounded education.

From spending a few days with the students of the school through this video we come to understand that the school is successful because the Administration and teachers understand the need to go beyond textbooks, letting children be autonomous. That they encourage students to speak up, share and learn from each other The video hopes that this school is a model for other schools in the area.

The Experience of the BRAC Education Program

Day 2: 6 April
[The School]

Tapan Kumar Acharjee (Senior Programme Manager, BRAC)
Moderated by Bipul Gautam (Rato Bangala Foundation)

This session started with a brief introduction to BRAC, the Bangladesh-based NGO established in 1972, which now works in 10 other countries. BRAC's work reaches a range of sectors, one of which is education.

- BRAC Education covers five levels, or types, of education and schooling:
- Pre-primary education, established in government schools
- Primary education, focusing on ages 8 to 13
- The Adolescent Development Program, with its reading and livelihood training, livelihood support programs, and focus on the education of young women
- Support to mainstream rural secondary schools and teacher training
- Multipurpose community learning centers, including libraries

The goal of BRAC's Education Programs is to make significant contributions to Education for All (EFA) objectives and the achievements of the Millennium Development Goals in Bangladesh. Mr. Acharjee's presentation examined the duration, mode(s) of delivery, and types of teacher(s) for each of these five areas. For example – BRAC's non-formal primary education program is four years in duration, and a "second-chance" program for participants to complete a full five-year cycle of primary education. It targets children age 8-13, and takes place in a one-room class, with one teacher responsible for a maximum of 33 students. The teacher is a local female instructor with a Secondary or Higher Secondary School certificate. She remains with the students for all four years.

One particularly interesting mode of education delivery is through the boat school – boats that function as both school buses and schools during the monsoon season. Creative responses to situational needs like this highlight BRAC's focus on trying to ensure access to need-based education for as many children as possible.

The majority of students participating in BRAC's education programs are female, and first-generation school-learners. Those in the urban areas often come from urban slums, whereas in more rural areas, students tend to come from ethnic/minority communities. Schools for such students are sometimes separate, with an instructor form the same community, and there is often mother-tongue instruction. BRAC also uses special materials for ethnic populations, such as in Chittagong and for Chakma children. The pilot school using such materials has now gone through Grade 5.

Classes are organized with a focus on inclusion: there is at least one child with special needs in each school, with adapted learning equipment to ensure access and usability for all. Boards, for example, will have colored borders to assist those with visual impairments. Classes are divided into five groups for instruction, and all group leaders are initially female – to make sure students are accustomed to the idea and practice of female leadership.

According to the presenters, BRAC works to mold its education programs based on the requirements of children with special needs. While one focus is increasing the enrolment of such students, another – associated – goal is making sure that students have facilities and material to respond to these needs. This includes:

- Ensuring access to assistive devices, such as wheelchairs, and equipment at schools such as ramps and materials to aid those who are visually challenged
- Training teachers and staff to ensure awareness of the requirements of children with special needs, and adjusting curricula appropriately

- Working with students in schools to foster positive attitudes towards children with special needs
- Encouraging participation in mainstream schools

BRAC's education programs target students from diverse backgrounds, some of whom come from vulnerable populations, and who have a variety of needs – be they linguistic, economic, developmental, or assistive. Effectively and sensitively catering to the whole child requires teachers who are also effectively trained, and who receive follow-up support. As such, BRAC invests in continuous teacher development. The initial foundation training focuses on attitudes. Monthly in-service and problem-solving sessions take place. Refresher training sessions emphasize peer learning and reflective pedagogy. Meetings with parents take place on a monthly basis, to support and invest parents in their child's education. Independent monitoring of training quality and post-training classroom application take place at two levels: at the program level, and then at the central BRAC level.

BRAC's teachers and schools have a heavily local focus: schools are accessible to community members by virtue of their location, and teachers, from their membership in the community, understand the issues that students will face. In line with this theme of community-participation and ownership, approximately 300 schools around the country are funded by the community – only some educational resources and support, often in the form of training, are provided by BRAC.

As Mr. Acharjee stated during his presentation, if there has been one major take-away from BRAC's education work, it has been this: that a differentiated per child cost policy is essential to address the needs of a truly inclusive approach.

Discussion

Some of the questions during the question and answer session revolved around questions of ensuring quality in the delivery of education and training.

"How does BRAC make sure that monthly trainings, delivered at the schools, are of an equal standard to each other, and to the training delivered by the central team?"

– Rosy Shakya, Samunat Nepal

Mr. Acharjee and Mr. Miah responded that the monitoring that takes place on both classroom and central levels has played a big role in this.

Other participants expressed concern that the same teacher remained with the class for all four years, thus potentially limiting the children's exposure to different people. On a related note, a few participants expressed interest in learning how BRAC differentiates between groups in a mixed community, with respect to 'mother-tongue' instruction, and materials that focus on specific ethnic groups. The presenters noted that this had not been a concern as of yet, and pointed to the difference between community demographics in Bangladesh and Nepal, where Bangladesh has a significantly higher occurrence of communities with single ethnic/linguistic groups (or a single group with a highly significant majority).

Continuing on this theme, Shadhana Rayamajhi of the education non-profit Planete Enfants inquired about the rationale for separate schools for urban slum students, and potential future challenges in social integration. Mr. Acharjee explained that the schools were not meant to segregate the students, but responded to the absence of secondary schools in slums in Dhaka. Expensive fees have meant that parents are unable to send their children elsewhere. In addition to local schools, BRAC has also helped provide scholarships and seats at BRAC University, for those who are eligible for admission.

Shifts in Teacher Development and Management

Day 2: April 6
[The School]

Dr. Tirtha Raj Parajuli (Tribhuvan University)
Moderated by Tapa Raj Pant (UNESCO)

A comprehensive study on teacher management and development was conducted to develop a teacher management strategy based on the findings of this study. The study reviewed international best practices and current national policies in teacher management and development. Three crucial areas were taken into consideration: (1) teacher management, (2) teacher career development and retirement, and (3) teacher qualification and professional development.

In **teacher management** the study found the following: reports of nepotism, cronyism and non-transparency in recruitment, inadequate training, and School Management Committees' (SMCs') political intervention while electing SMC heads. They found that non-permanent teachers are frustrated and that no effort has been made to mainstream them. To deal with these concerns in management the study recommends the following: no further recruitment in overstaffed schools and districts. Vacancies should be kept in a pool created at the national level, and distributed to schools and districts on the basis of need. Temporary teacher recruitments should be guided by a central policy stipulating a minimum salary scale and benefits.

In the area of **teacher recruitment** the study found over 200,000 teachers working at the school level. Of these, 130,000 hold permanent positions, while more than 70,000 are non-permanent teachers. Subjects like Science, Mathematics, English, and Accounts are often taught by non-subject teachers. The study recommends that Regional Teacher Service Commission (RTSC) be

created in Nepal as an extension of the existing Teacher Service Commission for creating a district level pool/roster of potential teacher candidates for the entire district. SMCs make their selection of candidates only from the pool created by the TSC. Graduates in Science, Account, Mathematics and English should be recruited to strengthen content level teaching.

In **teacher mainstreaming** it was found that more than 70,000 teachers have been working in non-permanent posts for several years, while more than 30,000 vacant positions are available (12,096 vacant positions have been advertised for open competition and about 18,000 positions have been allocated by SMCs for internal competition). Over 40,000 teachers are working in non-permanent positions as "relief" (*rahat*), to fill the need for instructors, based on the categories and school mapping done in 44 districts.

In this area of teacher mainstreaming, the existing relief positions in schools and districts should be rationalized based on school mapping. These positions need to be mainstreamed systematically, with years already served taken into account. Temporary teachers who have fulfilled the selection criteria should be recruited through internal competition for 18,000 positions. TSC should recruit teachers annually. Temporary teachers who have served for more than five years and are unable to be mainstreamed in internal or external competitions should be offered some incentives before being relieved of their positions.

Teacher transfer and deployment

Teacher transfer and posting are highly politicized. Overstaffing remains a problem in urban areas like Kathmandu, while there are shortages at various schools and locations, particularly at the primary level and in the Tarai region. Lack of fixed criteria for redeployment, incentive schemes and proper service rules for redeployment in critical locations have helped create this problem.

Recommendations to deal with transfer and deployment

One recommendation is to not transfer any teacher involuntarily. All transfers should be made during the vacation period to avoid any academic disruptions for students. Involuntary transfers should be made when a school is merged or closed, to place a teacher who has been teaching out of his/her field. Teachers should be transferred as per the concept of a national pool from surplus districts to other districts where there exist teacher shortages. Teacher transfer/re-deployment should be conducted by the district education committee (DEC) based on school mapping.

Teacher career development, retirement, and performance appraisal

Nepal's public education system currently lacks any annual performance appraisal system for teachers. There is an absence of comprehensive evaluation criteria, stakeholders are not consulted for performance appraisals, and there is little connection between performance and promotions.

The study recommends the introduction of an annual personal appraisal system based on teacher responsibilities, job description and performance standards, among other criteria. The performance appraisal should be used in promotion and in addressing professional needs of the teachers. Teacher promotion should be based on performance, course completion, qualifications and experience.

Serious thought needs to be put on the qualification of teachers. The SSRP's requirements do not differ very much from current standards. The study recommends that teachers for Grades 6-8 must be B.Ed graduates, and that in the future all level teachers must be at least B.Ed graduates.

> Even the graduates are not qualified to teach because their own background and performance is poor. Teaching has never been an attractive profession and we can never move forward unless we can make teaching attractive. Increasing the number of teachers will not solve the issue if the teacher doesn't have any skill. We need to think about how to attract the crème of our society to become teachers.
>
> **– Bhagwan Aryal, Teacher**

School Management at the Local Level

Day 2: 7 April

[School Environment/Enabling Policy]

Dhananjaya Sharma (Principal, Gyanodaya Secondary School)
Govinda Prasad Pokhrel (District Education Officer, Bajura)
Moderated by Anamolmani Poudel (Kantipur Daily)

Dhananjaya Sharma is the principal of Gyanodaya Secondary School, a government school that produces over 95 percent success in the School Leaving Certificate. Sharma talks about his experience of managing Gyanodaya.

Principal Sharma says it is important to learn from the children and not just teach them. For him, quality education is not just about passing the School Leaving Certificate examinations. Quality education should give life lessons. He talks about the importance of pre-primary education. Gyanodaya started pre-primary section about twenty years ago. Twelve years later the children who attended the pre-primary classes graduated and their SLC result was 95 percent. The pre-primary level has grown and there are more than 400 children now. This goes to show that pre-primary education is extremely important because if the roots are strong, the children will thrive.

Mr. Sharma says the best way to teach children is to encourage them, love them, and let them know that they can do great things.

He says the teachers have to trust children as responsible human beings. In a public school like Gyanodaya, it is sometimes impossible to provide teachers for every subject. Sometimes kids have to be left without an adult instructor. But if you visit a Gyanodaya class during a time when the teacher is not around, you will be surprised to see the children studying and reading quietly by themselves. That said, Mr. Sharma noted that children should be allowed to be children. The idea that there should be 'pin drop silence' in class is not a practical one because kids need to discuss and learn from each other – this cannot be done in silence.
According to Mr. Sharma the design of the school building is also important in managing the school. "You have to design the school in such a way that if some classes go out to play, it should not disturb those who are taking classes. A school is well managed if it can integrate parents into its programs," he told participants. Gyanodaya has successfully done that by regular meetings with the parents. Even though it is a public school, parents are asked to pay whatever amount they can and whoever absolutely can't is given a scholarship. Sharma says if the process is transparent and the parents have knowledge of what is going on, the school runs successfully.

Child Friendly Schools: Experiences from Bajura

| Govinda Prasad Pokhrel |

Child Friendly School Initiatives have worked very well in Bajura—the stakeholders are happy, the environment of the classroom has changed, teachers are happy and willing to teach and drop-out and class repetition rates have dropped at most levels.

The district has employed young teachers, and teacher enthusiasm is noteworthy. Through mobile meetings the teachers interact with parents and the community, which has helped maintain harmony and good relationships with non-government partners. There are more women teachers than in the past and monitoring is going well. Teachers report that the students in class are happy and the community schools are doing much better.

But challenges remain: it is hard to retain teachers in Bajura, and schools still have not established a system to help differently-abled children. Their infrastructure is not up to par, and because of a lack of resources, it has been difficult to make existing infrastructure child-friendly.

> It is important for schools to teach leadership. Our education system is so politicized today, but that is not the kind of leadership we are looking for. Good leaders make a good country, so schools need to focus on leadership ability and train young people to be good leaders.
>
> **– Anand Mani, Kathmandu**

Key Issues and Challenges in Quality Education

Day 3: April 7
[The School]

Amima Sayeed (Chairperson, Pakistan Coalition on Education)
Moderated by Meenakshi Dahal (Divyankur Child Development Promotion and Research Center)

We already know that access to education, quality teaching, attention to the learning process, and assessment procedures are big challenges towards achieving quality education. There's tribal wisdom from the Dakota Indians which says, "When you discover that you are riding a dead horse, the best strategy is to dismount." Instead of doing just that we tend to buy a stronger whip, change riders, and re-structure the dead horse's reward scale to contain a performance related element. Yet, nothing works and we wonder why.

Have we ever given a thought to why we have 35 to 40 minute subject-wise periods in the school timetable? Why is there the need for classroom monitors and school prefects? Why do we have grades, labels and categories in schools? Why is there identical work for the whole class? What is the purpose of homework

that just involves reproducing answers from textbooks?

We see indoctrinated teaching inherent in school teaching, with undifferentiated and singular concepts of learning, teaching, progress, and intelligence. The instructional methodologies of choice are reinforcement, repetition, discipline, control, and supervision. And there's a sense of false singularity in execution, with exams, schedules, uniforms, lessons, syllabi, curricula, and definitions of success.

The best possible way a student can learn is when he/she is free. Move away from singularity, and appreciate personal uniqueness and achievements. Figure out the best learning possibilities, create rich and complex intellectual opportunities and environment and give children the freedom to explore. At some point we need to understand our capabilities. We cannot each do everything, our capacities and capabilities are different. Therefore, the fabric of learning lies in appreciating peer achievements and uniqueness and making our best contribution while remaining open to ongoing critique of learning theories and practices. We must work harder to restore respect of the learner and their natural gifts.

Drawing from analogies used by the speakers, the only way to 'eat an elephant' – or to take on an elephantine task - is to take a bite. In the Nepali education context that 'big bite' has to do with the curricula. The way forward depends on breaking the challenge of quality, accessible, education down into 'bites': by making curricula more local, by dismantling boundaries on both the delivery and receiving ends, and promoting student learning beyond the classroom. By taking "bites" in this way, one lesson plan, one classroom, one day, and one school at a time, educators can realize that they do not need to wait for the government to bring change. They can start it themselves.

Education for a Changing Society

Day 2: 6 April

[Classroom Practices]

Enterprise Education (Dr. Chiranjibi Nepal, Senior Economist, Visiting Professor, Kathmandu University)

ICT and Education (Laxman Sharma, Principal, Satyawati School, Dhading)

Moderated by Sudarshan Ghimire (Associate Editor, Shikshak Magazine)

As the world is increasingly connected with new forms of technology and different ways of processing increasingly large, fast-flowing, quantities of information, it becomes ever more apparent that our schools and methods of education need to keep up. Education needs to train individuals for a new type of society, and with skills that may not have ever been needed before. Economist and visiting professor at Kathmandu University, Chiranjibi Nepal, and teacher and principal, Laxman Sharma, explored two ways in which teachers could integrate these new skills and technologies into their classrooms and curricula.

Enterprise Education

| Dr. Chiranjibi Nepal |

Dr. Chiranjibi Nepal has helped coin and initiate the idea of "enterprise education" in Nepal. His talk was premised on the split between what he calls the Industrial Age and the Information Age of today. He started his presentation with the statement that at the same time that education is more important than ever before, "for [perhaps] the first time in history, those who do well in school may face the same economic challenges as those who did not do well. Many children and graduates are not equipped with financial knowledge and literacy: the education our students receive today is frequently not adequately preparing them for the future

they face. Good grades alone, after all, do not ensure financial success – certainly not in the way that it used to. Our students also need to be prepared to retrain on the job, and to change jobs on average every three years. Effective education in the information age, then, as opposed to in the industrial age, but prepare for life-long training, learning, and re-learning.

Dr. Nepal at times made controversial statements in opposition to education in the arts, humanities, social sciences, or even the pure sciences. But his focus throughout remained on creating curricula and programs oriented towards what is practical, relevant, and economically rewarding for students. He stated that countries that have relied on the export of raw minerals and materials, or on the comparative advantage of cheap labor, need to re-orient their strategies: exports of this kind are declining, and regaining comparative advantage depends on developing countries' ability to adapt and absorb new and emerging technologies. This ability, he asserted, depends on enterprise education: a focus on skills, adaptation, and leadership.

The skills for enterprise education rely on breadth, have multiple skills, and diagnostic abilities – workers and leaders need computer skills, the ability to be highly flexible and adaptable, behavior and interpersonal skills, and the ability to understand the mission of an organization. The increasing number of young people starting businesses (as opposed to joining pre-existing companies) is indicative of four major trends in economies today:

- Changes in industrial structure
- The IT revolution
- Rapid globalization
- Declining birthrates

According to Dr. Nepal, the environment for business and work today (even outside traditional 'business') today is one in which customers are increasingly taking charge, competition is intense and more global, and change is constant. Enterprise education, then, is learning that is directed towards developing in young peo-

ple those skills, competencies, understandings and attributes that equip them to be competitive in such a world.

The ability to understand the context of the market and make informed choices as to how to use scarce resources, are traits that have been valued for hundreds of years. The difference today, perhaps, lies in the amount of information and data that we must process in order to make the same types of decisions. Entrepreneurship education is unique in that it places the acquisition of these skills at the centre of the classroom.

Teachers can champion ICT!

| Laxman Sharma |

Following Dr. Nepal's energetic presentation, Principal Laxman Sharma began his talk on integrating internet and communication technologies (ICT) in classroom instruction. "Teachers can do it!" was his theme. Principal Sharma is currently the headmaster as Satyawati School in Dhading, a government school.

Background

At present, Nepal Telecommunication (NTC) claims full, nationwide coverage. More than 90 percent of teachers own a mobile phone. In recognition of the wide spread of internet and mobile coverage, and in trying to leverage this network for educational purposes, Kathmandu University has a 1-year Master's in Education distance-learning program. A national framework has also been created around ICT in Education, from the Ministry of Education, and the Department of Education has started to allocate funds under the provision of "ICT for All".

Why Use ICT

In many places, the infrastructure exists, so the important parallel – or next – step is teacher's development. Without active participation, teachers will not grow apace with the changing world around them; as their own skills increase, they can better facilitate the learning of their students, and use technology in their

social and private lives as well. Horizontal learning should be both regular and demanded – and is under request by teachers today. ICT is one component in a constellation that involves the "hardware" of schools, the "software" of management, "system ware" and "human ware". It cannot be a solution on its own, but can facilitate independent learning and development in the classroom, and bring in concepts and resources that may not be locally available. Mr. Sharma reminded his fellow teachers that, "As teachers, we don't have to know everything." Instead, he said, Technology and the internet itself can be vital tools in "teaching us how to use them".

Teacher unions in Nepal have, Mr. Sharma pointed out, "changed their tune" with respect to ICT skills and education. They have recognized that mobile and internet technologies are fundamental in the 21st Century, and that students must know how to use them. Mr. Sharma elaborated on some of the ways in which educators should capitalize on internet and communication technologies:

- As writing teachers and aides
- For social networking purposes, for professional development and movement. He pointed specifically to teachers' online discussions on education issues, and to resources that would help write in Devanagari on the computer
- To gain access to global information
- To take online courses
- To use time more effectively and to plan lessons
- As a part of recognizing that teachers in Nepal are members of a global community and can make a difference
- That this can be a sourcing medium for community schools.

Free Open Source Software developments in Nepal, and the availability of mobile applications from web services, open up a new range of possibilities for educators in Nepal, particularly those located away from urban centers. ICT can provide opportunities as a supportive technology for all subjects – as well as help with subject-specific developments. Mr. Sharma's most important

message in his presentation, after that of encouraging teachers to explore new technology, may have been this: that at the end of the day, it must be the students who come first. Technology must primarily support and push both students and teachers in their journey of learning.

Discussion

Both presentations saw audience members actively engaged, responding to questions, and asking their own. In response to Mr. Sharma's presentation, various members of the audience asked for support in creating lesson plans that involved ICT, and in searching for good lesson plans online. They also expressed interest in improving their own technological prowess. While Dr. Nepal's presentation was very well-received by members of the audience, two participants also questioned the emphasis on math, science, and reading at the cost of other abilities – an awareness of society, of social issues, and of ethics, for example. Dr. Nepal did not address this particular concern.

Delivering Quality in the Classroom

Learning Approaches: Experiential and Self-learning

Day 1: 5 April

[The Classroom]

Dr. Gael Robertson (Advisor, Chahari Nepal) and Sam Brian (Geography and Mapping Instructor/ Trainer, Bankstreet College of Education)

Moderated by Dr. Bidyanath Koirala (Professor, Tribhuvan University)

Transformative Learning – to work on the 'self' in experience

| Dr. Gael Robertson |

Dr. Robertson's presentation focused on transformative learning as 'self learning': that is, knowing oneself, asking how different aspects of identity play into how one understands oneself, and how this, in turn, affects both what one learns, and how. For example, Dr. Robertson grew up female in Scotland, in the 1950s and 1960s – a time when education was becoming more important than marriage. She spoke to how this context affected how she saw herself and her learning. Dr Robertson was also able to point to specific instances in her life – such as when she started

learning Nepali – to indicate how a lack of self-awareness about her identity and learning style impeded her progress.

The process of asking questions is integral to 'self-learning' – and involves asking questions and trying to understand both the questions and the answers, in the context of oneself. Some key questions are - how do I learn? How do I make sense of my experiences? How do my influences affect my experiences/learning? Transformative Learning Theory helps us question how we as learners understand ourselves, and provides a basis for transforming confusion into understanding that can help us change. The "how" of learning starts by knowing "me". The "me" is relevant in how you connect to your wider audience; knowing "me" includes such factors as age, generation influence, religion/spirituality, ethnicity/caste/racial identity, socioeconomic status, gender. In order to help others learn, teachers must be involved in their own self-learning.

Transformative learning is an ongoing process that expands one's options on how to relate and deal with new information and issues. Transformative learning involves asking questions in order to better understand yourself, so you can be a better learner. If teachers know themselves, they are better equipped to help their students learn.

Responses

"How do you apply this in a classroom?"
Answer: First you have to apply it to yourself. Once you grasp this, you can help others ask questions and understand themselves better. Once you know yourself, you understand both why you ask and learn things the way you do, and (thus) how you can learn best.

Experiential Learning

| Sam Brian |

Sam Brian has been teaching for 41 years, and became disillusioned with traditional methods where the teacher is thought to be the bearer of all information, and the student's role is to absorb new knowledge. Mr. Brian began using more experiential methods, including films, discussions, and interactive methods (like games), so students would generate their own questions and seek their own answers, to arrive at socially constructive knowledge that was built collaboratively.

During the course of his presentation, Mr. Brian provided an example of what this process of knowledge construction could look like: he shared a 10 minute video of him applying experiential methods to educate students about the US government, after one of his students suggested they "be" the government. His work with graduate students of education, he says, emphasizes the need for new methods: each says s/he loved the subject they teach, but was bored by the teacher. "It's not just the experience but also about the reflection. If you're not excited and you don't have a reaction, you won't learn anything. You have to be discovering," he told participants.

Learning need to be interactive, hands-on, and experiential so that students can support each other's learning, to move away from traditional methods where a teacher is the only person holding knowledge.

As an overview, this session focused on what it means to be an aware teacher. The speakers addressed two levels of awareness: one, personal – being aware of one's identity and correlated learning needs, so as to be better able to respond to student needs and facilitate independent learning. The other level is of classroom awareness, and understanding how to best promote classroom interaction and learning by doing.

New Trends in Education (role of a teacher)

Day 1: 5 April

[Classroom Delivery / School Environments]

Dr. Anne Hickling-Hudson (Professor, Queensland University of Technology)

Moderated by Archana Rai (Faculty, Rato Bangala School)

Changing Schools for a Changing World

Dr. Hickling-Hudson has taught for around 40 years in approximately 10 countries. She started her presentation discussing the need to bring about changes in the traditional system of education that promotes hierarchy and advocates violence of all kinds, at various levels.

Drawing connections between literary theories such as modernism, post-modernism and the post-colonial era, and tying these to both the traditional and modern classrooms, she talked about how we have moved on from a restricted, hegemonic era to a global, plural, inclusive one. Her stance was that the change should not be in theory alone: classrooms should change as per evolving needs and should aim toward being less hierarchical and more inclusive.

Having spent her childhood in Jamaica, which was once colonized, she talked about the agony of living in a post-colonial environment and the pain of bearing the brunt of violence and regimentation. Her experience of teaching at an under-privileged school for four years reminded her of this agony and she stressed the need for a change.

According to Dr. Hickling-Hudson, apart from infrastructural differences, differences in fee structure and the provision of facilities, the alarming rate of failing students is an indicator of an

under-privileged school as opposed to a well built, facilitated, elite one. To improve the quality of education in the classroom—irrespective of its strength and size—we have to be able to challenge the traditional didactic system of learning, and replace it with inclusive, open, challenging multilateral tasks.

Some suggestions to bring about a change in the quality of education were:

1. Make teaching/learning multilateral: using audiovisual materials, media, information technology, etc.
2. Promote and integrate art, emotions and emotional intelligence, and real life incidents rather than distant, "top of the head" things into the curriculum.
3. Include the study of philosophy, gender, religion and society – ideas and subjects that make an individual well-rounded.
4. Unchain the words: Promote expressions and interaction instead of chaining words and censoring texts like it was done during the colonial times.
5. Promote the use of native languages, as this helps the students connect more easily to the subject matter.

After an impressive presentation of slideshows and events from her life as teacher, the audience engaged in discussion about where we stand in terms of organizing education, and how we work effectively towards creating new models of change.

> "Dr. Hickling-Hudson has discussed the need for developing an alternative approach to schooling and to re-think the current model developed by Western countries. Most countries like Tanzania still use the colonial model of education whose focus is to benefit the few. Together with some friends I am trying to take the discussion further and see what an alternative schooling would look like."
>
> **– Professor Suleman Sumra, Tanzania**

Teaching Approaches (Multi-Grade and Grade Teaching)

Day 1: 5 April

[The classroom]

Padmanabha Rao (Director, RIVER Krishnamurti Foundation, India)
Prakash Adhikari (Head, Innovative Forum for Child Development)
Moderated by Sudarshan Ghimire (Shikshak Magazine)

Redesigning elementary school: A multi-level perspective from RIVER

| Padmanabha Rao |

Mr. Padmanabha Rao presented on the need to redesign schools to meet the needs of the children and their environment, based on his experiences from RIVER, the Krishnamurti Foundation. Mr. Rao believes that these ideas can be brought into practice by focusing on quality education to promote a quality life, along with building sustainable livelihoods to conserve the environment.

Questions such as how to address diversity in the classroom and why the education system is failing were addressed. Mr. Rao expressed his conviction that the answers lay in inadequate teaching and learning materials, and the fact that the textbook has no real connection with the child's everyday experience. He also stressed the need to let a child learn at his or her own pace, to calculate progress on the basis of individual capacity, performance and improvement, rather than a standardized, unequal system.

Through his presentation Mr. Rao introduced "the progress ladder", a chart that measures the progress of each child. This progress chart is a tested concept and focuses on the individual child – assessing not only the completion of a syllabus, but also what students are able to draw out from it, and the quality of their education. This method is followed in around 200,000 schools in South

and Southeast Asia. It promotes a method of teaching that is inclusive of culture, festivals, and the environment and most importantly, the progress of the child at his/her own pace.

For more on RIVER Krishnamurti Foundation's experience and knowledge in restructuring schools to meet students' needs, please refer to the 'Multi-Grade Multi-Level Teaching' *workshop conducted by Mr. Rao and Ms. Rama Rao on Days 1 and 2.*

Experiences of child-centered learning processes to improve quality primary education in Nepal

| Prakash Adhikari |

Like the previous speaker, Mr. Prakash Adhikari, of the Innovative Forum for Child Development, also placed stress on the need for a Child-centered Learning Approach (CCLP), one that points towards creative, fearless, and joyful learning.

Stating that a 45-minute class does not fulfill the learning needs of the student, Mr. Prakash stated that the entire process of schooling needed to see transformations. Quality education may be provided when the following can be ensured:

1. Increased student-teacher interaction
2. Providing continuous and high-quality teacher-support and monitoring
3. Inclusion of mother's in the process of education by empl oying them as parent representatives who come and share essential cultural details and folklore among other possibilities.

Both speakers in this session talked about the problems that emerge in education at the primary and lower secondary levels, which hinder the learning process later on. Both agreed that if a regular assessment process is not initiated at the elementary level, efficiency and quality in education would be difficult to meet at a later stage.

Teacher Training and Development

Day 1: 5 April

[The Classroom]

Tapan Kumar Acharjee & Mohammad Shahidullah Miah (BRAC)
Sam Brian (Bankstreet College of Education)
Moderated by Medin Lamichhane (Principal, Ullens School)

Teacher Training and Development through BRAC

| Tapan Kumar Acharjee & Mohammad Shahidullah Miah |

BRAC's education program is primarily a "second chance" program for 8-13 year olds who complete a full five-year cycle of primary school, in four years. The organization itself runs multidimensional programs. For example, the focus of teacher training is to promote teachers as professionals in their community. This training program started because a large number of teachers in Bangladesh are not officially qualified. Quality in the classroom is facilitated when teachers receive training and updates on emerging issues and new methods. BRAC's goal is to supplement government efforts to improve quality of education.

BRAC's works to improve the quality of education in rural areas; to ensure an optimal teaching-learning environment while developing career prospective for teachers. As such, the organization has been exploring the different, untapped potential of teachers, in order to empower them and provide more formal qualifications and skills for the classroom. The results have been an improvement in testing scores from students. Meanwhile, teachers have more options for their own career growth. Training focuses on married women, however, because unmarried women tend to move away after marriage: this is a way of keeping schools within one kilometer of the community, decreasing turnover, and encouraging continuity of trained teachers at a given school.

The teachers who are a part of this program are selected through

a process that includes a survey, a written and oral exam, and school observations. They are provided with foundation training and office based orientation. Supportive supervision is ongoing, and involves shared feedback, demonstrations, practice teaching, monthly refresher courses, and subject-based special training. In this vein, teachers receive training in Math, English, Science, Geography and Bangla. To facilitate classroom work, and to help foster a supportive environment, additional training focuses on head teachers and members of the school management committee.

While BRAC's work has been successful in improving overall testing scores, and opening new horizons for teachers as professionals, the training programs have also faced a number of challenges. Relatively low and inconsistent salaries make it difficult to motivate teachers. It has also proven difficult to effectively implement their action plans targeting schools, and to bring the desired number of female teachers into trainings. Bangladesh schools only have a total of 128 teaching days, and instruction is further constrained by large classrooms of more than 100 students. BRAC is working to overcome these limitations.

Staff Development

| Sam Brian |

Sam Brian, of the Bankstreet College of Education, has been involved with Rato Bangala since its inception. He presented a background of how Rato Bangala School was started by Shanta and Kanak Dixit, using a visual history to highlight changes over the years. Brian's initial involvement with Rato Bangala was as a staff developer: he reminded participants that it is just as important for teachers as it is for students to have hands-on experience in the classroom. A teacher cannot simply tell students to do a project; s/he should do the project with them. A mapping project, for example, could involve clay and modeling – and with the teacher actively present throughout. The learning, Mr. Brian highlighted, is "in the doing".

Turning his focus to staff development, Mr. Brian spoke of staff turnover as "the enemy". For effective staff development, he drew the attention of participants to 10 key points:

1. A principal and teacher have to be on the same track
2. Workshops should go beyond the curriculum
3. You shouldn't let budgeting (monetary and time) be a constraint in time for workshops
4. Principal should be flexible about teachers being in class if they are taking workshops and professional development (PD) or training
5. That said, trainings and workshops shouldn't be imposed on teachers, they should be interested and invested
6. The individual in charge of staff development should be sensitive to the school environment and community
7. Must keep in mind that the developer is a helper; they shouldn't add to the teacher's workload
8. After trainings, a developer should be able to – and should – follow up
9. It's not just teachers, but also principals and heads of schools, who should take part in workshops and trainings
10. Teacher turnover is the enemy of the developer. There should be a set-up for teacher-turnover, so teachers can train/teach one another.

Effective staff development needs to be collaboration between the developer, the teachers, and the head(s) of the school. It requires flexibility on the part of heads, in particular, and interest on the part of both teachers and heads.

Child Development

Day 2: 6 April

[The Classroom / School Environment]

Meenakshi Dahal (Executive Director, Divyaankur Child Development Promotion and Research Center)

Moderated by Kaushalya Khadka (Faculty, Rato Bangala School)

Child Development: Helping them Grow 'Right'

| Meenakshi Dahal |

Meenakshi Dahal's starting statement was that early childhood development should be a priority, although it is given minimum attention in the media. Different sectors cover early childhood, and early childhood covers physical (sensory and motor), cognitive, social, emotional and language development. The development of all of these, up to age eight, provides a critical foundation for school success, adult productivity, and the ability to care for the next generation. Problems in one area affect progress in another: physical, cognitive, social, emotional, and language development are interconnected and need to be simultaneously nurtured. As such, it is important to recognize that babies aren't born blank slates, but are born prepared to have experiences. They should have as many experiences as possible when young, to develop the synaptic networks that contribute to their adult development.

While education is often discussed in the context of a school or classroom, it begins at home, before a child enters a formal institution of learning. The language and language skills that may affect the scholastic performance of a child begin to develop at home, based on how and how often families speak. (A study in Ecuador, among others, demonstrated these links, and they have been generalized elsewhere.)

Early Childhood Development (ECD) is defined as up to age eight,

but successful transition to primary school depends on the child's readiness, which includes their mental and social background, and the readiness of schools to adapt to the child. The before-school years – ages one to four—are important for a child's emotional control, social skills, and ability to respond. This will determine how they behave in ages five to seven and beyond. Quality ECD programs can bridge the gap between children from different socio-economic backgrounds. They can also prepare children more effectively for primary school and quality life-long learning. Such programs have been linked to higher school attainment and completion, improved attention, and better learning outcomes.

While quality matters in ECD programs, there is no blueprint. Quality may be culturally defined and needs to be modified depending on what outcomes are desired. What is known, however, is that serious concerns about teacher training and competency exist: there is a very high rate of turnover at primary schools and ECD centers, and as of yet, there is no assurance about the quality of trainers.

With respect to Early Childhood Development programs, other gaps and dilemmas also exist. One is the very concept of ECD, and the age group(s) that fall within it. ECD may also begin at home, and not necessarily at a center. It is mentioned within the School Sector Reform Project (SSRP), but it is not clearly defined. Interventions have not yet been implemented. Furthermore, social choices and parental expectations have often been found to differ from the needs of children and the nation. The priority at this age should be on learning and doing, not reading and writing.

Multiple Intelligence

Day 2: 6 April

[The Classroom]

Dr. Xuesong Gao (Associate Professor, Faculty of Education, University of Hong Kong)

Rakesh Shrestha (Deputy Director, Education Material Management Section, DOE, Nepal)

Moderated by Medin Lamichhane (Ullens School)

Beyond Intelligence

| Dr. Xuesong Gao |

Dr. Gao's presentation began with a comparison of the traditional and current views on intelligence. While traditional views hold intelligence to be one-dimensional, inherited at birth, and fixed, the current view is of intelligence as multi-dimensional, influenced by both nature and nurture, and open to development. Intelligence may also be taught.

Dr. Gao reviewed Howard Gardner's eight intelligences: logical-mathematical, inter-personal, intra-personal, linguistic, motor, spatial, bodily-kinesthetic, and musical. He reminded participants that we need to focus on the strengths and improve on the weaknesses of each type of learner/intelligence.

As per this presentation, there are Five Minds that should be fostered as educational goals:

- The Disciplined Mind: students can have a disciplined mind which will benefit major scholarly disciplines. The applications of this can be continued for life-long learning, and will help in the mastery of major schools of thoughts including science, math, history, and a professional craft
- The Synthesizing Mind: an ability to sift through information (and determine what is/isn't important), organize information and convey it to others, and the ability to integrate

ideas from different spheres into a whole, which can be communicated to others

- The Creative Mind: leads to thinking outside the box, heading to new frontiers, and the capacity to uncover and clarify new problems, questions, and phenomena
- The Respectful Mind: welcomes diversity, understands and work with others, openness and reciprocity
- The Ethical Mind: examines one's role as an individual and as good citizens of the community, one's region, and the world, while examining whether one can fulfill one's responsibilities as a worker/citizen.

These "Five Minds" are connected to learning styles – visual (seeing/watching), auditory (hearing/listening), tactile (touching/holding), and kinesthetic (moving/involving physical activity). Accommodating all of these learning styles in a single lesson may prove difficult, but there is a need to include all activities that are welcoming of, and welcomed by, a learner. Any given student will have multiple learning styles, which have been influence by both biology and experience. These learning styles exist along a continuum, and are value-neutral. In order to discover an individual learning style, one needs to go through a variety of activities.

The status of the Nepali school curriculum and assessments from the perspective of multiple intelligence

| Rakesh Shrestha |

Mr. Shrestha conducted a general analysis of education in Grades 1 through 8 using the perspective of Multiple Intelligence (MI). The national objectives for education (with respect to MI) is to expose hidden talents, develop good morale, develop productive skillful citizens for local and global needs, develop social integrity, preserve and wisely use natural resources, and for students to be able to apply new information and use modern technology. Using the lens of MI, primary and basic level curricular objectives serve to protect and promote nation and nationality, and

develop students' social and personal behaviors. They also work to develop basic language and math skills, strengthen basic skills in science and information technology, teach students about the environment and personal health, and offer basic life skills and foster creativity.

This presentation focused on the following topics: math, science, language, and creative arts and simple ways/activities that would cater to the multiple intelligences. Mr. Shrestha outlined ways in which Math and Social Studies classes could do just this, by using and catering to visual, bodily-kinesthetic, and interpersonal intelligences, for example. He also elaborated on ways that creative arts and language curricula were already oriented to respond to multiple intelligence.

Reflecting on differences in teaching-learning practice as students advance through the school system, Mr. Shrestha recognized the need for secondary education to become more responsive to multiple intelligences. Even as teaching-learning in Grades 1 through 5 focuses on different (if not always all) the intelligences, from Grades 6 to 10 methods shift to those with linguistic, logic, visual-spatial, and interpersonal intelligence. Consequently, those with body-kinesthetic, musical, intrapersonal and naturalistic MIs are not addressed. The lack of a supportive environment in these areas leaves these intelligences – and the students who have them – suppressed. Academic evaluations, which are based on linguistic and math-logical abilities, further ignore multiple intelligences, and increase the likelihood of students with other types of intelligence becoming disengaged.

Our basic and national-level objectives have the potential to accommodate multiple intelligences, but much work needs to be done to fully accomplish this through every level of schooling. In recognition of these gaps, the Department of Education has been partnering with a non-governmental education organization to identify different intelligences in students, and to work towards creating truly child-friendly schools.

Literacy and Early Reading

Day 3: 7 April

[Classroom Practices]

Ashley Hager (Director, Nepal Teacher Training Innovations)
Moderated by Anup Tiwari (Room to Read)

Encouraging Literacy Development in Pre-Primary and Primary-Level Classrooms

The goal of Ashley Hager's presentation was to appreciate the importance of using a phonics-based approach to teach early reading. The presentation began with discussion and practice—how do we read, when we don't recognize a word? Our starting point is breaking a work into individual letter sounds (segmenting), followed by putting the sounds back together (blending). Phonics, along with other strategies, enables students to read unfamiliar words independently.

The elements of a phonics-based approach are founded on the following:

1. Phonemic awareness — recognition that there is a difference between sounds and letters
2. Letter recognition — knowing letter names
3. Letter sound production — recognizing that certain letters produce certain sounds

Ms. Hager explored activities that teachers of pre-primary and primary students could initiate to help their students learn how to read. She highlighted rhyming activities as very helpful in preparing children to learn how to read phonetically.

In 2007, the US National Panel for Reading Achievement found that "The ability of Kindergarten [students] and first graders to accurately recognize and produce the letter names and sounds is

the best predictor of future reading achievement." With this in mind, Ms. Hager also outlined the difference between reading in the early years and the later years. From Pre-school to Grade 3, learning to read is about mastering the letter/sound relationship, and developing word-attack strategies to achieve reading accuracy and fluency. From Grade 4 onwards, the goal becomes reading to learn new information. Instead of decoding words, readers are decoding meaning; the emphasis is on comprehension.

While presenting these strategies, Ms. Hager also debunked four myths about reading:

- The human brain is not hard wired for reading the way it is for speaking
- Reading is a human invention societies still exist today without a written language
- Many children will not learn to read unless they are explicitly taught
- Phonics (as part of a balanced reading program) is the best approach for all students, but is essential for students who are struggling with reading.

Converting Experience into Expertise

Day 2: 6 April

[The Classroom]

Dr Anita Sanyal Tudela (Assistant Professor of Education, Pontificia Universidad Catoìlica de Chile, Santiago)

Dr. Xuesong Gao (Associate Professor, Faculty of Education, University of Hong Kong)

Moderated by Dr. Bidyanath Koirala (Professor, Tribhuvan University)

Teacher Learning and Unlearning: Transformation Through Inquiry

| Dr. Anita Sanyal-Tudela |

Dr. Sanyal-Tudela's presentation was structured around a series

of questions. The talk began with the following query to the audience: Why do we need to think about change?

The top-down approach to quality in schools has failed despite shifts in policy language that promote student-centered learning, because the professional development of teachers has been weak. There is still too much reliance on a one-size-fits-all model that ignores the fact that classroom realities vary in specific contexts.

How does change happen? Teachers can assume a transformative role and make real changes by reclaiming their professional knowledge as teachers, which rests on the understanding that classrooms are complex, that teaching is an ongoing process of constant questioning, that teaching is about action, and that classes are the richest sites for self-learning.

We must learn to unlearn and learn, and to question our assumptions and the discourse (particularly notions of standards and testing) that have become so ingrained that they are "common sense". However, teachers can notice new things about the nature of our own teaching and learning and, by valuing our experience and expertise and appreciating that education is context-specific; can reinvent our practice and discourse based on these observations.

There are many assumptions about schooling— sometimes called the "common sense of schooling"—but we don't question or see these assumptions: we simply reproduce them. Since all teachers have "experience" and "expertise" in school they are engaged in a "professional discourse" through the language of standards, and tests. There are assumptions on many topics that need to be looked at again, including the idea of knowledge itself: what does and doesn't count as 'knowledge'? How is that knowledge constructed? Is the arrangement of the school/classroom, restrictive? What is the purpose, function, or objective of a school? Are "learning" and "success" pre-defined, and what message does that send to students? We should question assumptions about the nature of

knowledge, the institution of schools, our students, our teaching, and communities.

Building from this, Dr. Sanyal-Tudela demonstrated that it is necessary to ask such questions and use them as a guide. In this inquiry into what we do, three methodologies can prove useful: self-study and action research, the collaborative making and analyzing of lesson plans, and consideration of "funds of knowledge" at homes and in communities. Teachers can change by asking questions and remaking their roles by reconsidering what's taken for granted, challenging the school and classroom structures, rethinking educational categories and deliberating on what it means to "know".

But these methodologies are only a beginning. What we need are communities of learning that reconsider and challenge the taken-for-granted and, like researchers, examine data (from students, communities and families, government curricula and standards, and teachers themselves) to make teachers the principle actors in the reform of education to improve quality.

Converting Experience Into Expertise

| Dr. Xuesong Gao |

Dr. Gao discussed how to turn theory into practice, while highlighting that practices (experiences and reflections of theory) can also be used to develop theories. Theories do not have universal application; they must be adapted to the context – or derived from it.

In accordance with this idea, the session was turned into a practice-period, to mine the experiences of the learners (the audience members for their expertise. Dr. Gao emphasized that resolving problems does not need to require flying in "experts": local knowledge, including that of students, needs to be prioritized. Mutual inquiry can serve as the basis for teacher development.

The discussion centered on a problem "How can a teacher control her students?" Participants were asked to offer their insights and, in doing so, to problematize the assumptions behind the identification of control as a problem. Beyond concrete "solutions" (such as giving the child less sugar, providing more or less challenging or age-appropriate work, or working together with parents), some of the questions about the "common sense about schooling" to arise were the following:

- What is hyperactivity anyway? What does it mean to be "over" active?
- What is the impact of labels on a child's future? Could we not just identify the behavior—X is "very active"—rather than pass judgment on the child? Could not teachers, as professionals, not reappropriate the label?
- What is it about the educational setup that makes us notice restlessness as a misbehavior?
- Why do we assume all students should behave alike? How can a very active child be given space in the classroom?
- Where does the notion that we need to control come from? Fear of being judged incompetent as teachers?
- Why does education have to result in mass control?

Hidden Curriculum: Collaboration and Critical Dialogue

Day 2: 6 April

[The Classroom]

So Ching Yau and Chiu Chi Yeung (Faculty of Education, The University of Hong Kong)

Dr. Anita Sanyal (Faculty of Education, PUC-Santiago)

Moderated by Prof. Hridaya Ratna Bajracharya (Technical Advisor, University Grants Commission)

Hidden Curriculum

| So Ching Yau and Chiu Chi Yeung |

Liberal Studies at Hong Kong University comprises student-oriented approaches, with a sustained focus on enquiry. The purpose of this curriculum is to enhance students' understanding of themselves, and to enable students to develop multiple perspectives. One course in particular, "Education Curriculum: Values, Concepts, and Issues", has been helpful in supporting student-teachers learn how to create better classrooms. Student-teachers learn that it is important to build relations, to give students space, to take charge of learning, and to develop a "zone of proximal development". Instead of uni-directional learning (whereby teachers simply transfer information to students), the arrows of learning should be cross-directional: learning and sharing knowledge should take place in exchanges between students, as well as exchanges between the teacher and students.

The idea of a "hidden curriculum" examines the organization (the "curriculum") of a classroom. It includes such elements as the social structure of classroom, a teacher's exercise of authority, the rules governing student-teacher relationship, and a teacher's use of language.

When studying concepts and then being in a classroom, there are

unexpected encounters. In learning to teach, student-teachers learn to problem-solve by 1) Observing, 2) Understanding and 3), Collaborating.

Hong Kong University has been developing a new curriculum in Education where teachers function as facilitators. The aim is to have teachers enhance students' understanding of themselves, to enable students to develop multiple perspectives. The speakers are the first batch to graduate under this curriculum.

Transforming Teaching by Rethinking Evidence of Student Learning

| Dr. Anita Sanyal Tudela |

This presentation followed up on Dr. Tudela's previous presentation, which focused on teacher mindsets, and also started to problematize the way in which 'knowledge' in schools is typically understood or defined. (*See: Day 2, Converting Experience into Expertise, "Teacher Learning and Unlearning"*)

Teachers use the terms 'knowledge' and 'learning' frequently. As per Dr. Sanyal-Tudela, these terms are loaded, constructed with value, and politically influenced. As one examines what is visible or made invisible in schools, it becomes apparent that there is a focus on particular "kinds of knowledge" promoted in schools and that sanctioned forms of knowledge have particular consequences for students. The forms of knowledge valued in school are part of official knowledge, legitimized knowledge, or "school knowledge" – information and skills that are, or can be, assessed by exams.

This type of knowledge most often takes the form of abstract computations that are taught through the repetition of information. It ignores local knowledge, which both comes from and is valued by the community. Instead, students are assessed for "correct" or "incorrect" information. Centralized exams frequently ignore student theories and understanding, and by neglecting local, indig-

enous and community-based knowledge, create hierarchies of knowledge. Formal education then turns into a competition between people, communities, and countries.

But alternatives exist. One significant way forward is to value the student's existing knowledge, ideas, and experiences. (This suggestion is also a summary of the language that often dominates policy proposals.) This may also lead teachers to reconsider how they see and relate to a student. A student's experiences may serve as resources for constructing new knowledge. This view of students, and the types of knowledge shared at the school, are then embedded in individual and collective experiences, and can promote learning that has value for students and their families, draws from existing contexts, and is based in everyday experience. All of this also means that student knowledge is not neutral.

At the same time, this type of dynamic work requires that educators engage actively and deeply with the types of knowledge students bring. Global reform efforts and prevailing education discourse, especially in mainstream education, often constrain our abilities to do this.

Promoting education practice that is student-centered means more than simply changing the materials used in a classroom, or the amount of time an instructor spends lecturing. It means rethinking fundamental aspects of teaching, knowledge, student participation, and what they learn. It also – critically – requires that an instructor re-assess the types of evidence s/he will use to determine what a student is learning, how they are learning, and what they think about a particular topic. This "tends towards a process that is far more complex and uncertain than evaluating an answer as correct or incorrect." Such a process values reasoning over answers, and moves towards treating students as genuine contributors in building knowledge.

Putting this into practice
Student learning exists in places and forms that educators are not always conditioned, or trained, or see. The first step in transforming the classroom into one where students are also actively involved in and recognized for building and creating knowledge is listening to students, and pushing them to talk. Educators need to look for "explanations, justifications, and arguments" – more than correct answers. This means looking for evidence of student knowledge in diverse places, including conversation, writing, drawing, and projects. As students learn how to respond to each others' ideas, they also learn how to collaborate and build knowledge to develop concrete products.

Dr. Sanyal concluded by connecting schools to the communities in which, and for whom, they are developed. "If we can treat students as independent thinkers and constructors of knowledge," then we make it possible for them to develop "more sophisticated skills and capacities." We can then more genuinely "begin to consider how to value local and cultural knowledge in schools, in order to contribute to the development of communities."

Inclusion for Quality: BRAC Students' Mentoring

Day 3: 7 April
[The Classroom]

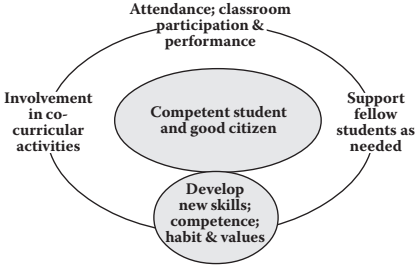
Mohammed Shahidullah Miah (Program Manager, BRAC)
Moderated by Bola Ram Pandey (Faculty, Rato Bangala School)

BRAC was established as an NGO in 1972, following Bangladesh's independence. Since, the organization has become the world's biggest NGO, and has 2500 offices in Bangladesh alone. BRAC now also operates in 10 other countries.

As outlined in greater detail in on Day 2 ("The Experience of the BRAC Education Program"), BRAC's education program has five

parts– Pre-primary, Primary, the Adolescent Development Program, Multipurpose Community Learning Centers (including more than 2500 libraries), and support to mainstream non-government rural secondary schools. Of these schools, only 317 are run by the government, whereas 18,500 are community-run, including some 3,000 religious schools. The mentoring program was a new initiative in response to inconsistent results after teacher trainings.

Since 2002, BRAC's Education Program has been working to improve the quality of education in rural and remote secondary schools. BRAC provides subject-based teacher training, as well as management training to Head Teachers, Assistant Head Teachers, and School Management Committee members. (*More information on BRAC's teacher training program is available in the presentation "Teacher Training and Development," held Day 1.*) Unfortunately, the outcomes of the trainings were not satisfactory. Class attendance remained below standards, and there was still apathy towards participation in terminal exams. Both of these factors were identified as major barriers in achieving quality education. An inadequate number of teachers meant that instructors could not successfully reach out to every student. To bridge this gap, BRAC established the Student Mentoring Program in 2006 to facilitate and encourage peer support and leadership.



The key objective of the Student Mentoring Program was to ensure regular attendance in class, and participation in final exams, while developing students' leadership qualities and capacity for peer support. Mentors provide both academic and social support, and are invited to take part in an active debate program that exists across schools. An additional goal of the program is to create demand for quality education among students.

Mentors are selected based on academic achievement and enthusiasm, and they work with groups of eight to ten classmates. Selection criteria include regular school attendance, commanding the attention of their peers, and consistently displaying leadership skills, consideration for others, and an ability to help their peers understand. Mentors provide academic support and serve as role models for class attendance, extracurricular engagement, and appropriate social behavior.

At present, the Student Mentoring Program covers 2,072 schools, across 60 districts. There are just over 63,000 student mentors, 57 percent of who are female. Mentors are given the opportunity to take part in debate programs, and 40,000 of the mentors are involved – 70 percent of them are young women, and debating is considered an important way to help them build argumentation and rhetorical skills. Mentors are trained over six days, at a BRAC Learning Center, and they receive refresher training every six months. The training involves components on value education, leadership, peer support, classroom participation, creating an enabling school environment, the importance of participation in co-curricular activities, and mentoring, among other sessions.

With their groups of peers, mentors organize monthly meetings. They discuss class attendance and participation, school exams, how they can contribute to a positive school environment, and practice problem-solving. If the group is unable to resolve an issue, they bring in the teacher. Local Resource Persons (LRPs) are also available to support student mentors and coach debate, and to provide refresher trainings.

Outcomes

The results of the Student Mentoring Program have been positive. School attendance increased by 15 percent and participation in exams rose 20 percent over two years. Teacher-student and peer relationships improved, and students became increasingly self-reliant, and active in maintaining school premises.

Research by Prof. Mahbuba Nasrin of the University of Dhaka's Sociology Department provided evidence of these changes, and also showed that student mentoring helped improve pass rates and participation in co-curricular activity. Between 2006 and 2011, after program implementation, pass rates rose from 55.57 percent to 82.80 percent. Meanwhile, school attendance grew to 76.24 percent, from the 2006 figure of 68.58 percent – progress, but still room for improvement. Behavioral indicators have also been positive, particularly for those selected as mentors. Effects have varied across regions (with high positive correlations between mentoring and school participation in Jessore, and lower contributions in Rangamati), but impact has overall been positive. The national curriculum, in recognition of these changes, has now included peer mentoring.

Finally, the mentoring program incorporates a debate program – 'Bikarka Bikash' – which has been widely covered by local and national media, and enjoys mass participation. Students from rural and remote areas have had the opportunity to develop their presentation and communication skills through it.

(*For further information on the effects of the Student Mentoring Program, you may seek out Prof. Nasrin's study, "Understanding the effectiveness of mentoring: An exploratory study on BRAC mentoring program".*)

Discussion

Sapana Thapa, a PhD candidate, raised questions about younger children. "The mentoring program sounds like it may be promising for older students, but how are you responding to similar needs for early childhood and pre-primary age children?" she asked. The speakers responded that BRAC supports 1,500 early childhood centers across the country. Other participants expressed interest in learning how BRAC prevents student mentors from becoming over-burdened, and from being over-used by teachers. Mr. Shahidullah responded that debate programs and practice take place on the weekends, holidays, or when teachers are absent and cannot be replaced. Co-curricular activities are included within class time. Local Resource Persons are also available to help mentors debrief.

Ultimately, this program has to be considered within the framework of a collaborative model: it has been shown to improve student-teacher relationships, suggesting that the program has fostered positive, and not dependent or exploitative relationships.

Special Education

Day 3: 7 April

[The Classroom / School Environments and Policy]

Bimal Lal Shrestha (Chief Executing Officer, Self Help Group for Cerebral Palsy (SGCP))
Tapan Kumar Acharjee & Mohammad Shahidullah Miah (BRAC)
Moderated by Dr. Bishwobala Thapa (Lecturer, Tribhuvan University)

Special Education Showcase from Nepal

| Bimal Lal Shrestha |

Using mostly pictures, Mr. Bimal Lal Shrestha outlined the work that Self Help Group for Cerebral Palsy does in educating children with cerebral palsy (CP). The presentation then expanded on integrating older children with CP into mainstream schools and the incumbent challenges and benefits.

Cerebral palsy is a result of brain damage during pregnancy, at birth, or up to the age of five. In Nepal there are more than 50,000 children known to have cerebral palsy, but the actual number of children in Nepal with cerebral palsy may be higher.

The self-help group for cerebral palsy was established in 1986, and has a school in Dhapakhel with 47 students aged between 4 and 22. Until the age of 18, students are educated and given skill training. After 18 they are sent home, integrated into a mainstream school, or given vocational training with their parents to make an income.

The children have specific physical differences, so sophisticated equipment is needed for some children.

So far over 300 children have been integrated into mainstream schools, including one in Tilganga, but this continues to be a challenge as most schools are not disability friendly. Staff from the organization often continue to help with physiotherapy at the home or school of students. Reasons other schools cite for resisting integration include: parents of other children not wanting special needs children at mainstream schools and schools lacking the necessary infrastructure (for example ramps).

Some parents have taken extreme measures to ensure education for their children: a woman in Palpa carried her child and his mat to school daily, with the child lying in school the whole day. He was eventually provided with a special chair so he could attend class sitting up.

The advantages to integration include learning better with other students, providing a community of friends for children with cerebral palsy, and allowing children with cerebral palsy an education so they can earn money, read and write, and become more independent.

This presentation was a pictorial run-through of Self Help Group for Cerebral Palsy. The presentation gave a brief overview of the challenges they face with the condition, how they help individual children with their specific needs, the difficulties of having CP children attend normal schools and the gains of participation in mainstream schools.

Multilingual Education for Ethnic Children and Catering to Children with Special Needs

| Tapan Kumar Acharjee and Mohammed Shahidullah Miah |

This presentation introduced some possible ways of using mother tongue education in schools for ethnic minorities, drawing from the importance, impact, and challenges of doing so in Bangladesh. In 2003, BRAC set up the Education for Ethnic Children (EEC), which allows children to begin school in their own language, with their own culture, knowledge, and experiences. This allows them to gain confidence in the national language, enabling easier transition to mainstream schools. Teachers are multi-lingual, which helps the children to overcome barriers, and build a stronger educational foundation.

As many minority ethnic groups do not have their own written script, the EEC program aims to increase the number of minority ethnic group children in school by using their own language as a medium for teaching. One program strategy is to use the ethnic language and script as a medium of instruction (MOI). The education program focuses on life skills and issues, and uses co-curricular activity focused on the regional culture.

Education for Ethnic Children provides capacity development by giving language development training to teachers and staff, and by providing basic teacher training, with monthly refresher courses, and an orientation for teachers and staff. Learning activities for teachers include incorporating activities for enjoyment, using two teachers per classroom, and integrating concepts in the mother tongue while also teaching the national language. Teaching programs use the 10-30-60 method, with 10 percent of class time devoted to conceptual work, 30 percent to demonstrations, and 60 percent to practice.

BRAC's Work with Children with Special Needs (CSN)

The objective of this program is to increase the number of special needs students in school, to promote their involvement in society, and to ensure quality education and sound infrastructure.

Major working areas include field operations (and including at least one child with special needs at each BRAC school), medicine, training, materials for training, and advocacy.

Challenges include enrolling children with special needs, ensuring that staff have a wide range of expertise, and facilitating the entrance of Children with Special Needs into mainstream education.

Lessons learned from the program are that it is very important to follow up on individuals, and that the transition from non-formal schooling to formal settings is difficult. Furthermore, it is essential to have appropriate materials, and that assessment of impairment has to take place, as individual differences sometimes limit activities for inclusion.

Parental Involvement

Day 3: 7 April

[Classroom Practices / Enabling Environments]

Helen Sherpa (Programme Manager, World Education)
Kumudini Shrestha (Founder, Shikshya Foundation) and Khim Kandel (Director, KISC-EQUIP)
Moderated by Laxman Sharma (Principal, Satyawati School, Dhading)

Parent Teacher Associations

| Helen Sherpa |

The 7th Education Amendment did not form a Parent Teacher Association (PTA) until 2002, by which time World Education (WE) was very heavily involved in PTAs. The establishment of the PTAs in Nepal started with elections: teaching parent and guardians how to hold elections and elect leaders for the groups. Parents were then involved in activities mapping school children, and became increasingly involved in school campaigns. These were considered to be 'easy' tasks. World Education then they

moved on to school assessment. They made parents sit in a classroom to evaluate what students experienced: Could they hear the teacher? Could they see the blackboard? Was the furniture broken? This got parents involved in assessing the quality of schools their children were attending.

The impacts of PTAs included increased accountability of teachers and students, a dramatic increase in attendance rates, and a significant rise in the number of days that school remained open. Other positive effects were also soon noticeable: enrollment went up through the 'Welcome to School' campaigns, which were easy for the parents to understand carry out. Parents became involved in helping maintain the school's physical infrastructure, which also drew from skills many of them had. Parents provided support to develop learning materials and science equipment.

World Education's work with schools and PTAs took place during the conflict and post conflict periods. They worked very closely with schools in the Tarai that were most affected by the conflict. Schools were sites of great tension, exacerbated by the politicization of School Management Committees (SMCs) and external extortion. World Education found that by mobilizing the parent body, they could do a lot to insulate those schools from conflict. "Once parents were mobilized and empowered and had codes of conduct, they found that the armed groups and politicians went away. But this doesn't happen with just five parents: the strength only comes from a large group of parents," Ms. Sherpa described. In their years of work in the Tarai, World Education has seen parents come together and demand accountability and good governance, working towards making schools zones of peace.

Ms. Sherpa's experience has been that PTAs and parents tend to focus on infrastructure: parents are very willing to mobilize around school construction. The challenge is to focus on ways to improve the teaching and learning process. Parents are also committed, and interested in becoming engaged, when given the responsibility of managing finances and resources for the school. Some WE

initiatives have involved matching funds raised by parent committees.

Successes
Parents have expressed great interest in becoming involved in vocational education. World Education has used approaches like student field schools where the children grow crops. In Dolakha and Ramechhap WE has been working with parents, teachers, and older students to identify the vocational and practical skills they can learn, and linking these skills to classroom learning.
Parental involvement requires consistent effort. Many people and organizations concentrate on parent-teacher committees, but these groups involve only a small number of parents. In order to be successful with parents, you have to go beyond the committee and get more parents involved in both the school and the committee itself.

Notes on effectively **building the capacity of parents** to be involved in SMCs:

- Figuring out what roles parents can play. A lot of parents don't know what they are allowed and not allowed to do.
- Keep in mind that parents are very nervous about offending those who are perceived as elites—teachers and elders in the community.
- Low-income parents are busy people; long boring meetings do not work with them.
- Accommodating local language(s) and customs is very important.
- Trainings are long and expensive. Parents learn more by doing - through field visits and talking to people, for example, which ultimately proves more effective than training alone.
- The focus should also be on training parents to pass their responsibilities on after they are done with their term in the PTA, or when their children have finished attending school.

Challenges
Ms. Sherpa outlined a series of challenges associated with work

around parental involvement. One is a designation of responsibilities and a lack of clear policies on SMCs. Many people think that the PTA is an SMC. However, SMCs are responsible for day-to-day management. PTAs are responsible in mobilizing all the teachers and parents of a school. Another challenge relates to who is involved in the SMC and PTA. There are concerns about elite capture and politicization, with members of political parties and upper caste groups perceived to dominate (or dominating) these bodies.

Many parents lack confidence, especially those who are not themselves formally educated or come from backgrounds of less privilege. It is a constant challenge to increase confidence, and emphasize the importance of their engagement with the school. WE also asks how all parents can be engaged; one way is by differentiating in terms of activities, parental skills, and the school's needs. One may help with sports activities, while another assists with accounting and book keeping, for example.

Kumudini Shrestha, Shikshya Foundation, Nepal
Ms. Shrestha talked about her experience as a parent of Rato Bangala, with two students in primary school. She talks about the opportunities the school creates in parent involvement and how it helps students.

The academic year at Rato Bangala School kicks off with 'Curriculum Night' where the parents get to meet with their children's teachers for the first time. There are field trips to heritage sites and so forth, which provide a fulfilling learning experience. In addition, the curriculum is very attached to local culture—children learn about where their food comes from, their festivals, and other aspects of their societal traditions.

Ms. Shrestha grew up in a small family and married into a big one. At one point there were over ten children living in the household and she was able to witness different kinds of parenting styles. There were those parents who felt that they were spending so

much money to spend their kids to good schools that the school needed to make sure that the kids were doing well. And there were others who were very involved and took advantage of every opportunity to be involved in their kids' lives. Now, ten years later, she is seeing the difference. Children of the more involved parents have different set of values—they are more sensitive, self-assured and think beyond their immediate needs.

When she had children, Ms. Shrestha's family instituted a 'no television' policy so the children were involved in more constructive activity, reading, and doing creative projects. As a mother she also made the conscious decision to not go out in the evenings because she felt that she needed to be around for her children. Reading, for any length of time, has been especially important in her family. Research has pointed toward children whose parents read to them, regardless of their socio-economic background, tending to do better in school. She says this has been the most effective way to get involved in her children's lives, and advocated it to others.

Khim Kandel reiterated that parental involvement is imperative in children's learning process. Parents need to understand that learning starts at home not at school. Parents who feel that learning is confined in schools should be helped to understand that such is not the case. It is important for schools and parents to work together in understanding each other to promote holistic learning.

> When I gave birth to my children a lot of people gave a lot of suggestions, but the best advice I have received is about children and reading. Someone told me to surround my children with books, encourage them to read. I took that advice, and built a mini library. Today my children are voracious readers and they have found lifelong friends in books.
>
> **– Neelima Pradhan, Parent**

Building Skills and Mindsets: Workshops

Day 1: 6 April

What is Reading?

| Judith Gold (Bankstreet College of Education) and Shama Budathoki (RBS) |

The premise for this workshop was that it is critically important for teachers to be able to articulate the theoretical framework that determines how they teach reading. The session began with a presentation by Ms. Gold modeling "good reading". The facilitator discussed different methods of reading. She distributed books to the participants who were given time to read in their groups. This was followed by small-group and large-group discussion. There was a discussion on "cueing", or using cueing systems when reading to predict and determine if a word is contextually appropriate, and metacognition.

This workshop provided teachers with the opportunity to examine and expand their knowledge base about methods and frameworks in the teaching of reading. This workshop helps students gain metacognitive skills – that is, the ability to reflect on, understand, and control their learning. Through this, teachers may help their students apply various systems to understand what they read.

During the session, the facilitator made use of hand outs, group discussion and shared the importance of reading in learning. The participants were also shown a video to show how reading is important.

Writer's Workshop: Nurturing Creativity and Building Skills

| Elizabeth Norford (Education Alternatives Worldwide) and Kiran Rana (RBS) |

This session used both discussion and exercises to provide participants with an experience of the stages of the writing process. Participants were asked to look around the class to come up with a subject. Each participant created a piece of original writing following the stages of (1) identifying a topic, (2) composing, (3) sharing their work with a partner, (4) revising and editing. Between steps, members of the group came together to review their experiences. Participants discussed the theories behind this technique of using stages, and then explored reasons for including this process within language arts curricula.

An important take-away for participants was that children are "real writers", capable of creating and appreciating their own work and that of their peers. The writing process nurtures individual creativity, encourages collaboration, and represents a critical component of child-centered pedagogy. Based on the contributions of participants, it seemed that very little open-ended writing was taking place in the early grades, including in places like Dailekh. Teachers seemed to feel that children do not have the "skills" to write. The idea of 'writing as a means of learning to write' has not yet taken root. One participant requested that the facilitator visit his school to conduct the workshop with his teachers. This seems like a positive step towards recognizing children as writers, and thus further building their skills as authors and learners.

Teaching Mathematics

| Christine Stone (Teacher trainer and independent consultant) and Anshu Amatya (RBS) |

The first of three sessions in Math Education, this workshop was rooted in experiential learning. All activities were structured using simple, easily-available local materials, with examples of activities for major concepts from early childhood to lower secondary levels. The first session focused on shapes, while sessions on Days 2 and 3 paid attention to numbers, and measuring and three-dimensional understanding respectively.

As Ms. Stone explained, mathematical understanding and competency are a core area for comprehension and being an 'educated person'. Quality education would ensure that all children thoroughly understand and can use all aspects of shapes, numbers, measurements, data collection and problem solving techniques, and employ these skills outside of the classroom. Acquiring these skills should be pleasurable, exciting, and satisfying. For this, teachers will need to have the skills they want to teach, and also be familiar with ways of getting students to think for themselves while practicing new skills. Too often, mathematics is taught as mechanical operations that neither students nor instructors understand or consider relevant.

This first day of the Math sessions began with participants looking at slips of paper with shapes (below). They were asked to compare the shapes, and say if they were the same or different.

Participants then practiced becoming comfortable with the idea of shapes and their relationships to each other, through a series of games and activities. They started with jigsaw puzzles, made from old calendar pictures. Each small group received one puzzle to

complete. Following this, the group had a discussion around the difference between circles and quadrilaterals. The participants concluded that rather than making children memorize definitions of geometrical shapes, it would be better to let them discover the characteristics of these shapes, and their similarities and differences, on their own. Participants then explored patterns, and practiced making patterns using circles and tanagrams. They then explored the idea of symmetry, using both outside objects and thinking about how the human body has symmetry. Using mirrors made from the shiny wrappers of chocolates or sweets, participants also observed how objects can be made to look symmetrical.

This was an important session for driving home how concepts that many teachers take for granted can only be taught through memorization are in fact very practical and can be understood better if 'taught' through hands-on means.

Concept-based Methods of Teaching Science

|Basanta Yadav (RBS) and Midesh Maharjan (RBF) |

This session involved 25 participants from a range of public and private schools in Kathmandu. Participants were divided into four groups, and each group was assigned a topic and a method for accomplishing their particular task. Upon completing the assigned tasks – which were samples of ways in which the participants could themselves teach new concepts – the small groups once again formed a large group, and shared their experience and learning through discussion.

The workshop sought to emphasize that different children understand new concepts effectively in diverse ways. Following only a single method of teaching may not help most students – employing varied methods in teaching science will ensure that a maximum number of students understand key concepts.

While participants appreciated the session for the new methods

shown to them, and the hands-on activities, they asked that in the future, reading materials be provided beforehand, or to take home. They also asked that later sessions also focus on science teaching in the higher grades.

GEQAF – General Education System Quality Analysis Framework

| Dr. Venkata Subbarao Ilapavuluri (UNESCO, Paris) |

Dr. Ilapavuluri presented on the use of the General Education Quality Assessment Framework (GEQAF) at various levels, including the classroom. The workshop was geared to researchers and those interested in policy, as well as individuals more involved in day-to-day classroom work and teaching practice, who are interested in assessments.

Dr. Ilapavuluri's session focused on how UNESCO is concentrating its efforts in making policy and implementing them in order to achieve the 2015 Millennium Development Goals (MDG) in education. He stressed that Sub-Saharan Africa, as well as South and West Asia, are still lagging behind in meeting this MDG. North America and Western Europe, East Asia and the Pacific, and Latin America and the Caribbean, can reach the 2015 numeric targets for education. Central Asia and Central and Eastern Europe can be within close range of the numeric target: each had a net enrolment ratio, or NER, of over 90 percent by 2008. Thus for many countries, gender parity in primary education seems feasible by 2015. Overall, more than 200 million more youth and adults have become literate since the Goals were first established.

In spite of these apparent successes, it was clear that there was a need for a systematic analysis to measure progress towards the Goals. UNESCO developed GEQAF, which has been considered effective in making assessments and guiding implementation in the right direction. At the center of this system lie Development Goals which must be relevant, responsive and equitable, and inclusive. In establishing such goals, the following serve as a frame-

work: **Desired Outcomes**, based on competencies and life-long learning skills, **Core Processes**, based on learning, teaching and assessment, **Core Resources** of curricula, learners, teachers and learning environment, and **Supporting Mechanisms**, which include governance, financing and system efficiency.
Since its development, GEQAF has been tested in a few countries. Participants were hopeful about implementing it for analysis of their education system, in order to diagnose and address problems.

Multi-Grade/Multi-Level Teaching (MGML)

| Padmanabha Rao (RIVER Krishnamurthi Foundation) |
Co-Facilitators: Padmanabha and Rama Rao (RIVER Krishnamurti Foundation), Kedar Tamang and Chandra Kumar Shrestha (German Nepalese Help Association), Bimala Misra (DEO), Thakur Prasad Paudel (Shree Bishnu Adhyatmik Sanskrit Primary School teacher), Min Shahi (Dailekh School Project) and Safala Rajbhandari (RBS)

The goals of this workshop were to expose participants to the principles and practice of multi-grade learning, and to communicate and develop certain new concepts, skills, and attitudes related to the Rishi Valley Institute for Educational Resources (RIVER) Multi-Grade/Multi-Level (MGML) methodology. The workshop focused on enabling participants to:

- Understand the importance of the Learning Continuum Resource in an MGML setting, where children learn at their own pace and level
- Understand the necessity of managing space by appropriately grouping students
- Understand the importance of effective time management in an MGML classroom
- Identify and understand important class management processes in a setting where students have a self-paced routine, by (a) establishing routines, (b) diagnosing learning levels,

and (c) placing children on the Learning Continuum based on their levels
- Understand the importance of a child-level monitoring system with ongoing-assessment and monitoring of progress.

In multi-grade teaching students learn or become able to self-determine their level of learning, and thus recognize what activities to take part in. This workshop introduced participants to the intentions behind multi-grade teaching, and modeled how materials and concepts could be used in such classrooms. The session encouraged participants to think more deeply about, and practice, the types of management and skills needed for multi-grade classes, in order to truly make them the "sites of and for innovation" that Vicky Colbert de Arboleda of Escuela Nueva mentioned on Day 3 of the conference. Successful multi-grade teaching relies on highly effective classroom management, and an efficient use of time and materials. Facilitators carried out various activities with individuals and groups in order to help the participants internalize how and why to develop learning cards depicting manageable, doable and meaningful activities for students.

Effective multi-level teaching requires being able to pick apart the components of a skill or objective, and deconstructing it to set particular goals, or benchmarks. The curriculum introduced in this session was broken down to these colored, graded learning cards, which were grouped to reach learning milestones, and then, learning ladders. Different colors corresponded to different levels (i.e. introductory, practice, evaluation, remedial and enrichment). Participants were split into four dynamic groups representing (i) a fully teacher-supported group, (ii) a partially teacher-supported group, (iii) a peer learning group and (iv)independent learning group according to the nature of activities and the learning stages in that milestone. Each card had a logo (rabbit, elephant or dog). Participants took part in varied learning activities based on the logo. The facilitators introduced a record keeping system for keeping track of the accomplishments of individual children as they reached learning milestones.

Teaching Essay Writing in Middle School

| Perry Keil Thapa (RBS) |

This fast-paced session covered the use of mini-lessons to teach students how to write arguments and prepare essays. Workshop Facilitator Perry Thapa went over elements of an argument, how to stimulate students to generate ideas, how to effectively structure ideas and employ stylistic devices, and how to combat typical shortcomings in teaching and writing effective argumentative essays. Participants in the workshop also discussed how essays should be assessed. The workshop required participants to practice writing and teaching modern techniques.

Participants were particularly interested in learning about how to organize ideas and how to "make" students "do as they were told" (for example, to use topic sentences). The session introduced color-coding and visual "bubble" strategies as well as more formal methods of producing essay outlines. The facilitator emphasized that different people make different connections; no one way of approaching a topic is right. As for getting students to employ these techniques, participants considered that using both professional and student work as exemplars can be enlightening: initially, students appreciate more than they produce and through exposure to good work, they gradually learn to make their own writing more sophisticated.

This approach improves the quality of classroom teaching in two key ways. First, rather than focusing on what students do not do, it focuses on what they can produce. It inspires them to achieve more rather than penalizing them for 'errors'. It also brings attention to the shared nature of the writing process, fostering an exchange of ideas. Students feel empowered by making contributions rather than being told how to think.

Multiple Intelligence

| Dr. Xuesong Gao (Hong Kong University) and Sarita Rana (RBS) |

The goal of Dr. Gao's workshop was to make participants aware of

the existence and the importance of recognizing, different types of intelligence in order to provide learning opportunities that would enhance individual understanding. The workshop began with a brief presentation introducing the concept of multiple intelligences. Participants identified their own needs as learners, to become better able to respond more effectively to the needs of their students.

The session started with the following question: How can we use Multiple Intelligence and think about the ways we learn? Most participants shared that they learn best when they are allowed to participate in hands-on activities where they get to see, feel and experience learning through a process. Participants expressed that in their own experience as students, they could not relate to what was being taught and therefore resorted to memorizing. Participants reflected on the discovery that they all learnt in different ways. This sharing then paved the way to the realization that if adults enjoy learning through so many different ways then obviously the children we teach also enjoy learning (and learn best) through different ways as they too show their strengths in varied areas.

Dr. Gao proceeded to introduce the eight intelligences: Logico-mathematical intelligence, Linguistic intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Visual/Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence and Naturalistic intelligence. The participants worked through exercises involving activities and teaching-and-learning strategies to create an environment that fosters more than one intelligence. The participants came to an understanding that teachers have to make an extra effort when planning lessons to incorporate different activities which will strengthen the different intelligences students' posses, and to support them in working on those intelligences where they are weaker. Dr. Gao's session made participants aware of the need to integrate multiple intelligences in classroom activities thereby making learning meaningful and relevant to a maximum number of students.

What is Comprehension?

| Judith Gold (Bank Street College of Education) and Kiran Khadka (RBS) |

This workshop was designed to encourage teachers to allow children to interact with their text. Comprehension occurs before, during and after reading, and is not simply a matter of students being able to parrot back the context of a text – it is, as Judith Gold pointed out, "an interaction between the author and the reader". In order to support teachers in facilitating such an interaction, the group started out by discussing what "good comprehension" means. The group subsequently practiced reading together, and went over key points of reading comprehension, as well as strategies used by proficient readers. The session was conducted using handouts and group exercises. "Picture reading" was done, where a series of pictures were accompanied by a combination of text and symbols as substitutes for words. Participants had to decode captions as they went along; building on symbols they learned earlier in the story.

One exercise during the session pushed participants to understand the importance of reading with comprehension. The facilitator stressed the difference between being able to read (or "call out") words, and reading itself. This was followed by discussion about strategies that proficient readers use.

One participant stated that the workshop helped her build confidence in handling her position as a librarian and English teacher. Others noted that they had a much better understanding of what comprehension entailed, and how to support their students in achieving it.

Making and Binding Books in the Classroom

| Elizabeth Norford (Education Alternatives Worldwide) and Kiran Rana (RBS) |

Bookmaking can be an important piece in the classroom writing curriculum. "Publishing" their own writing in a book gives children an important sense of ownership of their work, and allows

for a natural synthesis of visual and language arts. Approximately 35 participants took part in this session, which was geared towards making a book – from beginning to end. Participants were highly enthusiastic, and were eager to take their new skills to their own classrooms.

To make the books, participants were first taught to make a cover using cardboard and cloth. They then sewed the inner pages of their book together, and then stuck the front and the back inner pages to the inside of the front and back cover using glue. Once the "book" was ready, participants decorated the cover with easily found local material such as pencil shavings. Many of the participants had attended the Writer's Workshop and saw the continuity of the activities. When children write books and are given the opportunity to publish their books they see the whole cycle, from imagination to a physical product, completed, and have a sense of accomplishment. They develop a richer understanding of what it means to write, and how they can share their writing and knowledge with others. A highly 'hands-on' workshop, this session built on pedagogical principles that were explored in the 'Writer's Workshop' session, and in presentations elsewhere in the conference.

Teaching Poetry Writing in Middle School

| Bilquees Banu (RBS) and Sudha Ojha (RBS) |

This session sought to practice principles of poetry with the participants in the session: the goal was for students (both in this workshop and in later classrooms) to demonstrate an understanding of the expressive and figurative nature of poetry.

In the session, participants learned about different forms of poems, and practiced writing some of them. The workshop began with a discussion of feelings and emotions, and what they are. To help participants examine emotion more closely the facilitators conducted a window activity on the five senses. After the brain storming it was easy for the participants to write a simple poem

on how they felt. They followed this writing exercise by creating a folding poem and a found poem. (The latter is a poem made using words and phrases taken from newspaper cuttings, street signs, overheard conversation, lyrics from favorite songs, and other sources of text around us.) The found poem was created in groups. Next, the participants created a visual poem – which may simply be defined as a poem composed by looking at a certain picture, symbol or pattern. The exercise proved to be highly popular among the participants, and they encouraged one another in their creativity. Following the visual poem, the facilitators introduced certain more formal, conventional, types of poetry and the simple rules each follows.

At the beginning of the session, most participants defined poems as needing to rhyme, that they could only be written by people with a 'good' vocabulary, and that the language of poetry could not be understood by ordinary people. Furthermore, there was a shared sense that poetry could only cover the themes of nature and feelings. Having done the four types of poems, however, they came to understand that one can write a poem on any topic, that there is no need to follow formal structure, and that the length of a poem is not set in stone. As the participants relaxed in their relationship to the poems, they were more willing to take creative risks in their writing.

Poems can be a helpful medium for expressing emotions – and while the writer strives for flow, words do not necessarily need to fit perfectly together in a conventional manner. The most powerful messages or insights can be expressed through a minimal number of words, with or without rhyme.

Adolescent Development

|Hima Pradhan and Sarita Rana (RBS) |

The 25 attendees at this session included educators from Triyog Higher Secondary School and participants from the Rato Bangala Foundation's Professional Teacher Training Program. Ms.

Pradhan's workshop focused on helping participants understand the unique traits that define adolescents and adolescence, and supporting participants in learning how to respond effectively to them, as teachers.

The workshop started off with a warm-up activity that was based on prioritizing the needs of the participants. This was then applied to the needs of the adolescents they work with. Maslow's Hierarchy of needs was understood through this process. Group exercises were used to recognize characteristics of adolescents in three different aspects: physical, cognitive, social and emotional development. Erikson's eight stages of human development were explored in the discussion of the social development of adolescents. The group maintained focus on the crises that adolescents may face at different stages of development, and how teachers can deal with these more effectively.

Participants expressed an understanding of these different aspects of adolescence. They also wanted to learn more about how to respond to students' concerns about changes to their bodies. The session was highly interactive, with full group participation. It largely took the form of a group discussion, allowing attendees to share questions and knowledge with one another.

This workshop facilitated quality in the classroom by providing educators with knowledge and some tools of how to work effectively with students at a particular, and often uniquely challenging, stage of development. Teachers were sensitized to the issues faced by adolescents in order to deal with those issues effectively. Such understanding helps to nurture a learning environment as the teachers become better aware of the developmental needs of the particular age group. Eventually, this helps the students to become more comfortable with the teachers and with their peers. All of this will contribute to a better learning environment.

Parenting Styles

| Rajni Upadhyaya (RBS) and Reena Chand (RBS) |

As schools push for more parental involvement, citing better learning outcomes and student behavior, it is also important to reflect on how different types of parenting play a role in both the home and school lives of students.

Participants started off this session brainstorming what they understood by "parenting style". Without discussing their responses, they were split into groups of five to six people. Each group received a set of scenarios, or parenting styles, to role play:

Neglecting
– Parents are unresponsive to child's basic needs to affection
– Indifferent towards child
– Uninvolved in child's activities
– Emphasis placed on importance of parent's life

Authoritarian
– Rules not clearly explained, rigidly enforced
– Confronts and punishes disobedient child
– No cultural events or mutual activities planned
– No educational demands of standards

Indulgent
– Rules not clearly communicated and not enforced
– Inconsistent discipline
– Ignores/accepts misbehavior
– Hides annoyance/ anger towards child

Authoritative
– Firm enforcement of rules does not yield to coercion
– Confronts bad behavior
– Rules clearly communicated
– Educational standard set and enforced
– Alternatives offered

Once they were finished with the role plays, participants attended a presentation on EE Maccoby and JA Martin's Parenting Styles, conducted by the facilitator. The participants understood and clearly saw the differences, and discussed the approaches in their role plays. There was a strong feeling that students raised in an authoritative style would be better prepared for positive classroom learning, interactions, and teamwork, all of which would facilitate better interactions and outcomes from the classroom.

Multi-Grade Multi-Level Teaching

| Padmanabha and Rama Rao (RIVER Krishnamurti Foundation), Min Shahi (Dailekh School Project) and Safala Rajbhandari (RBS) |

This session revolved around the concept of multi-grade/multi-level teaching, with participants learning about both the concept and ways in which to ensure effective teaching in this setting. Mr. Padmanabha and Ms. Rao shared their experiences as part of the RIVER Krishnamurti Foundation, and drew on this to help teachers in multi-grade settings learn how to better plan and manage their classes (with respect to both time and materials), practicing some of these techniques with the participants. *(Please refer to the previous session, earlier in Day 1, for a more thorough explanation of the session.)*

Geography and Mapping from Terrain Models

| Sam Brian (Bank Street School of Education) and Pema Lama (RBS) |

This workshop was designed to embody and illustrate various pedagogical approaches associated with Progressive Education. The session began with a discussion of the theoretical context for using three-dimensional models to teach geographical concepts and map reading.

Working with terrain models is a "hands-on" activity that demonstrates the notion of experiential learning, constructivism, inquiry-driven lessons, discovery-based activities, and student-centered lessons. The workshop facilitator modeled how to de-

sign this type of lesson through his engagement with participants in the session. Using the terrain model placed on a tray, the facilitator poured water. This simple but effective demonstration allowed the participants to see the effects of rain. First the low lying terrain start getting submerged, and slowly but surely even the higher lying areas are submerged. The formation of islands out of a mountain range and archipelagoes was evident, and so was the effect of the water receding.

The facilitator engaged the participants to make concepts related to geography and geology clear. The participants became confident about terms such as mountain range, peaks, plateau, source of the river, tributaries, distributaries, the mouth of the river, formation of archipelagos and islands, central plains, sea and delta among others. The facilitator asked participants to figure out how to go from one place to another in the model. Many modes of transport were discussed based on proximity, the terrain as well as the water bodies involved.

The participants realized how much they had learnt about the main concept behind geography and mapping, as well as pedagogy in practice. While everyone in the group had heard about different types of teaching, and was theoretically aware of "hands-on" and "child-centered" teaching, for many participants this was a rare opportunity to be a part of a session that actively engaged them in this kind of teaching-learning activity. The session modeled ways that they could take such lessons – both in geography and pedagogy – back to their own classrooms.

Using Cell Phones to Teach English in Community Schools

| Babita Chapagain (RBF) and Sanina Basnet (RBS) |

Even as many instructors strive to keep cell phones out of classrooms, mobile phones can be a useful teaching device. The Dailekh School Project uses cell phones in this way, with the audio-version of the government English curriculum stored in phones.

By introducing participants to this innovative way of using cellular phones in schools, the workshop demonstrated some of the ways in which teachers could move away from rote learning, and use listening exercises, available online through the Nepali government, even when they do not feel confident in their own speaking abilities. By using the audio on a cell phone the teacher may help students become confident in their language use.

Participants in the session had a rich discussion on why cell phones, rather than other devices, were chosen as an effective teaching tool. Likewise, the facilitators gave a detailed demonstration on how cell phones can be used in the classroom, using a lesson from the government textbook. The main idea was to give participants a clear picture on how the lesson could be delivered creatively and effectively, integrating the audio version from the cell phone and other activities from the lesson to ensure that children achieve the minimum competence in English indicated in the curriculum.

Day 2: 6 April

Reading Aloud

| Judith Gold (Band Street College of Education) and Shama Budathoki (RBS) |

This session had the goal of making participants understand the importance of reading. Reading aloud teaches children about language, expands vocabulary, and brings children into unknown worlds that allow them to explore diverse cultures and ideas while recognizing commonalities in human experience. By learning techniques to facilitate comprehension and imaginative thinking, workshop participants learn how to use "reading aloud" in their own classrooms. The session also included a video modeling how to read aloud to young children.

In the session, the facilitator read aloud using a book with certain

words that had been obscured. As she read, participants had to try to decode what word had been hidden. The participants enjoyed this method as a possible new way of using reading in their classroom. They then each received story books to practice reading out loud to one another. They shared with other members of the session what book they most liked, and why. In doing so, participants were encouraged to engage more personally with their books than if they were simply "calling out" words. This modeled actions they could take into their classes, to foster students' relationships with their books.

Using Children's Literature in a Writing Program

| Facilitators: Elizabeth Norford (Education Alternatives Worldwide) and Kiran Rana (RBS) |

Literature in both in English and Nepali was used for this workshop. This allowed for inclusion of participants who spoke either of the two languages. The workshop leader read samples from a variety of children's literature to participants, and used these examples as the basis for modeling 'mini-lessons' asking children about the book. After reading the book, the teacher asked participants to focus on different aspects, including the plot, vocabulary, and punctuation. The participants made a list of the familiar words, and were asked to write books using those words. Participants worked in groups to create a mini-lesson of their own, using books collected from the Rato Bangala School library as mentor texts. Groups came up with a variety of mini lessons. It was interesting to see that some groups did not understand the concept and described what they read in the book instead of planning a mini lesson.

The facilitator took this opportunity to reiterate the importance of making students look at different aspects of the book in order to improve their depth of understanding of the text, as well as to develop their own skills as readers and writers. The participants felt that the lesson was very interesting and showed an important way to use literature in the classroom.

Group work initially proved challenging, as participants were engaged with reading aloud. As they were encouraged, however, they worked toward making connections to writing, based on the texts.

Teaching Math

| Christine Stone (KISC-EQUIP) and Anshu Amatya (RBS) |

This session built on the session on Day 1, and was similarly rooted in learning in an experiential manner. (*For more on background, please see "Math" under Day 1 of workshops)* Participants attended from a range of private schools in Kathmandu, as well as students of education, with some participants from public schools outside of Kathmandu. This workshop focused attention on learning and teaching numbers. Ms. Stone's emphasis was on making sure that participant teachers had methods and the practice to help their students develop conceptual understandings of numbers, instead of simply memorizing figures.

Participants began the session with a game that required them to think about number relationships. The facilitator wrote down a number that was not visible to anyone else. The group then had a total of 10 questions to guess the number. Following this, they talked about what a number is, and explored numbers – as well as addition, subtraction, multiplication, and division using concrete materials, and six different games.

Teaching Science

| Dil Bahadur Chhetri (KISC-EQUIP) and Midesh Maharjan (RBF) |

The goal of this workshop was to provide evidence that science can be taught in a fun and interesting way. By modeling a session that involved lecture, large-group, and hands-on pair-based work, the facilitators demonstrated to participants ways of making science teaching and learning more interactive. Facilitators wanted the participants to leave with a real desire for their classes to be a platform for more creative thinking, rooted in scientific inquiry.

The session started with brief introduction and a warm-up activity where participants experienced lateral inversion. Following a critical thinking exercise about the role of assumptions in the learning process, participants came to the conclusion that assumptions create barriers to proper teaching and learning. Facilitators then used role-play, dominoes, recipes and a scavenger hunt to study different scientific concepts that would help participants understand the concepts behind vocabulary about the solar system, photosynthesis and general science. Participants took a quiz, and prepared lessons based on the examples given for use in their own classroom.

Some participants remained concerned that activity-based teaching would not allow them to complete the curriculum, given the constraints of the school day in Nepal. They also wanted more activities that could be used for older students. Participants said that they learned new ways of tying current events into science teaching, and of connecting real-life scenarios to textbook material.

Students learn by doing, a process through which they create their own knowledge, and that leads to more meaningful, quality, education. Activities can be done in the classrooms, obviating the need to have science labs in every primary school. Hands-on science allows students to observe record and report honestly, thus developing important life-skills, and making the study of science both fun and relevant.

Child Development – Early Childhood and Primary

| Facilitators: Reiny de Wit and Pitambar Neupane (Early Childhood Education Center), Kiran Khadka (RBS) |

This session drew from the work of psychologist Lev Vygotsky and others to discuss child development at the early childhood and primary levels. Child development is age dependent and younger children have different developmental milestones than

older children. Participants talked about the objective of education as focusing on the holistic development of children while considering their developmental stages. In order to develop holistically, children must have an opportunity to develop socially, emotionally, physically and cognitively. Schools in Nepal tend to focus only on academic development. However, academic development will not be facilitated without considering development in the other three domains.

It is important to help children develop necessary knowledge, skills and attitudes, and not just focus on providing information, which is what prevails in the Nepali education system. Vygotsky's Zone of Proximal Development (ZPD) theory provided the foundation for a capabilities-based, developmentally-appropriate approach. ZPD is the distance between a child's actual developmental level as determined by independent problem solving abilities, and the level of the child's potential development, as determined through problem solving under adult guidance or in collaboration with more capable peers. "Scaffolding" enables a practical application of ZPD: a child will receive varying, and decreasing, levels of support/guidance (or "scaffolding") from an adult or more capable peer, until s/he is able to independently resolve a problem.

The 44 participants shared their views on the following questions:

1. What changes do we think we have to make in our teaching-learning approach?
2. What should be the role of the teacher?
3. How can we scaffold in an effective way?

This workshop highlighted the need to genuinely take child development into account when planning and carrying out classroom activities. The role of the teacher needs to be that of a facilitator, supporting and guiding children in their learning with proper scaffolds.

The session helped the teacher to understand children's development and learning processes. When teachers understand that the

children are different and learn in different ways, their teaching and general classroom orientation will better cater to the needs of each child. Children will then get receive the care, opportunities and stimulating environment they need to participate actively in the learning process.

Using Local Surroundings for Curriculum Development: Art & Identity – Self-Creation and Social Cohesion (Parts I and II, same cohort)

| Stephen Eckerd (Smithsonian Institute) and Nilima Pradhan (RBS) |

This session, of "Art and Identity", was centered on the question of how to locate and utilize community level artist and materials. The session was interactive, and showed participants how archeological methods make it possible to reconstruct social and technological developments prior to the emergence of written records. Participants were divided into small groups to create clay objects that would communicate to people 3000 years in the future, about who they are and what they value as important. Groups visited and interpreted the artifacts created by other groups, and discussed what is valued in a changing Nepal.

The session began with a power point presentation on 'Art and Identity', accompanied by a rich discussion on how the culture of a country can be preserved through art. During the presentation participants discussed how art that has been passed on from generation to generation can be sustained through placement in the school curriculum. In Nepal, traditional arts like kite making, basket weaving, Tharu art, pottery, mask making, and thanka- or pauba-making can be preserved and developed if introduced to children in school. This is of utmost importance in fast-changing societies like those in Nepal, where young people are caught between tradition and modernity.

In the hands-on workshop portion of the presentation, participants were divided into small groups to create clay objects that can communicate our identities and values to people 3000

years in the future. Groups shared their artifacts and discussed contemporary, and changing, values.

The group then engaged with a presentation on Community Artisans that showed the importance of utilizing local artists to make traditional art in school. Bringing traditional art into the school curriculum bridges children's worlds with that of another time. It teaches understanding, tolerance, appreciation, and the integration of other cultures and new ideas into which we are and can become. In a multi-ethnic culture like Nepal, using the arts to create an appreciation of cultural diversity is critical for a new generation in Nepal to preserve Nepal's cultural diversity and political unity.

Using Local Material and Resources for Math

| Facilitators: Amrit Poudel (KISC-EQUIP) and Kalina Pradhan (RBS) |
Participants in this workshop were deeply engaged in activities that pushed them re-consider what could be used to teach math in their classrooms. By focusing on inquiry instead of knowledge as a goal of the classroom, the facilitators showed how math could draw from local contexts, and use both games and methods of storytelling. Participants expressed an interest in using these methods in their classrooms, and in re-considering the relationship between home and school to teach math in the classroom.

Mathematics is found everywhere in our surroundings if we care to notice. Thus teaching materials are also naturally available, and can be found everywhere. Our digits, eyes, ears, noses, and heads can also be used to teach counting and basic mathematical operations, from addition and subtraction to multiplication and division.

To demonstrate how to do this, participants first made shapes like stars, circles and rectangles, and discussed symmetrical and asymmetrical shapes. They then saw a brief presentation demonstrating these shapes as created using hands – and were asked to

recreate these shapes. The facilitator emphasized the use of local materials in teaching mathematics. String and sticks were used to make different types of triangles. Discussion around various geometrical figures followed. Teachers were encouraged to allow their students explore various geometrical shapes found in the classroom, around the house, and in nature. An integral relationship exists between our cultural practices and mathematics; lines, angles, shapes and patterns are ever prevalent. The facilitator reiterated that the exploration and appreciation of our surroundings must be the focus of mathematics class.

The group also discussed a traditional game, "a dog and a bone", with respect to its relevance in teaching math (specifically, concepts of lines and intersecting lines, counting, ratio and proportion, measurement of time, and also logic and reasoning). At the same time, the game also promotes team work, concentration, listening skills, responding, problem solving and fair play. Participants discussed other local games that children can learn from, and ways in which stories may be used to effectively teach mathematics.

Making Math Interesting By Using Tangible Materials

| Amrit Thapa (RBS) and Kedar Dyola (RBF) |

This workshop was conceptualized in response to the mathematics classroom dominated by the simple transfer of mathematical ideas from teacher to student. The mechanical exercise-based, one way delivery, approach of teaching mathematics has contributed to an image of mathematics as dry, uninteresting, and difficult. Facilitators helped participant teachers experience different ways of mathematics teaching that promote student engagement, active participation, invention, team work and investigation.

The workshop started with an activity showing the invention of mathematical fact using simple local material. Participants shared

their personal experiences and their views regarding different images of mathematics. It was quite important to note that most of the participants experienced math as a hard, uninteresting, perfectionist and masculine subject.

The workshop helped participants experience the importance and effectiveness of teaching mathematics using concrete materials rather than only listening and writing activities. Participants were divided into groups of four and to solve puzzles, to teach algebra using lab-gear, to prove mathematical relations using locally available materials and to investigate real solid materials.

Participants were excited to work with concrete materials and expressed their positive view regarding the effectiveness of such materials in helping children learn math, in a fun way. Attendees shared their views regarding different ways they could use concrete materials to enhance learning mathematics. This workshop enhanced quality in the classroom by promoting student interest and engagement through investigation, sharing, negotiation, cooperation and problem solving. In such an environment students can experience problems as fun and interactive, which contribute to the productivity of their learning.

School Leadership

| Judith Ellis (KISC; International Schools Inspector), Khim Kandel (Director, KISC-EQUIP), and Deepa Dixit (RBS) |

Quality Leadership is key to providing quality education in the classroom. Quality leaders require two main attributes: a clear vision and a servant heart. This session trained leaders on how to develop and retain a clear mission, vision, and values developed and lived by the school community.

The facilitators focused on developing traits that a successful leader should possess, such as having clear mission, vision, and a set of values that enable them to empathize and have an accommodating attitude. A good leader needs to also develop qualities

such as love, grace, justice, excellence, and community service.

This workshop drew on experiences by the facilitators where schools with leaders that had the attributes of servant-leaders were able to undergo transformations. Ms. Ellis introduced the concept of servant leadership, as a way of addressing the problems associated with hierarchical leadership. A leader should always remind him or herself that he is there to serve the people who s/he is leading or whom s/he claims to lead. The servant leader should be a good listener, be able to empathize, persuade, foresee, conceptualize, offer stewardship and heal and solve problems. He must seek to empower the people rather than empower himself. When a leader empowers, frees and serves their people, the people in turn give power, control and recognition.

Participants were concerned about making distinctions between 'a leader' and 'a servant leader'. A thorough discussion propelled all participants to think that the distinction is made to add more nuance to the idea of leadership, and to think critically about what leadership entails.

Science – Content-based activities in teaching science

| Basanta Yadav (RBS) and Midesh Maharjan (RBF) |

Participants worked in four groups of eight. Each group was assigned a branch of science (physics, biology, chemistry, or astronomy), and a specific task to accomplish, responding to and investigating the query within that 'branch'. They then reconvened to show how they had accomplished the task, and the shared process they used to complete it.

The purpose of this workshop was to demonstrate that concepts in the different branches of science cannot effectively be discussed in a single, or the same, way. Teachers need to be able to use multiple methods, and switch from one to another, depending on how effectively the class is learning. Some subjects, however, like as-

tronomy, may be difficult to teach through hands-on activities alone. Participants suggested using the internet to find relevant videos and animation that could illustrate concepts in astronomy.

Lesson Planning for Multiple Intelligence

| Pema Lama and Sadhana Risal (RBS) |

This workshop helped teachers learn how to plan lessons keeping in mind the theory of Multiple Intelligences. Teaching can be most authentically child-centric only when teaching methods cater to the different learning styles of pupils.

As such, the facilitators introduced and explained Howard Gardener's Theory of Multiple Intelligence. Some participants had never before encountered Howard Gardner's theory of multiple intelligence. But with this new knowledge in mind, participants constructed a social studies lesson plan for a long-term project. Participants brainstormed topics that would be suitable for Grade 3, and arrived at an agreement around 'Transportation' as a theme. Using a sun diagram on the board, participants came up with activities that could cater to one or more intelligences. With the outline of activities, we planned a curriculum sequence that would cover a term. Trips, handouts, audio-visuals and other aides were included in planning. The facilitators shared Rato Bangala School's Grade 3 "Community building" project, as well as a sample of a curriculum sequence on *Tuck Everlasting,* both of which had been designed with Multiple Intelligence in mind.

Participants were engrossed and were actively involved in the learning process. By the end they emerged as more confident and equipped teachers. Their response showed that they had understood that children had various kinds of intelligence and that it was the duty of the teacher to identify them and plan out lessons accordingly so that learning would be fun and meaningful. They shared that the workshop had given them ideas about how to plan lessons that would cater to the needs of all students in class.

Multi-Grade, Multi-level Teaching

| Please refer to Day 1 for the format and content of this workshop, conducted by Mr. Padmanabha and Rama Rao of RIVER Krishnamurti Foundation |
Participants wanted to learn more about how students would know what 'level' they were working at, and how to build new materials. Some private school attendees also expressed an interest in using multi-grade/multi-level teaching in their institutions.

Continuous Assessment

| Christine Stone (Teacher Trainer) and Babita Chapagain (RBF) |
This session pushed participants to think beyond the standard model of end-of-term exams as the ultimate form of assessment. Continuous assessment, or formative assessment, must be used to inform the teacher about the strengths of each child and his/her needs in academic, social, emotional and physical development. The 45 enthusiastic attendees began by discussing the difference between the exam-based 'traditional' systems versus the child centered 'continuous assessment' model, and reflected on how to develop and assess thinking and questioning skills.

The participants learned how to build informal assessments into their lessons to check for comprehension. Several language games were played and used as a means to demonstrate some of the techniques of continuous assessment. Attendees discussed the role of a teacher in facilitating children's learning; with the facilitators emphasizing that assessment should be done on a continuous basis as an integral part of regular classroom practice. This informs teachers where they need to make adjustments in their lessons and what they need to change, or lessons they need to repeat.

To measure the outcomes of these assessments in order to follow up on student progress, teachers need a recording and tracking system. Demonstrating such systems was another important component of this workshop. Many participants had not previously encountered the concept of Continuous Assessment, and of those who had, most did not know how to incorporate it effectively.

Continuous assessment allows both a student and teacher to know what benchmarks the student has reached, and the areas in which s/he should focus in order to develop necessary skills. This makes students invested and interested in their learning, thus allowing for the creation of classrooms that practice quality teaching.

Children's Literature

| Shama Budathoki and Bandana Aryal (RBS) |

This session explored the personal and academic value of literature for children, and was conducted with the goal of participants understanding the importance of literature in teaching Language Arts, and being able to choose level-appropriate reading. This session was relevant for language teachers of all age groups.

The session began with a warm up activity, the 'Story Chain'. The facilitator began with a few lines that would be the lead of the story. Each participant added another line to build the story.

The facilitator a story aloud with participants, and asked them how they felt about the book. This led to a discussion on how listeners feel when hearing "a good story". Participants were divided into groups to read and practiced being expressive while reading aloud. They were asked to consider if they would read this book to their students, and why. They also discussed why reading this book would be helpful to students.

Two directed conversations took place around the personal value of literature to children, and the academic value of literature to children. This triggered another discussion, on the question of what to keep in mind when choosing books for children.
Participants enjoyed the warm up activity, and wanted to use it in their classrooms. Many also said that the discussion of the value of literature to children changed the way they saw books and stories, and would change how they have used stories with their students. They also felt better equipped to appropriately choose books for their classes.

Geography and Mapping from Terrain Models (Repeat Session)

| Sam Brian (Bank Street College of Education) and Bilquees Banu (RBS) |
(This was a repeat session from Day 1, as only a limited number of participants could be accommodated in a given session, while fulfilling its hands-on format.)

Day 3: Sunday April 7

What is Comprehension? (Repeat Session)

| Judith Gold (Bank Street College of Education) and Shama Budathoki (RBS) |
(Please refer to Day 1 for the format and content of this workshop)

Writer's Workshop: Nurturing Creativity and Building Skills (Repeat Session)

| Elizabeth Norford (Educational Alternatives Worldwide) and Kiran Rana (RBS) |
(Please refer to Day 1 for the format and content of this workshop)

Math

| Christine Stone (Teacher Trainer) and Anshu Amatya (RBS) |
The third of three sessions on math instruction, this workshop discussed teaching math(s) with a focus on measurement, and understanding figures in 3-dimensions. Participants began the session with a game illustrating basic principles of comparison and measurement. Each individual received a pre-prepared newspaper strip, and participants had to find who had an equally sized strip. They then used 1 cm grids, also along newspaper, to measure different parts of their body.

Using a locally-made scale, built from a piece of wood, rope, and stone, the participants "weighed" and grouped vegetables by mass.

They then delved into the concepts of area and volume, using 2-dimensional figures and 3-dimensional objects, respectively. Participants used solid objects to develop conceptual understandings of volume. They also explored different techniques in model-making, to facilitate an understanding of multi-dimensions.

Some participants said they had never before considered estimating to be a possible part of math education, and were growing to understand how it could be relevant and important. Others enjoyed using ordinary objects to teach and learn about volume.

Science: Skill- and knowledge-based activities in teaching science

| Basanta Yadav (RBS) and Midesh Maharjan (RBF) |

To facilitate creative thinking and to drive home connections between 'practical' application and scientific 'theories', participants were provided with a limited set of materials that could be used to construct a house or building. The participants were given some space for the applications of knowledge and skills. They used their skills and knowledge to construct buildings that could withstand vibrations for a sustained period of time (effectively simulating earthquakes, and earthquake-durable constructions). While constructing their buildings, participants were encouraged to consider the scientific principles and knowledge they were drawing on to build.

This workshop was meant to let the participants understand that teachers can evaluate students' understanding of content and concepts though a project. This will allow students to think independently and work in groups as well. The project work challenges students to explore their knowledge and skills in varied situations. The mental flexibility this requires, and practice in 'testing out' concepts across diverse settings will contribute to more meaningful, quality, learning.

Contemporary Issues and Practical Approaches in Math Teaching

| Amrit Thapa (RBS) and Kedar Dyola (RBF) |

A teacher's personal experience and his or her perception of a given subject matter affect their instructional approach. Teachers' beliefs regarding issues such as the nature of mathematics, innate mathematical ability, gender and mathematical ability (and so forth) have a vital impact in the design of curriculum, text books, the classroom environment, and instruction. This workshop was designed to explore and find appropriate solutions for different issues that prevail in the mathematics classroom. The major issues under discussion were: the image of mathematics as a subject, segregation of students in terms of math ability, gender disparity and teaching mathematics as a democratic exercise.

The workshop provoked participants, from both private and community schools, to reflect and explore ways the mathematics classroom are sensitive to issues of social justice and gender. Participants shared their experiences as mathematics students and teachers: this pointed to the prevailing idea that mathematics has been considered as pure, perfect and superhuman. This contributes to the belief that mathematics is a subject for a few with high cognitive abilities, thereby segregating students 'who have math ability' and those who apparently 'lack math ability'. Discussions emphasized that such a segregation of students does not promote an empowering environment for learning.

Participants also discussed the social disparities that exist in Nepali math classrooms. Participants shared their experiences and discussed how texts in mathematics text books stress men as role models and present women as weak in relation to the abilities of men. Participants discussed how such discriminatory statements are expressed in mathematical texts. Activities in the program helped participants become aware of the beliefs they hold regarding mathematics, math ability and math instruction. Finally participants discussed how they could effectively, and pre-emptively, address potential issues.

The workshop promoted the exploration of some issues that are significant in the present context of mathematics teaching in Nepal. It helped participants find ways to tackle these issues to ensure equity in classroom. The workshop stressed the need to create an empowering environment for every child of any race or gender. Further, it contributed to building an equitable learning environment in mathematics classrooms, hence enhancing classroom quality.

Outside School Hours: Education and Care

| Darren Stevenson and Urna Tuladhar (Extend - Before and After School Care, Australia) |

This session focused on care and education for students outside school hours. Participants raised questions about how to implement programs in places with limited resources. The discussion revolved around caring for students in resource-poor contexts, and how effective implementation could take place in diverse environments.

The facilitator, Mr. Stevenson, shared his experience in Australia of taking care of children before they went to school in the morning (7 am – 9 am), and after they left school in the afternoon (3 pm – 6:30 pm) and occasionally during the weekends. Parents leave their wards with Extend in the morning before they go to work. Children are taken care of, fed, and are engaged in different activities that help them improve learning, academic abilities, and social skills. They are also encouraged to become independent through activities such as preparing breakfast. In the afternoon, children take part in physical training and sports. During longer vacations, Extend organizes longer outdoor programs to support working families and their children.

As Nepal does not have such facilities yet, questions were raised about how it can be relevant and implemented in our societies. Nepalese society is different as children in rural Nepal have to assist in household chores and have limited resources. However,

children in cities such as Kathmandu, Pokhara and Biratnagar may benefit from this kind of facility. The session as a whole reminded participants that quality education depends on more than just classroom instruction – and that for families where both parents work, and where there may not be extra relatives at home, students will be in need of extra support outside school hours. Extend provided a model of one possible intervention.

Simulation as a Teaching Technique

| Milan Dixit and Kaushalya Khadka (RBS) |

Participants were actively engaged in this session on the use of simulation to develop students' critical thinking and decision making abilities. Members of this workshop were exposed to different types of simulations that could be conducted with different age groups.

The session began with an activity titled "TV Interview", where participants had to simulate a TV interview by role -playing a TV anchor and a well known personality in a television studio. This was followed by a short discussion on their experience of role-playing. Then an actual simulation was conducted where participants represented different political parties, media persons and citizens and held an Open Forum on the question of whether or not Nepal should follow a federal system of government based on ethnicity. All the participants were instructed to stay in character. They spent some time going through their character cards to build up the background for their roles. This was followed by a discussion with questions and answers.

Participants also observed examples of simulation as a teaching tool across age groups, including video clips of Model United Nations and simulations of the Constituent Assembly conducted with grades VII through A level students. They then planned a lesson for a simulation in their own classroom. Participants responded enthusiastically, and noted the need to select appropriate topics for their own sessions. This workshop provided teach-

ers with a model of how they could use new, active, methods to support student learning in an additional way. It also added another approach to experiential learning as it has been broached in previous paper and workshop sessions during the conference.

Whole Brain Teaching

| Sally Bolis (KISC), Amber Hohensee (KISC-EQUIP) and Sarita Rana (RBS) |

Whole Brain Teaching is a technique that fosters effective learning in classrooms by allowing students to become involved and joyfully engaged in their own learning process and using both the hemispheres of the brain. It follows three basic steps:

1. **The Class!** When the teacher seeks the attention of the class before starting a lesson or when introducing a concept to the class the teacher says: The class! To which the students respond with: Yes! The class is thus focused.
2. **The Teach!** After the lesson, the teacher says: The class teach! To which the whole class responds with: Okay! They then turn to their partner and each teaches the other taking turns. When the teacher thinks this peer teaching has been effective the teacher again says: The Class! To which the students have to be alert and answer: Yes!
3. **The Scoreboard:** The scoreboard works as a motivational tool. Prompt responses from students yield scores for them; otherwise the teacher gets a score. If the students get three scores they get a privilege, if the teacher gets three scores the students get to exercise a negative consequence that has been decided earlier by the teacher and is relevant to the class.

"Whole Brain" teaching as a method grabs the attention of students as it involves more sensory engagement than is typically exercised in a classroom. Participants understood that when the four components of love (being cared for and a having a sense of belonging), light (confidence in their own learning and in making mistakes, and joyful engagement), life (learning is consolidated)

and joy (a sense of accomplishment and heightened self-esteem) are woven together in our teaching, students will be ready to learn. When the Whole Brain Technique is applied in the classroom, the class is full of energy, and learning happens through doing. If the Whole Brain approach is applied in the classrooms, the class will be a fun filled place where each student is actively engaged and learning.

Positive Discipline

| Sally Bolis (KISC), Krishna Bahadur Bohara (KISC-EQUIP), Amber Hohensee (KISC-Equip) and Munni Pandey (RBS) |

Drawing on principles that governed the "Whole Brain Teaching" workshop (see above), this session focused on empowering teachers to manage their classrooms in a positive way.

Positive discipline is where the teacher uses positive student behavior to reinforce positive actions, and maintains class discipline in this way. The workshop conductor used examples to communicate the meaning of positive discipline. The key message: teachers should be prepared to be proactive.

The conductor used a chart to model. She scored the behavior of students on one side, and the teacher on the other. When a student behaved well (e.g. by listening carefully to instructions or by sharing good ideas) the teacher would put a positive score on the students' side of the score board. The whole class would then echo "Oh, yeah". When a student's behavior or action was not positive (e.g. side talking, talking out of turn, arriving late to class or not completing assignments) the column on the teacher's side received a plus. When this happened, students made gestures that showed that they were unhappy and they echoed "Oh no" in unison. At the end of the day, the teacher went over the scores on the board and if student scores were higher than those for the teacher, rewarded the students by giving them some extra time on activities they enjoyed. If the teacher has more positive scores than the students, the students say "Oh, no". Each student who gave the teacher

a positive score decides what privilege should be withheld the next day.

Some important points that support positive discipline include the following: being proactive, having an organized classroom, and giving individual attention to children. Having a close relationship with each student, imbuing students with a strong sense of self esteem and providing them with rules and consequences to their behavior are all important aspects of effectively using positive discipline. Consistent, clear, communication with parents is also important.

Participants were engrossed and actively involved in the learning process. The session provided many practical ideas that could be implemented to have positive discipline in the classroom. A classroom that practices positive discipline encourages daily attendance. The positive atmosphere in such a classroom creates an engaging environment for learning.

Physical Education (PE)

| Luke Davis and Zaheer Khan (Lincoln School) and Kiran Maharjan (RBS) |

The session began with a discussion on "fair play and sportsmanship". This had relevance to the participants, many of whom had not thought about this in great depth. They came to understand how this is important for students in order to develop skills to their full potential. Fair play and sportsmanship are very important in matches as well as in other sports activities, and in every day games.

Focusing on the age-level development of students, the facilitators elaborated on the framework for games based on the physical and intellectual development of students. Physical education classes for children under six years of age should focus on basic steps such as running and foot work. Music should be used for games, and much of the physical activities must focus around recrea-

tional games. Children in the primary grades should be involved in the fundamentals of the game, and learn the basic techniques. Only in middle school are they ready to use tactics in their games. Finally, in high school they are able to participate in full games. Facilitators introduced games that did not require material such as running and relays, and some that required a limited use of material.

Age appropriate Physical Education is necessary to bring quality in the classroom. Only when the overall development of the child is fostered, is there holistic learning. Children without appropriate physical strength and athletic development will not be able to focus and do well in schools.

Participants asked questions about how to balance academics with athletic practice. They also wanted to learn more about how to differentiate instruction according to different levels of physical development, within a single group or class. The workshop went well, and was one of few opportunities for instructors in Nepal to learn more about physical education within a scholastic setting.

Creation and Effective Uses of Libraries in Community Schools

| Bipul Gautam and Babita Chapagain (RBF) |

Although students' access to community and private schools in Nepal has dramatically increased in the last decade, schools lack libraries, particularly at the primary level. Early grade students lag behind in their reading skills. As such, this workshop had three major purposes: (i) share library set-up and organization methods, (ii) engage participants in categorizing books through color and number coding, and (iii) share techniques of integrating books to classroom teaching and learning, with the goal of improving student learning and achievements. This workshop was also focused on empowering teachers to more effectively use libraries in their community schools, and on emphasizing the value of doing so.

The facilitators presented a framework for government school libraries that focused on the importance of student access to good, level-appropriate books, techniques to enable them with learn to read, and integration of books to teaching and learning process. Participants learned skills related to organizing library books by categorizing them into increasingly difficult levels of language skills, and fiction and non-fiction, using color and number codes (so students can also identify level-appropriate reading), and organizing books according to reading level and grade.

The facilitators also introduced some ways that teachers can encourage and motivate students to read regularly, including reading aloud, and using 'book talks'. Samples of book based activities done by students in the classroom were shared among the participants. Finally, the workshop highlighted the importance of having library periods at least twice a week and involving students in many reading activities to ensure the cultivation of reading habits. Doing so puts them on the path to be life-long learners.

Writer's Workshop (Nepali)

| Bandana Aryal and Deepa Dixit (RBS) |

This workshop was designed to help individuals become more expressive through their writings, and to help young students be creative. This workshop will be useful to teachers who teach in Nepali to help attract students to write in a friendly classroom environment that promotes learning using all four skills of speaking, hearing, reading, and writing.

Participants in this workshop learned how to work with students to allow them to express their feelings and experiences more effectively in Nepali writing. In doing so, students' language skills will improve. All the participants in this workshop were classroom teachers, and expressed a desire to keep learning how to help their students become more fluent in written and verbal expression.

The session started with the story of "Kagbabu". Participants discussed the basic features of children's literature, and looked at children's literature from a variety of genres. All the participants were asked to write a paragraph about something they were fond of during their childhood, or an unforgettable event. Two participants were then asked to share their work and ideas, while other participants provided suggestions.

The participants were engaged throughout the workshop. They were encouraged to realize that they could write on any topic. Individuals who had never written in this way before were also supported as they wrote about their childhood experiences. Through this session, participants gained tools and ideas for teaching Nepali writing in a way that would be meaningful and engaging for modern Nepali students.

Teaching Nepali Poetry in Chhanda

| Sudha Ojha and Tikaram Sharma (RBS) |

The goal of this workshop was to keep alive the diminishing art of teaching Nepali poetry through the use of meter (*chhanda*). Additionally, facilitators sought to help teachers develop the ability to recite poems within the rules of *chhanda* paying particular attention to pronunciation, rhyme and rhythm. Workshop facilitators sought to support participants in teaching the poetry in the Government curriculum more effectively to students of all grades. The other goal of the workshop was to have teachers appreciate the fact that the recitation of poetry in *chhanda* makes it more enjoyable and interesting. Recitation makes learning poetry more interesting and enjoyable, and allows students to develop a deeper understanding of the complexities in a poem, through a process.

The class warmed up by writing a "folding poetry" and sharing their work. Participants formed groups of two to three and recited the different poems displayed by the facilitators. This revealed that the participants were more familiar with some *chhanda*

than others, which allowed the facilitators to focus on work they were not comfortable with, using audio aides. All the participants practiced the conference theme song "Hamro School". The participants then practiced reciting two poems in each group. The poems as well as the respective *chhanda* that were selected were: Baishakh (*mandakranta*), Daag Batti (*pancha chamar*), Sahid ko Samjhana (*lok laya*), Aama (*upajati*) , Kisan (*anustup*) and Hanuman ra Surasa (*shardul bikridit*). The participants thoroughly enjoyed this workshop, asked for additional time, and requested the facilitators for further workshops. They saw links between learning and teaching poetry in this way and the development of students' vocabulary and interest in poetry, among other forms of expression.

Teaching Through Dramatization in the Nepali Language

| Amita Koirala (RBS) and Safala Maiya Rajbhandari (RBF) |

Classrooms in which Nepali is taught well, in an innovative and engaging manner, are increasingly important at a time where many private school students lack fluency in both formal English and Nepali. Sessions such as this help Nepali language and literature teachers build the skills to teach in engaging and creative ways. In this session, participants learned about dramatic techniques that they could employ in classroom settings, including the importance of timing, basic principles of script-writing, and the value of exposing students to the Nepali performing arts.

The warm up activity required participants to practice producing different sounds such as crying, laughing and shouting to make them comfortable and ready for theatre exercises. Different drama activities were introduced, starting with a "reader's theatre", where participants chose their roles and read aloud with expression. Participants then formed small groups, read books and poems and created dramatic scripts from the reading material.

The participants then practiced using props in drama. They used

props provided by the facilitators and used their creativity to make simple masks, trees, kites and other props relevant to their play. Creative use of props helped the participants feel and stay in character.

This workshop is directly related to improving quality in the classroom, as drama allows students to gain confidence, improve listening skills, and develop skills to cooperate in group activities. Additionally, dramatization allows students to work on a variety of intelligences, including linguistic, inter-personal, kinesthetic, musical, and spatial skills that are often not tapped in the classroom.

Lessons from the Past: Museums, Temples and Historic Sites — Using Museums and the Local Environment for Learning

| Stephen Eckerd (Smithsonian Institute) and Sabita Manandhar (RBS) |

This session sought to re-construct the possibilities for and structure of a class field trip that brings together different subjects in one activity. The workshop presented the necessity of student research before a trip, and the sharing of lessons after a field trip. Participants were divided into research teams (to practice the value of looking at "different" things during a trip), and role played being students. Areas of inquiry included history, mythology, iconography, preservation, economic impact, pollution, the impact of modernization, and what needs are being met for which people.

This session began with a power point presentation and a discussion about the importance of using local museums for the school curriculum. The facilitator also showed samples of 'Guidebooks for Families and Children' used by museums in the US. These texts guided the families during their visit to the museums, which participants considered an effective approach to making art and history come alive for young people through local sites. The presentation featured a picture of an ancient Muslim house

where students of a typical Hindu culture were taken for a field trip. In this trip, the students got to observe a typical Muslim house and appreciate the architecture of that era. The facilitator demonstrated that if formal museums are not available in a certain village or a place, even an ancient house can be studied as a museum. The participants took inspiration from this, and explored ideas of establishing such sites in their home towns.

Participants were divided in different groups for a trip to the Patan Durbar Square. The facilitator assigned a different focal area of study, and a different task, to each group. When children see the art of a certain era displayed, they become more drawn to learning about the culture and lifestyle of that period. Providing each group with a different focus (either thematic or disciplinary) meant that when students came back together in the large group, they could then share different learnings with each other.

Teaching Art

| Sangay Sherpa and Santa Hitang (RBS) |

The objectives of this workshop were to introduce school art curriculum, highlight the concept of children's art and provide practical experience on drawing, painting, and lessons with clay.

The instructors introduced the Nepali school art curriculum, which consists of drawing, painting and clay work. Participants gained knowledge of the developmental stages of children's art through visuals. Participants explored the most basic element of drawing, a line, using thread to make shapes, figures and forms. Drawing of lines continued with chalk and charcoal, and participants realized how drawing could be done with low-cost and no-cost material. They realized how simple materials can be effective tools to bring out children's original ideas.

The second activity was to use *abir, keshari and nir* (pigments used every day during worship) as primary colors, and to make

paint out of these pigments using water and glue. The participants then used the paint they had made to continue the exploration and lines, while others did representational paintings on their own personal themes. The facilitators displayed the work the participants had produced and discussed the formal elements of art such as light, space, texture, mass or volume, shapes and lines. As the third activity, participants learned to make objects using simple clay techniques such as coil, slab and pinch. They made slabs, pinched pots and free form objects, and displayed their creations while discussing how to conduct regular art classes in the primary grades.

This workshop was more than fully subscribed. Where a maximum of 25 participants were expected, 40 participated. Participants made a strong statement that the simple art techniques covered in the workshop are not a part of the typical Nepali art classroom. They felt that it is important for students to be exposed to the different art media, and for this the teachers need to be prepared. Teachers feel that a good art curriculum is already in existence, but not practiced in the classroom. Art needs to receive attention like other subjects in the school curriculum so that all children get to explore creatively, express their artistic abilities, and so that gifted young artists can be nurtured.

Closing Ceremony

The closing ceremony for the Quality in the Classroom Conference was held on the evening on the final day of sessions, 7 April. Bipul Gautam of the Rato Bangala Foundation served as Master of Ceremonies.

The evening began with a closing speech from **Milan Dixit**, Principal of Rato Bangala School and Vice President of the Rato Bangala Foundation. Ms Dixit spoke compellingly, and summarized the energy, learning and outcomes of the previous three days. A wide range of stakeholders took part in organizing and attending the conference – its 48 workshops, and 36 presentations. The conference had representation from 35 of Nepal's districts, and featured presenters and workshop leaders from fifteen countries. Ms Dixit's speech connected the practical, skill-based, learning of sessions to the theories behind child-centered classrooms, quality education, and the role of families and communities in helping build schools that are strong, accountable, and centers of learning. *(Ms. Dixit's speech was modified to form the opening of these proceedings.)*

Following Principal Milan Dixit, **Dhan Singh Khadka**, secondary school principal in Surkhet, and Chairman of the Surkhet Teachers' Union, spoke about his experiences at the conference, connecting them to the changes he wished to see in education in Nepal. Mr. Khadka spoke of the power of private schools in pro-

moting quality education, particularly at a time when government schools have not always been able to fulfill their obligations. He recommended that all private schools could, like Rato Bangala School and the Rato Bangala Foundation, have public education outreach programs that help create schools in their model of education.

Following Mr. Khadka's reminder of the value in public-private partnerships in education, students performed the Manjushree Dance. The dance was an elegant display of the creative potential of secondary school students – as well as a melding of forms of knowledge. The dance was also a visual tribute to the sage Manjushree, who is believed to be a manifestation of the Buddha, and the oldest of the *boddhisatvas*. Just as Manjushree created the Kathmandu Valley by cutting through a stone ridge with his sword, the dance represents the process of learning, by cutting through ignorance with a sword of knowledge and wisdom.

Dr. Deirdre Williams of Open Society Foundations noted that "the significance of this conference lies in its focus on the classroom." Unlike many other conferences in education, the placement of this one in the Global South, and its emphasis on classroom learning, theory, and skill-based support for teachers, made it a unique meeting. This conference would "help shape the post-2015 agenda," in asking us to consider what education quality truly means for us. This question itself can be broken down—what is it that we mean by "education"? It must be that outcomes are relevant for learners and their communities, and that they are in line with national needs and plans. Educators must be supported and encouraged to use their surroundings for curricular development. And schools must engage parents and community members. A vision for quality education is incomplete without seeing teachers as professionals, whose professional development and progress must be seen as a priority.

Dr. Williams concluded her statement with a challenge to the audience, asking, "Will you continue the work begun here?"

Dr. Axel Plathe, the UNESCO representative to Nepal, followed Dr. Williams. In review of the conference, he said that the credit for unlocking the education quality black box clearly goes to the Department of Education (MoE, GoN) and the Rato Bangala Foundation. The conference has created a great momentum of cooperation and increased the capacity of many teachers. It epitomized that there cannot be quality in the classroom without good and dedicated teachers – if the teachers who provide knowledge, nurture cognitive capacity, encourage emotional and creative development, promote equality and pass local and global values to the next generation.

Dr. Plathe stated that "We have a powerful advocate of the same in UN Secretary General Ban Ki Moon who has put "quality learning" as one of three priorities in the global Education First initiative. It is simple to understand that education is the best investment countries can make towards achieving prosperous, healthy and equitable societies."

Better quality is indeed necessary in areas of literacy and numeracy, and in calculations of the values of life altogether. Unicef and UNESCO, together with national education stakeholders and civil society, embark on an ambitious goal. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching unprecedented goals to provide education for all.

It is of utmost importance to keep a clear focus on monitoring the quality of teaching and learning. Many of the challenges we face have been addressed in these previous few days. Many more efforts are needed in order to meet the global commitment to provide quality basic education for all children, youth and adults.

Subsequent to Dr. Plathe's words, a video of teachers and a tour of a classroom in Nepal followed. **Professor Bidyanath Koirala** then spoke evocatively about the power of teachers to reframe their work and create change. However much a teacher is in need of

extra support and learning, he said, we need to focus on their strengths.

Teachers, Prof. Koirala emphasized, have everything: they have power, they have capacity, they have intelligence and they have the experience and realizations [to do good] – however, what they lack is someone to help push them forward, and to periodically re-energize and motivate them – and to shake up them up a little. Thus far, we have tended to focus on the number of years a teacher has taught. But what we aren't asking is – what *new things* have you done?

To elicit these ideas from them, Prof. Koirala spoke of the need to push teachers, while building environments that will support them in bringing out what they know. "We must ask: 'how did you do it?', when we see accomplishments. We need to develop a way for teachers to be able to share ideas with each other. The problem we have is that we can teach, but we aren't being able to see how others are learning. If we learn how to do this, we can learn the difference between teaching and understanding how others learn – and then act accordingly," he said.

Teachers are experts in teaching, but they haven't been experts in seeing, and observing. Different people have different ways of learning that may depend on their background and home or community experiences. We have been giving them training, to tell them how to look, in particular ways. But we haven't made them realize – by going to a particular place – how to observe and work in response to their observations. So training has taken place, but its impacts haven't been seen yet.

"Our friends have pride in the number of years they have taught, and the number of students they've taught," Prof. Koirala said. "But they need to understand that every student is new. And that I may have taught in one way last year – but how will I teach *this* year? If we can [reflect and] teach in this way, we will have change. If we can do this, it would be wonderful."

Prof. Koirala spoke to our tendency to be overly confident in what we think we already know. We are not fully taking in, or caring about, what comes in from outside us. When people who come from outside Nepal come in, they ask what we know. And those at the top levels of the hierarchy, also tend to question what teachers know, and devalue their knowledge. "We'll teach you," is a common theme. But – we need to tell our teachers that students can teach us. Learn from them. The villagers can teach us. Ask them, learn from them. Your experiences will teach you — speak what you realize. This is another way forward from this conference.

To conclude, Prof. Koirala's talk focused on three key issues: How do we take the culture of teaching and learning from one another, that we see so vibrant and alive in the villages, into the classroom? How do we create the all-too-necessary platforms for teachers to share their experiences, realization and learning with one another. And finally, a call for a different kind of classroom relationship: to not just instruction, but on checking what students understand, and how they know what they know.

Before the final declaration of the Kathmandu Commitment, **Dr. Som Lal Subedi**, Secretary of the Ministry of Education, brought to the fore his reflections on the previous three days of sessions. Dr. Subedi affirmed that conference sharing and reflections "provided valuable inputs to the Ministry of Education and the Department of Education". He expressed "appreciation for the joint commitments on enhancing quality in the classroom," and recommended mandatory arrangements for quality assurance, setting standards and frameworks for regular assessment in both public and private educational institutions. Quality education must come about through quality teaching – which requires focusing on the professional development of teachers, and with resource centers that are restructured to create a framework with student learning at its center.

Dr. Subedi emphasized that learning needs to have livelihoods as a goal: classroom activities must be relevant and contextual, link-

ing local and global realities. Classrooms must also be geared towards recognizing diversity and developing the full potential of learners in schools, by using and exposing students to varied materials. The use of Information and Communication Technologies in schools can open up the world for students and teachers alike.

Dr. Subedi said that the Ministry was committed to improving monitoring at local and central levels. Partnerships with private institutions, as well as local governments, and sharing resources, would allow for more coordinated efforts on all fronts. Finally, he confirmed the Ministry of Education's obligations to fulfill the Kathmandu Commitments and to engage in follow-up actions.

To close, Dr. Lava Deo Awasthi read out the Kathmandu Commitments to the audience. The Commitments are a confirmation of the learning at the Conference, and steps for moving forward to ensure quality education for every child in Nepal.

Kathmandu Commitment on Quality Education

The Ministry of Education in collaboration with key stakeholders, acknowledging that the quality of education in Nepal will determine our progress socially, economically as well as politically, commit to taking the following actions:

i. **Definition of Quality:** To develop a view of quality education that is reflective of local realities as well as global concerns, promotes holistic development of learners and enables them to reach their potential.
ii. **Policy Review:** The review of education policies and programs by involving key stakeholders from the perspective of quality in the classroom at all levels.
iii. **Quality Framework:** To establish a mechanism for ensuring quality and accountability, enforcing the national framework on child friendly schools and education quality assessment tool in both public and private institutions.

iv. **Teachers Professional Development:** To provide quality and effective professional development services and training to enable teachers to be lifelong learners, and to enable them to provide quality learning and relevant formative assessments of the whole child. To promote teacher professionalism through facilitating ongoing dialogue, networking and learning among teachers.
v. **On-Site Support:** To develop a supportive supervision system that provides continuous on-site support for teachers to engage them in learning and promote student learning. To strengthen the resource center system so that it might provide continuous support to teachers.
vi. **Relevance of Curricula and Learning Materials:** To develop locally appropriate curricula and provide a wider range of learning materials in order to make education relevant to the lives of learners and their communities and allow them to take pride in their heritage. To prepare the next generation of learners with 21st Century skills by using ICT in education.
vii. **Celebration of Learners:** To celebrate and facilitate learners' diversity along the lines of culture, language, faith systems, gender, ethnicity, caste, geography, disability or any other special needs, in the classroom and wider school.

To achieve the SSRP goals, synergized political will, adequate resources and effective public-private partnerships with active civil society participation at all levels are required.

Post-Conference Steps:

i. Dissemination of conference outcomes in the form of a report to participants and key stakeholders
ii. Reflections and policy dialogues among stakeholders with a view to developing possible strategies for carrying out the commitments

The Ministry of Education/Department of Education will coordinate and lead follow-up actions.

Conclusion

The success of the Quality in the Classroom: A Conference on School Education, ignited hope amongst participants (ranging from teachers to policymakers and reformists) to improve the quality of teaching and learning process in Nepal's classrooms. Despite a nation-wide strike called by a political party on the last day of the event, some zealous participants walked for over three hours to attend the Conference, a strong testimony to the fact that participants sought to learn, and did not miss genuine opportunities. This provides an inspiration as well as hope that the Nepali education system is going to change for the better.

While many topics about education were touched upon, the conference intended to stress that learning is a lifelong investment and the process involved in it should be authentic, qualitative, collaborative, cohesive and meaningful to the child. Therefore investment in our teachers enables them to better understand the needs of children and make classroom learning more effective as well as efficient. The Dailekh School Project developed and implemented jointly by the Rato Bangala School and Rato Bangala Foundation provides one example of how classrooms can transform when the stakeholders are supported and empowered.

However, the lack of support and a proper governing system have handicapped our education sector and continue to jeopardize the lives of school going children. From the ideas shared, this Confer-

ence tried to rebuild hopes of those despaired parties and instill in them the desire to bring a revolution through intellectual discourse, quality learning environment and child-centered pedagogy. This would provide students with the opportunity to construct their own knowledge, and thus appreciate the significance of their own work. A lot is needed to bring Nepali education to a reasonable standard is evident to all concerned stakeholders in education. However, rather than playing the blame game, the government, private and public schools and the development partners as well as other non-state actors involved in education should work together to foster the education sector, the only sector that will provide Nepalis with the opportunity to improve their lives in a meaningful way.

At the policy level, reforms are being introduced, but their translation and implementation are lost and incomplete. What looks like a good plan at the central level does not get the necessary attention or the required resources in the implementation phase. Additionally, the lack of knowledge teachers and their communities have around these policies have hindered even the slightest progress possible. Behavioral change, brought about by a genuine sense of ownership at every level of the stakeholder, is essential to formulate and implement policies. By developing creative curriculum where local resources get mobilized, a sense of togetherness and self-esteem is promoted leading to genuine behavioral change. Nepal's rich culture and tradition and its diverse population with their myriad skills, are still underutilized in our teaching plans. For example, policies should be designed considering the cognitive advantages of bilingualism already practiced by many of our minority children. Policy reform does not have to be expensive to be effective. Local tools and knowhow such as in the field of architecture, clothing, culture, tradition and specialized skills can be utilized to bring joy and meaning into education, thus increasing enrolment, making education more accessible, and thereby truly democratizing education. It is clear that children will not come to dull, hostile and meaningless classrooms.

Policies challenging patriarchal relations in reforming education are important to increase girls and female teacher participation in schools and the teaching profession. Concepts such as gender responsive budgeting and affirmative action are essential tools in reducing these gaps.

Numerical value should not be a determinant to measure successful learning because it often devalues important social factors. For example, high marks in SLC (School Leaving Certificate) examination can be obtained by memorizing the answers, but is this learning? However, the sorry state of SLC results in Government schools indicates that teachers have not even managed to teach memorization skills to our young ones. Nepal's effort to measure student success through NASA (The National Assessment of Student Achievement) must be strengthened by adapting some elements of the Uwezo initiative from Tanzania and the ASER (Annual Status of Education Report) concept from India because they are simple yet rigorous, evidence based, and community centred. Teachers have to be good practitioners in order for students to succeed in these assessments. And, as results are discussed in the community, parental involvement is assured, thus making education more of a social and community activity.

Our education sector is in dire need of de-politicization. A systemic lack of accountability has influenced political parties and cabinet members in making decisions regarding teacher appointment without any regard to the minimum teacher quality, thus slowly but surely making everyone disillusioned by the system. The teaching profession is not respected, and there is no discourse at the District Education Office of the detrimental effect of politicization to the lives of the young learners. By bringing together various stakeholders this Conference provided a forum for engagement in dialogues and interaction in order to reflect upon what education should be and the condition in which it exists presently.

Various workshops conducted throughout the conference vividly demonstrated methods teachers could adopt in instructing students to become critical thinkers and learners. Concepts such as multiple- intelligence and self reflection influenced and impacted teachers to integrate the concept into their teaching Multigrade and Multi-level sessions demonstrated how students learning at various levels can all benefit within the same classroom. These are concepts that the Nepali education system needs to incorporate, given the diversity of its classrooms.

Donor agencies have played an important role in reforming our education system, by contributing, in addition to material resources, technical support at the planning and implementation phase. Their role is ever more essential now not only in assessing the weaknesses but to help Nepal's education sector make the required improvements. The Kathmandu Commitment provided a conducive, participatory platform to make a holistic as well as realistic plan for education. However, in order to assess the milestones reached by the children in the NASA, EGRA and other comparative tests, the playing field needs to be leveled. A resourceless classroom, with inadequately trained and overworked teacher cannot bring results like those of more endowed education systems. There is no doubt that Nepal will still struggle with its economic and political issues, therefore the donor community must get their hands dirty and take concrete steps to ensure that the young and innocent Nepali children have a chance for a better life through an improved education system.

It cannot be stressed enough that change is a gradual process even when everyone is actively involved in it. Only by working together, Nepal's education system can be made better. Quality in the classroom can only be achieved if the teachers are able to create an environment to understand the needs of students, connect with them, and learn from each other. Therefore let us advocate for cooperative and collaborative learning and partnership to carry on the exuberance and hope from the Conference to live the Quality in the Classroom dream collaboratively envisioned for Nepal.

Photographs

- **Depicting presentations that were categorised into three groups: Enabling Policy, Enabling School Environment and Quality in the Classroom.**

- **Depicting the rich diversity of work-shops that demonstrate various teaching methods and techniques to bring quality in the classrooms of Nepal.**

1. Mr. Basanta Yadav **2.** Ms. Elizabeth Norford **3.** Ms. Judith Gold **4.** Ms. Milan Dixit **5.** Ms. Sally Bolis and Mr. Krishna Bahadur Bohara **6.** Teaching dramatization in Nepali Language classroom **7.** Ms.Judith Gold

8. Mr. Luke Davis **9.** Ms. Deepa Dixit and Ms. Bandana Aryal **10.** Ms. Elizabeth Norford **11.** Mr. Bipul Gautam
12. Ms. Sudha Ojha and Mr. Kamal Mani Dixit **13.** Ms. Reiny De Wit **14.** Dr. Xuesong Gao

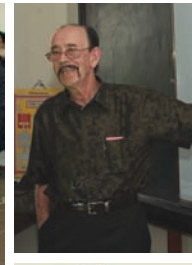
15. Participants **16.** Ms. Shama Budhathoki and Ms. Bandana Aryal **17.** Mr. Amrit Poudel **18.** Ms. Christine Stone
19. Mr. Padmanabha Rao **20.** Mr. Khim Kandel **21.** Mr. Darren Stevenson

22. Ms. Reena Chand and Ms. Rajni Upadhyaya **23.** Participants **24.** Ms. Elizabeth Norford **25.** Participants
26. Ms. Bilquees Banu and Ms. Sudha Ojha **27.** Mr. Pitambar Neupane **28.** Ms. Hima Pradhan

29. Participants **30.** Ms. Sanina Basnet **31.** Participants making book **32.** Ms. Sarita Rana **33.** Mr. Sam Brian **34.** Mr. Dil Bahadur Chettri **35.** Ms.Judith Ellis

36. Ms. Vicky Colbert on the TV screen. **37.** Dr. Anita Sanyal Tudela **38.** Mr. Dhananjaya Sharma **39.** Mr. Min Shahi **40.** Dr. Chiranjibi Nepal **41.** Mr. Ambika Acharya **42.** Ms. Amima Sayeed **43.** Mr. Diwakar Dhungel **44.** Dr. Jari Metsamuuronen **45.** Dr. Bidyanath Koirala

46. Ms. Meenakshi Dahal **47.** Dr. Tulashi Thapaliya **48.** Prof. Suleman Sumra, Ms. Helen Sherpa, Mr. Audax Tibuhinda, **49.** Ms. Sita Ghimire **50.** Mr. Shiva Bhusal, Ms. Lena Hasle, Mr. Kul Chandra Gautam, Dr. Deirdre Williams **51.** Prof. Suleman Sumra **52.** Dr. Tirtha Raj Parajuli **53.** Mr. Amrit Thapa **54.** Dr. Sumon Tuladhar **55.** Mr. Netra Dahal



56. Mr. Audax Tibuhinda **57.** Mr. Tapan Kumar Acharjee **58.** Dr. Anne Hickling-Hudson **59.** Mr. Sam Brian **60.** Ms. Anumula Rama Rao **61.** Mr. Sangay Sherpa and Mr. Santa Hitang **62.** Mr. Venkata Subbarao Illapavuluri **63.** Dr. Suresh Raj Sharma **64.** Mr. Stephen Eckerd **65.** Mr. Hari Lamsal **66.** Ms. So Ching Yau and Mr. Chiu Chi Yeung

Appendices

Presentation Schedule

The Presentations focused on an exchange of experiences and expertise. It provided a forum for sharing local, regional and global experiences on quality education. Each day there was a total of 12 presentations, 6 in the morning before lunch and 6 in the afternoon. These ran in three parallel sessions alongside workshops. Presentation sessions ran for 1hr 10mins.

8:30-9:00	**Registration**	**Registration**	**Registration**
Time	**Day** **1-5 April 2013**	**Day** **2-6 April 2013**	**Day** **3-7 April 2013**
9:00-10:00	**Plenary** **Keynote Speaker:** **Dr. Baela Raza Jamil**	**Plenary** **Keynote Speaker:** **Mr. Kul Chandra Gautam**	**Plenary** **Presentation:** **Ms. Shanta Dixit**
Tea Break			
10:30-11:45	**P.1 Education Policy and the Classroom** – Ms. Amima Sayeed *'Reclaiming the core of policy framework'* – Dr. Suresh Raj Sharma **Moderator:** **Ms. Kaushalya Khadka**	**P.1 Restructuring Education Development System** – Mr. Kamal Pokhrel – Mr. Netra Dahal – Mr. Dhan Singh Dhami **Moderator:** **Mr. Kul Chandra Gautam**	**P.1 Regulatory and Monitoring Functions** – Dr. Jari Metsämuuronen – Mr. Kamal Pokhrel – Mr. Dhan Singh Dhami **Moderator:** **Mr. Tapa Raj Pant**
	P.2 Learning Approaches (Experiential & Self Learning) – Mr. Sam Brian 'Experiential Learning' – Dr. Gael Robertson *'Transformative learning-to work on 'self' in experience'* **Moderator:** **Dr. Bidyanath Koirala**	**P.2 Experience of Escuela Nueva: Colombia** – Ms.Vicky Colbert (Online) *(Due to technical difficulties, this session was moved to Day 3: 4 pm as plenary)*	**P.2 Literacy and Early Reading** – Ms. Ashley Hager *'Encouraging Literacy Development in Young Students'* **Moderator:** **Mr. Anup Tiwari**

10:30-11:45	**P.3 New Trends in Education (Role of the Teacher)** – Dr. Anne Hickling-Hudson *'Changing Schools for a Changing World'* **Moderator:** **Ms. Archana Rai**	**P.3 Child Development** – Ms. Meenakshi Dahal *'Child Development: Helping them Grow 'Right"* **Moderator:** **Ms. Kaushalaya Khadka**	**P.3 Curricula Transformation for School Autonomy** – Mr. Stephen Eckerd – Mr. Ramakanta Sharma **Moderator:** **Ms. Perry Thapa**
11:45-13:00	**P.4 School Autonomy** – Dr. Sumon Tuladhar *'Child Friendly Schools'* – Ms. Amima Sayeed *'The Fine Balance: Autonomy, Accountability and Alignment with National Education Standards'* **Moderator:** **Mr. Anup Tiwari**	**P.4 The Annual Status of Education Report (ASER)** – Dr. Baela Raza Jamil – Prof. Suleman Sumra *'Uwezo Tanzania: Are our Children Learning? Findings from 2011 assessment* **Moderator:** **Dr. Bhuwan Bajracharya**	**P.4 Resourcing and Financing** – Mr. Hari Lamsal *'Resourcing and financing-Micro Level, with special focus on school level financing.* **Moderator:** **Mr. Laxman Sharma**
	P.5 Teaching Approaches (Multi-Grade and Grade Teaching) – Mr. Padmanabha & Ms. Rama Rao RIVER Krishnamurti Foundation India *'Redesigning the Elementary School-Multilevel Perspectives from RIVER'* – Mr. Prakash Singh Adhikari (IFCD) *'Experience of child-centered learning process (CCLP) to improve quality primary education in Nepal'* **Moderator:** **Mr. Sudarshan Ghimire**	**P.5 Dailekh School Project** – Mr. Min Shahi *'The Working Modality'* – Mr. Ambika Acharya, DEO Dailekh **Moderator:** **Mr. Min Shahi**	**P.5 Libraries in Schools** – Mr. Anup Tiwari and Mr. Netra Dahal (Room to Read) *'Role of Library in Improving Early Graders' Reading Skills and Reading Habit'* **Moderator:** **Mr. Sudharshan Ghimire**
	P.6 Teacher Training and Development – Mr. Sam Brian – Staff Development – Mr. Tapan Kumar Acharjee – Shahidullah Miah (BRAC) *'Teacher Training and Developments of BRAC'* **Moderator:** **Mr. Medin Lamichhane**	**P.6 Multiple Intelligence** – Dr. Xuesong Gao (Hong Kong University) *'Beyond Intelligence* – Mr. Rakesh Shrestha *'Status of school curriculum and assessment from the perspective of multiple intelligence'* **Moderator:** **Mr. Medin Lamichhane**	**P.6 Quality Teaching and Learning: Rural Nepal Success stories** – Babu Kaji Shrestha *'Quality Teaching and Learning: Successful stories of rural schools in Nepal'* **Moderator:** **Mr. Shisir Khanal**
Lunch Break			

14:00-15:15	**P.7 Language Inclusion in Nepal's Education System** – Dr. Bidyanath Koirala *'Mother Tongue Instruction'* – Mr. Dipak Tuladhar **Moderator:** **Dr. Sumon Tuladhar**	**P.7 Experience of BRAC** – Mr. Tapan Kumar Acharjee *'The experience of BRAC Education Programme'* **Moderator:** **Mr. Bipul Gautam**	**P.7 Inclusion for Quality** – Mr. Mohammad Shahidullah Miah (BRAC) *'Students' Mentoring'* **Moderator:** **Mr. Bola Ram Pandey**
	P.8 Role of Donors in Improving Quality in Education (Round Table Discussion) – Donor Representatives Ms. Lena Hasle, Dr. Deirdre Williams, Mr. Shiva Bhusal **Moderator:** **Mr. Kul Chandra Gautam**	**P.8 Shifts in Teacher Development and Management** – Dr. Tirtha Raj Parajuli *'Teacher management and development in Nepal'* **Moderator:** **Mr. Tapa Raj Pant**	**P.8 Key Issues and Challenges in Quality Education** – Ms. Amima Sayeed *'Corollary of Education'* **Moderator:** **Ms. Meenakshi Dahal**
	P.9 Assessment and Student Achievement (Policy & Practice) – Dr. Jari Metsämuuronen and Mr. Bhoj Raj Kafle: NASA findings – Prof. Suleman Sumra *'Uwezo: Social audit of the learning outcomes in Tanzania'* **Moderator:** **Ms. Archana Rai**	**P.9 Converting Experience into Expertise** – Dr. Xuesong Gao (HK University) *'Converting Experience into Expertise'* – Dr. Anita Sanyal Tudela *'Teacher Learning and Unlearning: Transformation through Inquiry'* **Moderator:** **Dr. Bidyanath Koirala**	**P.9 Assessment Models from Tanzania** – Prof. Suleman Sumra *'Comparing Uwezo and SACMEQ assessments of learning outcomes in Tanzania'* – Mr. Audax Tibuhinda (Unicef Tanzania)
15:15-16:30	**P.10 Gender** – Ms. Sita Ghimire – UNESCO: *'Gender Responsive Budgeting'* Research Findings- – Mr. Tapa Raj Pant **Moderator:** **Dr. Sumon Tuladar**	**P.10 Enterprise Education and ICT in Schools** – Dr. Chiranjibi Nepal *'Enterprise Education'* – Mr. Laxman Sharma '*Championing ICT use in schools'* **Moderator:** **Mr. Sudarshan Ghimire**	**P.10 Special Education** – Mr. Tapan Kumar Acharjee & Mr. Mohammad Shahidullah Miah (BRAC) *'Multi Lingual Education for Ethnic Children and Children with special needs'* – Mr. Bimal Lal Shrestha CP *'Special education-Showcase from Nepal'* **Moderator:** **Dr. Bishwobala Thapa**

15:15-16:30	**P.11 Education Reform –Tanzania Model** – Mr. Audax Tibuhinda (Unicef Tanzania) *'Teacher Education Reform – Tanzania Model'* **Moderator:** **Ms. Nilima Rauniyar**	**P.11 School Management at local Level** – Mr. Dhananjaya Sharma – Mr. Govind Prasad Pokharel, DEO Bajura-*'Child Friendly School Initiatives'* **Moderator:** **Mr. Anamolmani Poudel**	**P.11 Resource Centre Support System** – Mr. Janardan Nepal – Mr. Tekendra Karki – Mr. Baikuntha Aryal **Moderator:** **Mr. Gopal Subechchhu**
	P.12 Continuous Assessment System (CAS) – Mr. Diwakar Dhungel *'Government Practice-Curriculum Development Centre Framework'* – Mr. Bipul Gautam – Mr. Medin Lamichhane *'Continuous Assessment System: Ullens School's Experience'* **Moderator:** **Dr. Tirtha Raj Parajuli**	**P.12 Hidden Curriculum: Collaboration and Critical Dialogue** – Ms. So Ching Yau Mr. Chiu Chi Yeung (Developed by Dr. Ora Kwo) *'Hidden Curriculum: Collaboration and Critical Dialogue'* – Dr. Anita Sanyal Tudela *'Transforming Teaching by Rethinking Evidence of Student Learning'* **Moderator:** **Dr. Hridaya Ratna Bajracharya**	**P.12 Parental Involvement** – Ms. Helen Sherpa (World Education) – Mr. Khim Kandel (KISC) *'Effective ways to involve parents in Holistic Development of their Children.'* – Ms. Kumudini Shrestha **Moderator:** **Mr. Laxman Sharma**
			P.2Experience of Escuela Nueva: Colombia – Ms.Vicky Colbert (Online)
			Closing Ceremony 5:30 – 7:30 Dinner and Dohori Saanjh: 7:30 – 9:30

Workshop Schedule

Workshops covered a wide array of subjects: Language Arts, Social Studies, Math and Science, PE and Art, Child and adolescent development, parenting styles and much more. Each day featured a a total of 16 workshops, 8 in the morning before lunch and 8 in the afternoon. These ran in 8 parallel sessions alongside three presentations. Workshops ran simultaneously over a period of 2 hours, 30mins.

Time	Day 1- 5 April 2013	Day 2- 6 April 2013	Day 3- 7 April 2013
8:30-9:00	**Registration**	**Registration**	**Registration**
9:00-10:00	**Plenary** **Keynote Speaker:** **Dr. Baela Raza Jamil**	**Plenary** **Keynote Speaker:** **Mr. Kul Chandra Gautam**	**Plenary** **Presentation:** **Ms. Shanta Dixit**

Tea Break			
10:30-13:00	**W.1 What is reading?** – Ms. Judith Gold & Ms. Shama Budhathoki	**W.1 Reading Aloud** – Ms. Judith Gold & Ms. Shama Budhathoki	**W.1 What is comprehension? (Repeat Session)** – Ms. Judith Gold & Ms. Shama Budhathoki
	W.2 Writer's Workshop-Nurturing Creativity and Building Skills – Ms. Elizabeth Norford & Ms. Kiran Rana	**W.2 Using Children's Literature in a Writing Program** – Ms. Elizabeth Norford & Ms. Kiran Rana	**W.2 Writer's Workshop-Nurturing Creativity and Building Skills (Repeats)** – Ms. Elizabeth Norford & Ms. Shilpa Rimal
	W.3 Math – Ms. Christine Stone & Ms. Anshu Amatya	**W.3 Math** – Ms. Christine Stone & Ms. Anshu Amatya	**W.3 Math** – Ms. Christine Stone & Ms. Anshu Amatya
	W.4 Science-Method based activities in teaching Science – Mr. Basanta Yadav & Mr. Midesh Maharjan	**W.4 Science** – Mr .Dil Bahadur Chhetri & Mr. Midesh Maharjan	**W.4 Science -Skill and knowledge based activities in teaching Science** – Mr. Basanta Yadav & Mr. Midesh Maharjan
	W.5 GEQAF- General Education System Quality Analysis Framework – (UNESCO) Mr. Venkata Subbarao Ilapavuluri, *Chief of the Section for Literacy and Non-Formal Education*	**W.5 Child Development Early Childhood & Primary** – Ms Reiny de Wit and Mr. Pitambar Neupane & Ms. Kiran Khadka	**W.5 Contemporary Issues and Practical Approaches in Math Teaching** – Mr. Amrit Thapa & Mr. Kedar Dyola
	W.6 Multi-Grade Teaching – Mr. Padmanabha & Ms. Rama Rao RIVER Krishnamurti Foundation India, Mr. Min Shahi & Ms. Safala Rajbhandari	**W.6 Using the surroundings for Curriculum Development (1 of 1 Same Cohort)** – Mr. Stephen Eckerd & Ms. Nilima Pradhan	**W.6 Outside School Hours Education and Care** – Mr. Darren Stevenson & Ms. Smriti Pokharel
	W.7 Teaching Essay Writing in Middle School – Ms. Perry Keil Thapa	**W.7 Using Local Material and Resources for Math)** – Mr. Amrit Poudel & Ms. Kalina Pradhan	**W.7 Simulation as a Teaching Technique** – Ms. Milan Dixit & Ms. Kaushalya Khadka
10:30-13:00	**W.8 Multiple Intelligences** – Dr. Xuesong Gao (Hong Kong University) & Ms. Sarita Rana	**W.8 Making Math Interesting by Using Tangible Materials** – Mr. Amrit Thapa & Mr. Kedar Dyola	**W.8 Whole Brain Teaching** – Ms. Sally Bolis, Ms. Sarita Rana & Ms. Amber Hohensee
Lunch Break			

14:00-16:30	**W.9 What is comprehension?** – Ms. Judith Gold & Ms. Kiran Khadka	**W.9 School Leadership** – Ms. Judith Ellis, Mr. Khim Kandel & Ms. Deepa Dixit	**W.9 Positive Discipline** – Ms. Sally Bolis, Mr. Krishna Bahadur Bohara, Ms. Munni Pandey & Ms. Amber Hohensee
	W.10 Making and Binding Books in the Classroom – Ms. Elizabeth Norford & Ms. Kiran Rana	**W.10 Science-Content based activities in teaching Science** – Mr. Basanta Yadav & Mr. Midesh Maharjan	**W.10 Physical Education (PE)** – Mr. Luke Davis, Mr. Zaheer Khan & Mr. Kiran Maharjan
	W.11 Teaching Poetry Writing in Middle School – Ms. Bilquees Banu & Ms. Sudha Ojha	**W.11 Lesson Planning for Multiple Intelligences** – Ms. Pema Lama & Ms. Sadhana Risal	**W.11 Creation and Effective use of Libraries in Community Schools** – Mr. Bipul Gautam & Ms. Babita Chapagain
	W.12 Adolescent Development – Ms. Hima Pradhan & Ms. Sarita Rana	**W.12 Multi-Grade Teaching** – Mr. Padmanabha & Ms. Rama Rao RIVER Krishnamurti Foundation India, Mr. Min Shahi & Ms. Safala Rajbhandari	**W.12 Writer's Workshop (Nepali)** – Ms. Bandana Aryal & Ms. Deepa Dixit
	W.13 Parenting Styles – Ms. Rajni Upadhyaya & Ms. Reena Chand	**W.13 Continuous Assessment** – Ms. Christine Stone & Ms. Babita Chapagain	**W.13 Teaching Nepali Poetry in Chhanda** – Ms. Sudha Ojha & Mr. Tikaram Sharma
	W.14 Multi-Grade Teaching – Mr. Padmanabha & Ms. Rama Rao RIVER Krishnamurti Foundation India, Mr. Min Shahi & Ms. Safala Rajbhandari	**W.14 Children's Literature** – Ms. Shama Budhathoki & Ms. Bandana Aryal	**W.14 Teaching through Dramatization in the Nepali Language Classroom** – Ms. Amita Koirala & Ms. Safala Rajbhandari
	W.15 Geography and Mapping from Terrain Models – Mr. Sam Brian & Ms. Pema Lama	**W.15 Geography and Mapping from Terrain Models (Repeat Session)** – Mr. Sam Brian & Ms. Bilquees Banu	**W.15 Using Museum and the Local Environment for Learning** – Mr. Stephen Eckerd & Ms. Sabita Manandhar
	W.16 Using Cell Phones to teach English in community schools – Ms. Babita Chapagain & Ms. Sanina Basnet	**W.16 Using the surroundings for Curriculum Development (1 of 2 Same Cohort)** – Mr. Stephen Eckerd & Ms. Nilima Pradhan	**W.16 Teaching Art** – Mr. Sangay Sherpa & Mr. Santa Hitang

About the Presenters and Workshop Facilitators

Tapan Kumar Acharjee has been working in BRAC Bangladesh as a Senior Program Manager, Education since 1984. He did his Master's in history at the University of Chittagong, Bangladesh and completed his Master's in Education from Queen's University, Ontario, Canada. He worked as a consultant in UNICEF of Village Girl's Primary School project in Southern Sudan from 2001-2002.

Ambika Acharya is the District Education Officer at the Dailekh District Education Office.

Prakash Singh Adhikari is Founder-President of the Innovative Forum for Community Development, an NGO that specializes in the formal and non-formal education sectors. A prominent education advocate, he is especially interested in rights-based quality education that attends to the needs of indigenous communities.

Eva Ahlen is Education Cluster Coordinator at Unicef Nepal.

Anshu Amatya is a member of the teaching faculty at Rato Bangala School and also works as a teacher trainer in Level One Training at the Rato Bangala Foundation. She holds her BSc from Tribhuvan University and PGDE from Kathmandu University.

Baikuntha Prasad Aryal is the District Education Officer for Kathmandu, Nepal.

Bandana Aryal is member of the Teaching Faculty at Rato Bangala School and a PTTP trainer at Rato Bangala Foundation. She has a B.Ed. in Nepali from Sanskrit University and a BA from Tribhuvan University.

Lava Deo Awasthi is Director General of the Department of Education; he also served as Under Secretary at the Ministry. Dr. Awasthi earned his PhD in Language Policy in 2004 from the Danish University of Education, Copenhagen. In addition, Dr. Awasthi is a visiting faculty at Tribhuvan University and Kathmandu University.

Bilquees Banu is a member of the teaching faculty at Rato Bangala School and has been involved in the teaching field for the past sixteen years. She has a Bachelor of Arts from Loreto College in Darjeeling.

Bhuwan Bajracharya is consultant at Asian Development Bank. Dr. Bajracharya has done extensive work on education and technical research.

Hridaya Ratna Bajracharya is Technical Advisor at University Grants Commission, Nepal and a professor at Tribhuvan University. Professor Bajracharya has a PhD in Science from Univeristy of Alberta, Canada.

Shiva Bhusal is an Early Childhood Development program specialist at Unicef Nepal.

Sanina Basnet is the Director's Assistant at Rato Bangala School. She has a Bachelor in Arts from Delhi University.

Keshav Prasad Bhattarai is the former President of Nepal Teachers' Association, Teachers' Union of Nepal, and the General Secretary of the SAARC Teachers' Federation. He has authored three books, two about Nepal and India, and one on education. He has long been associated with the trade union movement in Nepal. He currently writes for Eurasia Review.

Sally Bolis grew up in Nebraska, USA and received her undergraduate degree in Communications/Journalism and Public Relations from Concordia University Nebraska in 2010. After graduation she taught 1st grade in Mississippi for two years through the 2010 Teach For America Corps. She currently lives in Nepal with her husband and works as a teacher trainer.

Sam Brian is a Professor of Education in social studies at Bank Street College of Education and at City University of New York, both in New York City. He is the founder of a staff development organization, Geography and Mapping Institute. Mr. Brian is an educational writer and consultant, a staff developer, and an educational curriculum specialist, and for the last forty years, Mr. Brian was a middle school teacher in New York City.

Shama Parvate Budhathoki is the Unit 1 Coordinator at Rato Bangala School and conducts teacher training at the Rato Bangala Foundation. She did her Master's in Education from Tribhuvan University and has been in the education field for seventeen years.

Reena Chand is a member of the teaching faculty at Rato Bangala School and also works as a teacher trainer. She has an M.Sc from Tribhuvan University and has completed the Level 1 PTTP.

Babita Sharma Chapagain earned her Master's degree in English Language Teaching (ELT) from Kathmandu University and completed the PTTP course from the Rato Bangala Foundation. After working as a primary school teacher for ten years, she has been working as a teacher trainer in Rato Bangala Foundation since 2011.

Dil Bahadur Chhetri is a Science Teacher Trainer with extensive experience, and works for Kathmandu International Study Centre (KISC), Education Quality Improvement Programme (EQUIP). Prior to joining KISC EQUIP, Mr. Chhetri spent over fifteen years teaching science at the secondary level and as faculty head. Mr. Chhetri holds a Master's of Arts in Sociology/Anthropology.

Vicky Colbert is Founder and Director of Fundación Escuela Nueva. It was initiated in Colombia and became a nationaly policy reaching over 20,000 rural schools. The effectiveness of this model has been adapted and implemented by many countries throughout Latin America and the Caribbean, Uganda and the Phillipines. Ms. Colbert has been recognized with numerous international awards and titles. She has two MAs in Sociology of Education and Comparative International Education from Stanford University (USA).

Meenakshi Dahal has been working in the field of child development since last 12 years. She is the Founder-Chairperson and former Executive Director of Divyaankur Child Development Promotion and Research Centre. Currently she is pursuing her PhD in Development Studies, at the School of Education at Kathmandu University.

Netra Dahal is Program Manager of Reading and Writing Instruction at Room to Read, Nepal. Mr. Dahal holds a Masters of Education from the University of Bristol in the UK.

Luke Davis is the Athletic Director and Secondary Activities Coordinator at Lincoln School in Kathmandu. Mr. Davis currently coaches football (soccer) and swimming, participating in both sports through high school and college.

Dibya Dawadi is the Deputy Director-General of the Department of Education, Nepal. Ms. Dawadi has worked on issues of girls' education, while also planning more broadly around general education and needs in Nepal.

Teertha Raj Dhakal is Joint Secretary at the National Planning Commission of Nepal. Among other engagements with the Government of Nepal, he was previously Joint Secretary at the Ministry of Local Development, and the Member Secretary of the Administrative Restructuring Commission. He holds a PhD in Education, in Development Studies, from Kathmandu University, and an MSc in Project Planning and Management from the University of Bradford, UK.

Dhan Singh Dhami is the District Education Officer of Nepalgunj.

Diwakar Dhungel is Executive Director of the Curriculum Development Centre, under the Ministry of Education, Nepal.

Deepa Dixit is the Unit I Coordinator at Rato Bangala School. With a teaching experience of twenty-two years, Mrs. Dixit has taught at Rato Bangala School and Kanya Campus. She has a Masters in Economics from Tribhuvan University. She is also the advisor of PTTP training.

Milan Dixit is co-founder and Principal of Rato Bangala School, and the Vice President of the Rato Bangala Foundation. She has been instrumental in designing the curriculum as well as the professional development programme at Rato Bangala. Ms. Dixit holds a Master's of Science in Education Administration and Supervision from City University, New York and attended the Bank Street College of Education in New York as a visiting faculty. She has collaborated extensively with the College and the Bank Street School for Children to develop education and teacher training opportunities in Nepal.

Shanta Dixit is the Director of Rato Bangala School (RBS). She holds a Doctorate in Public Health from Columbia University, New York. Together with Milan Dixit, she founded the School in 1992. Ten years after the establishment of Rato Bangala School, Dr. Dixit lead the creation of the Rato Bangala Foundation (RBF); to bring the child centered teaching methods of RBS to community of schools in Nepal. Together with the parents, The Rato Bangala Partnership in Outreach Program, (RBPOP) was set up in 2003. She is Advisor to PABSON (The Private and Boarding School Association of Nepal), and is involved in other work related to health and education.

Kedar Dyola has been working as a Teacher Trainer with the Rato Bangala Foundation since 2004. Prior to joining the Foundation, Mr. Dyola was a Math and Science teacher for seven years.

Stephen Eckerd is Coordinator of the ImaginAsia Family Program at the Smithsonian Institution in Washington D.C. The original teacher trainer for Rato Bangala School, he previously worked in Nepal as a member of and trainer for the Peace Corps. He holds an MPhil in Visual Anthropology from Columbia University, and has worked extensively in the Tarai, where he conducted his MPhil research. Mr. Eckerd has been referred to as a "walking encyclopedia" of Nepal.

Judith Ellis has a BSc Honors, PGCE, and MBA in Education. After working in the UK as a senior manager and teacher trainer for 12 years she has headed up Kathmandu International Study Centre (KISC) for the last 13 years.. In partnership with ECEC

(Early Childhood Education Centre), Ms. Ellis provides leadership training for educators in Nepal.

Xuesong (Andy) Gao is an Associate Professor in the Faculty of Education at the University of Hong Kong. He is Deputy Program Leader for the BA/BEd., BSc/B.Ed, and B.Soc Sci/B.Ed programs, as well as an associate editor at *System*, an international journal of educational technology and applied linguistics. Dr. Gao's research interests are in higher education and learner autonomy, language learning strategies, sociolinguistics, and teacher development.

Bipul Gautam is the Program Manager of the Rato Bangala Foundation. He has been involved in the field of Primary and Basic Education (formal and non-formal) for over 15 years. He has experience in education program management and development of educational and training materials. He got his M.Phil. from Kathmandu University and Masters in Sociology from Purbanchal University.

Kul Chandra Gautam is a former Deputy Executive Director of Unicef and Assistant Secretary-General of the United Nations. He is a seasoned diplomat, development professional, public policy expert and peace advocate. He has extensive experience in international development cooperation and humanitarian assistance. On behalf of Unicef, Mr. Gautam actively contributed to crafting of the Millennium Development Goals and their monitoring and implementation. He collaborated closely with UNESCO, the World Bank and other institutions to promote the 'Education for All' – Fast-Track Initiative, and the UN Girls Education Initiative. Currently, he serves on the Boards of a number of national and international organizations and foundations, and supports charitable activities dealing with public health, education, women's empowerment and child rights. Mr. Gautam received his higher education in international relations and development economics at Dartmouth College and Princeton University.

Sita Ghimire is the Program Development and Quality Director for Save the Children. She has been working in the field of Child Rights and Gender, Social Inclusion for the last 25 years. She has completed a Master's in Sociology has visited 21 countries for training, presentations, and facilitation around child rights, gender, and social inclusion.

Sudarshan Ghimire is Associate Editor of Shikshak Magazine, a monthly Nepali journal for teachers and educators.

Judith Gold was a long-time staff member at the Bank Street College of Education. She began as a classroom teacher in Bank Street's School for Children and then served as Coordinator of the Middle School. She has taught graduate courses in reading instruction, directed two National Service Projects and worked on a national scale, assisting schools and districts in creating integrated literacy and social studies curricula. Ms. Gold currently serves as Adjunct Professor of Literacy for the Center for International Education, Leadership, and Innovation, a program of Wheelock College in collaboration with SEED Institute and Singapore Institute of Technology.

Ashley Hager is Director of Nepal Teacher Training Innovations, a non-governmental organization dedicated to encouraging greater levels of critical and creative thinking by teachers in Nepali classrooms. Ashley has a Master's in Education, and over 17 years of teaching and teaching training experience in the US, as well as two years in Nepal. Ms. Hager has been nationally recognized for her work in the US as both a trainer and a program developer.

Lena Hasle is Counsellor at the Norwegian Embassy in Nepal. Her main areas of responsibility are education, women's rights and gender equality, cultural support and support to civil society. Ms. Hasle has worked with human rights and international development for more than 15 years, with service for the Norwegian Ministry of Foreign Affairs in Bangladesh, Zambia and Nepal. She has an MSc in Human Rights from London School of Economics as well as an MA in International Business and Economic Integration from University of Reading.

Santa Hitang is an art teacher and arts education instructor at Rato Bangala School, and even works as a teacher trainer in Rato Bangala Foundation. He is also an illustrator of children's books. He has a Bachelor of Science from NEHU University, India.

Amber Hohensee is a former Special Education teacher from the United States. She currently lives and works in Kathmandu, Nepal as a teacher trainer.

Anne Hickling-Hudson is a Professor in the Faculty of Education at the Queensland University of Technology. Dr. Hickling-Hudson teaches and researches in cross-cultural and international education. She has published widely, and is a pioneer in applying post-colonial theory to comparative analyses of educational change and national development. Dr. Hickling-Hudson was born and raised in Jamaica, and completed her higher education at the University of the West Indies, the University of Hong Kong, and the University of Queensland. Dr. Hickling-Hudson is currently President of the British Association for International and Comparative Education (BAICE).

Subbarao Venakata Ilapavuluri is the Chief of Section for Literacy and non-formal education at UNESCO Paris. He holds a Doctorate in Education from the University of Pennsylvania.

Baela Raza Jamil is a public policy specialist and former technical adviser to the Ministry of Education. Dr. Jamil leads the learning and accountability initiative called ASER Pakistan and works as Director of Programs at Idara-Taleem-o-Aagahi (ITA) public trust. Among other national and international institutional engagements in education, Dr. Jamil is the founder of the Children's Literature Festival (CLF) in Pakistan, inspired by ASER findings, and Coordinator of the South Asia Forum for Education Development (SAFED).

Bhojraj Sharma Kafle is an Education Specialist at the Ministry of Education. Dr. Kafle has served as Under Secretary in the Ministry of Education, Nepal. He is also visiting faculty at the Faculty of Education at Tribhuvan University, in the M.Phil Program. He completed his post-doctoral work at the School of Education at Hebrew University in Jerusalem.

Khim Kandel is Director of the Teacher Training Program at Kathmandu International Study Center's (KISC) Education Quality Improvement Programme (EQUIP). He holds an MBA from Tribhuvan University and an MA in Human Resource Management from the University of Bolton, England. Mr. Kandel has worked in cross cultural settings for the last 15 years.

Zaheer Khan is a Physical Education Teaching Assistant at Lincoln School. He holds a Graduate Certificate in Sports Coaching from Griffith University in Queensland, Australia.

Kaushalya Khadka is a member of the teaching faculty at Rato Bangala School. She has a Master of Sociology from Tribhuvan University.

Kiran Khadka is a member of the teaching faculty at Rato Bangala School. Mrs. Khadka has a fifteen years experience in teaching. She did her BA in Literature from Tribhuvan University and completed Level one and PTTP Training.

Shisir Khanal is CEO of Teach for Nepal.

Amita Koirala is a teacher at Rato Bangala School. Her other roles include advisor to the PTTP and trainer at the Rato Bangala Foundation. She holds a PGDE from Kathmandu University and Bachelor in Commerce in Tribhuvan University.

Bidyanath Koirala is a Professor of Education at Tribhuvan University, where he is Head of the Central Department of Education, and Advisor to the SAARC Teachers' Federation. He has extensive experience in strategic planning and program implementation through the Government of Nepal and international partner organizations and projects. Dr. Koirala's main focus has been on curriculum development, the decentralization of education, and inclusive education that addresses gender, caste, ethnicity, disability issues, and both formal and non-formal learning.

Pema Lama is a member of the teaching faculty at Rato Bangala School and works as a teacher trainer at the Rato Bangala Foundation. She holds a Bachelor in Art, Science and Teaching from West Bengal University

Medin Lamichhane is the Principal of Ullens School, and has been involved in the school since its founding.

Hari Lamsal is Under Secretary at the Ministry of Education.

Hem Raj Lekhak is a consultant with the Nepal Evaluation and Assessment Team; an agency specialized in development monitoring and evaluation. NEAT's goal is to advocate for systematic and powerful evaluations in each development intervention. Mr. Lekhak's area of expertise is Education Policy and Management.

Gunaraj Lohani is Chairman of the All Nepal Teachers Association.

Kiran Maharjan is a member of the teaching faculty at Rato Bangala School. He is a sports teacher. He holds a Bachelors degree in Commerce from Tribhuvan University.

Midesh Maharjan completed his Bachelor's Degree in Botany (BSc) from Tribhuvan University and a Post Graduate Diploma in Primary Education (PGDE) from Katmandu University. He has been working as Teacher Trainer in Rato Bangala Foundation since 2005.

Sabita Manandhar is a teaching faculty at Rato Bangala School and has worked as a teacher trainer at the Rato Bangala Foundation. She has an MBA from Tribhuvan University.

Suman Mandal has been a secondary school mathematics teacher at Rato Bangala School for many years. He is currently teaching the General Paper for the A-levels.

Jari Metsämuuronen is an Adjunct Professor and Senior Researcher at International Methelp Ltd./The Finnish National Board of Education. He holds degrees in Nursing, Education, and Statistics, and is currently pursuing a degree in Theology and Biblical Languages from Helsinki University. Dr. Metsämuuronen has had a varied international career consulting in education across Sri Lanka, Nepal, Kenya, Ethiopia, Israel, and Palestine.

Mohammad Shahidullah Miah is a senior manager at the BRAC Education Program. He completed his post graduation from Dhaka University in 1981. Initially a journalist, he was later a college lecturer. Since 1987, he has worked for BRAC, Bangladesh in the BRAC Education Program.

Chiranjibi Nepal is currently the Senior Economic Advisor to the Ministry of Finance, Nepal. He is a senior economist and visiting faculty member at the Kathmandu University School of Education. Dr. Nepal previously taught economics at Tribhuvan University, and is the Principal of Nobel College, a private college in Kathmandu.

Janardan Nepal is Joint Secretary at the Ministry of Education, Nepal.

Pitambar Neupane is a Teacher Trainer at the Early Childhood Education Center. He has worked at the Center in this capacity for five years.

Elizabeth Norford is the Founder and Executive Director of Educational Alternatives Worldwide, a not-for-profit organization dedicated to promoting progressive education worldwide through consultancy, teacher training, and support. She studied at Bank Street College of Education in New York City and was a classroom teacher at their Bank Street School for Children.

Sudha Ojha is a secondary school teacher and the Coordinator for Special Programs in the Nepali Department at Rato Bangala School. Ms. Ojha conducts Level One teacher training at the Rato Bangala Foundation. She holds a Master of Arts from Tribhuvan University.

Munni Pandey is a member of the teaching faculty at Rato Bangala School. She has a Bachelor in Arts from University of North Benga and is trained in PTTP.

Tek Narayan Pandey is the Director General of the Department of Education, Nepal.

Taparaj Pant is the Head of Education Section at the UNESCO Office in Kathmandu. Previously, Mr. Pant worked at the Ministry of Education in various positions for 12 years. He is an active member of several networks including Teacher Educator Society Nepal and Asia and Pacific Regional Network on Early Childhood. He has published works in inclusive education, literacy and lifelong learning, and educational reform.

Tirtha Raj Parajuli is a Professor at Tribhuvan University, and specializes in curriculum development.

Govind Prasad Pokharel is the District Education Officer for Bajura, under the Department of Education, Nepal.

Smriti Pokharel works with the Dailekh School Project as part of the Rato Bangala Partnership in Outreach Program (RBPOP).

Kamal Prasad Pokharel is Joint Secretary and Director of the Department of Education, Ministry of Education, Nepal. He previously served as District Education Officer in Sindhuli and Rupandehi, and has worked as both an education supervisor and trainer. Mr. Pokharel holds an M.Ed in Education Planning and Management from Tribhuvan University.

Padmanabha Rao is the Director of RIVER – Krishnamurti Foundation India. He has developed the *"Ladder of Learning and learner-guided method of classroom organization"*, that not only increases learning but also re-engages teachers in their responsibil-

ity as educators. RIVER was awarded the Global Development Network Award for being 'The Most Innovative Development Project – 2004'. Mr. Rao along with his wife was recognised as the co-winners of the Schwab Foundation Social Entrepreneur of the Year award for India in 2009.

Amrit Poudel is a member of the teaching faculty in KISC- EQUIP, as a trainer in Math and Science education. Mr. Poudel recently joined Teach for Nepal as a Leadership Development Manager, where he will be working to support and supervise the first cohort of Teach for Nepal Fellows.

Anamolmani Poudel is Journalist at Kantipur Daily.

Hima Pradhan teaches A Level psychology and works as a Therapeutic Counselor and Child Development Trainer at Rato Bangala School. She holds a Masters Degree in Clinical Psychology From Tribhuvan University.

Kalina Rai Pradhan is a member of the teaching faculty at Rato Bangala School. She has a teaching experience of thirteen years and has a Bachelor in Arts from North Bengal University and completed PTTP.

Safala Maiya Rajbhandari is a member of the teaching faculty at Rato Bangala Foundation. She completed her Post Graduate Diploma in Education from the Rato Bangala Foundation's Teacher Training Program in 2003.

Archana Rai is a member of the teaching faculty at Rato Bangala School. She has a MA in English from Indira Gandhi National Open University, India.

Anumula Rama Rao is the co-director of RIVER (Rishi Valley Institute for Education Resources) Rishi Valley. She is co-developer of the learner-guided method of teaching at Rishi Valley. Ms Rama has received recognition internationally for collaborations and pioneering initiatives in Education taking place at, and through RIVER and Rishi Valley. She holds post-graduate degrees in English, and is an Ashoka International Fellow.

Kalpana Rana is a primary level teacher at Rato Bangala School. She has a teaching experience of seventeen years and holds a Bachelor in Education from Tribhuvan University.

Kiran Rana is a member of the teaching faculty at Rato Bangala School and also works as a trainer at the Rato Bangala Foundation. She is also a PTTP advisor.

Sarita Rana is the Resource and Teacher trainer at Rato Bangala School. After spending a semester at the Bank Street College of Education in 2000, she is conducting teacher training sessions for many batches of primary and secondary school teachers at the school and Rato Bangala Foundation's Training Program.

Nilima Rauniyar is a member of the teaching faculty at Rato Bangala School. She has a Bachelor's in Science from Ranchi University.

Shilpa Rimal is a primary teacher at Rato Bangala School and works as a teacher trainer at the Rato Bangala Foundation. She holds a PGDE and Bachelor of Business Administration from Kathmandu University.

Sadhana Risal is a member of the teaching faculty at Rato Bangala School and a teacher trainer at the Rato Bangala Foundation. She holds a Bachelor in Sociology from Tribhuvan University and a PGDE from Kathmandu University.

Gael Robertson has over 20 years of experience in rural and urban Nepal promoting learning integrated into community development and professional development. Her PhD on transformative learning contributes a perspective combining theory and practice on adult learning within Nepal.

Amima Sayeed is the Chairperson of the Pakistan Coalition of Education, and Senior Manager at TRC, Pakistan. She has volunteered with the Agha Khan Social Welfare Board since 2006. Ms Sayeed has a Masters in English Literature and Linguistics from Karachi University.

Min Shahi is Program Manager of the Dailekh School Project run by the Rato Bangala Partnership in Outreach Program (RBPOP). He has many years of teaching experience, and holds an M.Phil in Education Development from Tribhuvan University.

Laxman Sharma is the Principal of Shree Satyawati Higher Secondary School, Dhading. He has been actively involved in working for professional teachers in Nepal, and in promoting educators' use of Information and Communication Technologies (ICT) in schools.

Dhananjaya Sharma is the Principal of Gyanodaya High School; one of Nepal's consistently best performing public schools.

Om Sharma is an Education Specialist at the Department of Education, Nepal.

Ramakanta Sharma is District Education Officer in Chitwan. He holds a Bachelor's in Law from Nepal Law Campus.

Suresh Raj Sharma served as Vice-Chancellor of Kathmandu University for 22 years. He was previously Executive Director of the Council for Technical Education and Vocational Training (CTEVT), after nomination by the Government of Nepal. Prior to heading CTEVT, Dr. Sharma was a Professor of Chemistry at Tribhuvan University.

Tikaram Sharma is a member of the teaching faculty at Rato Bangala School. Mr. Sharma has a Masters in Sanskrit from Sampurna Anuradha Sanskrit University, Benaras and Masters in Nepali from Tribhuvan University.

Helen Sherpa is the Program Manager in Nepal for World Education's Asia Division. Originally from New Zealand, she has lived and worked in Nepal for many years. In the late 1990s, she also worked with four other women to start Sunbird Publishers, to produce books for children in Nepal.

Sangay Sherpa is an Art Education teacher at Rato Bangala School. Mr. Sherpa holds a Bachelor's degree in Social Science from Mahendra Sanskrit University, and the PTTP degree. Mr. Sherpa trains instructors in art and physical education in the Dailekh and Gulmi school projects.

Babu Kaji Shrestha is the Director of Global Action Nepal. He has a Master's degree in Education Administration and Management and has been working in the field of quality education, putting children at the center of his work. He is a trained mentor, teacher trainer, and policy advocate. Mr. Shrestha is President of the National Campaign for Education, a coalition of 52 educational organizations.

Bimal Lal Shrestha is the Chief Executive Officer of the Self Help Group for Cerebral Palsy (SGCP), Nepal. He has worked as a Science Education Specialist at the Ministry of Education and as the National Coordinator in the implementation of Basic and Primary Education Programme at the European Commission. In 1991, Mr. Shrestha played an important role in developing and implementing child centred curriculum. He co-authored the book *Balbigyan Prasnottar* with Dr. Tirtha B Shrestha.

Kishor Shrestha is a research professional. Dr. Shrestha is with the Research Centre for Educational Innovation and Development (CERID), of Tribhuvan University.

Kumudini Shrestha has been both an elementary teacher and taught classes at a graduate program. She presently volunteers at a residential school for disadvantaged children, where she is trying to inculcate a love of reading to children of ages 9-11.

Manesh Shrestha teaches A Level Sociology at Rato Bangala School. A Vice Principal for some years, Mr. Shrestha is engaged part time with RBS, and pursues journalistic work other times. Mr. Shrestha is also the Executive Secretary of Rato Bangala Foundation.

Nilima Shrestha Pradhan is a senior teacher at Rato Bangala School. She also works as a teacher trainer in Rato Bangala Foundation for both PTTP and Level One courses. She was also in the team of curriculum development of Fulbright in Nepal.

Rakesh Shrestha is Deputy Director at the Department of Education, Nepal. He is currently pursuing an M.Phil in Education. After serving as a secondary science teacher for seven years, he has worked with the Department of Education since 1994. Mr. Shrestha has also been a national education consultant to Unicef for Nepal.

Sajana Shrestha is Country Director of READ Nepal since January 2009. READ has been the driving force behind the strengthening of the Nepal Community Library Association (NCLA), which helps strengthen and advocate for rural residents' rights.

Suleman Sumra holds a Ph.D from Stanford University. He retired from the University of Dar es Salaam in 2002 after a teaching career spanning 30 years. At the University he held several posts including that of Associate Dean for Research and Publications; Director of the Bureau of Research and Evaluation (BERE); and the national coordinator for the Language of Instruction in Tanzania and South Africa (LOITASA), a collaboration across three universities in Norway, Tanzania and South Africa. He coordinated Uwezo Tanzania from August 2008 to April 2012.

Darren Stevenson is the Founder and Managing Director of *Extend;* Australia's leading quality Outside School Hours Education and Care provider. Darren is an advocate for quality and meaningful education and care experiences for children which enhance their development and happiness.

Christine Stone began her teaching life as head of physics teaching secondary science, and moved on to teach all ages and subjects in a small international school in Ethiopia. She continued to learn as she lived and worked with emotionally disturbed teenagers. After arriving in Nepal 31 years ago, Ms Stone taught English and Math to Grades 4 to 7, as well as art and Nepali to Grade 1 in a village school for 5 years. This was followed by 5 years teaching in Gandaki Boarding School, Pokhara. She was then seconded to the Curriculum Development Centre (CDC) and became involved in writing and implementing Secondary English and Math, and Primary English, trainings with Secondary Education Development Units (SEDUs). Over the years she has written text books

for use in these subjects. Ms. Stone is now "retired", and conducts trainings for “any group that asks, in any subject”. Her focus remains on village primary schools, where there is the greatest need.

Gopal Subechchhu is Managing Director of Dynamic Institue of Research and Development. He has a MA and M.Ed. from Tribhuwan University.

Surait Thakur is the Focal Person at Aasaman Nepal, a non-governmental organization that advocates for quality education, and works with teachers and Administrators to decrease child labor, increase school enrolment, and promote school accountability through data-based tracking.

Amrit Bahadur Thapa is a member of the teaching faculty at Rato Bangala School. He teaches Grade 8 and A-level Mathematics, and is a teacher trainer for Rato Bangala Foundation. He has completed his Masters in Education from Kathmandu University.

Bishwobala Thapa is Lecturer at Tribhuvan University. Dr. Thapa has a PhD in Educational Leadership from Tribhuvan University.

Deependra Bikram Thapa was formerly the Secretary of Education to the Ministry of Education, Nepal. He is presently a Teacher Management Expert for the Asian Development Bank, on a consulting project around Teacher Management and Development. He holds a Master’s in Public Administration from Tribhuvan University, and an M.Sc. in national development and project planning from the UK.

Perry Keil Thapa has taught almost from the day she graduated from Carleton College with a degree in sociology over two decades ago—first adult English-as-a-foreign-language learners, then four- and five-year olds, and, most recently, after a "promotion" from ninth and tenth grades, A-Level students. Her focus has been language and literature.

Tulashi Prasad Thapaliya is the Under Secretary at the technical education section of the Ministry of Education. Mr. Thapaliya holds a PhD in education leadership from the Kathmandu University and has been contributing in the education as a key member of the technical team to the development of National policy and Strategic Planning.

Audax Tibuhinda is with UNICEF Tanzania, and has over 13 years of experience in education with UN agencies, government and academic institutions, and non-governmental organizations at international, national, and community levels. He has focused on developing institutions’ capabilities in developing education program within equity and human right-based approaches to programming and development frameworks for whole schools and early childhood education. He holds an MSc in International Community Economic Development from Southern New Hampshire University, and a BSc in Education from the University of Dar es Salaam.

Bal Ram Timilsina is the Deputy Director of the Department of Education, Ministry of Education, Nepal.

Anup Tiwari holds an MBA degree from Kathmandu University School of Management. He has served as program coordinator for Ullens Center for Educator Development, a tri partite arrangement between Bank Street College, Ullens School and Kathmandu University School of Education. For the last three years, he has been the Program Manager of the School Library Program at Room to Read Nepal, which has established libraries in more than 3400 public schools of Nepal.

Anita Sanyal Tudela has been an Assistant Professor in the Faculty of Education at the Pontificia Universidad Católica de Chile in Santiago, Chile, since 2011. She received her Doctorate in International Education Policy from the University of Maryland in 2009. Dr. Tudela is a former public high school teacher. Her graduate teaching focuses on instructional methods in the areas of science and teaching for diversity at graduate and undergraduate levels. Her research focuses on the links between policy and the classroom.

Dipak Tuladhar runs the Modern Newa English School; a Newari language based preprimary school in Kathmandu. Mr. Tuladhar is the founder Treasurer of Multilingual Education Society Nepal, formed by members from various ethnic groups of Nepal.

Sumon Tuladhar is an Education Specialist in the Education Section, Unicef Nepal Country Office, from December 2000. She is responsible for educational programs, especially primary school aged children both in and out of school. Dr. Tuladhar was a Fulbright scholar to MIT, where she completed her doctoral degree in non-formal education in 1994.

Rajani Upadhyaya is the A Level Coordinator at Rato Bangala School. With twenty-seven years of teaching experience, Mrs. Upadhyaya has also worked as a teacher trainer. She has a Bachelors in Arts from Darjeeling and Bachelors in Education from Tribhuwan University.

Basanta Yadav is a member of the teaching faculty at Rato Bangala School. He has been a teacher since 1990, and joined RBS as a science teacher in 1994. After spending a semester at the Bank Street College of Education in 2000, he has been conducting teacher training sessions for many batches of primary and secondary school teachers at Rato Bangala School, and through the Rato Bangala Foundation's Primary Teacher Training Program.

So Ching Yau (**Yvette)** is a fourth year student in the Bachelor's in Education program at the University of Hong Kong.

Chiu Chi Yeung (Ken) is in his 4th year of a Bachelor's in Education at The University of Hong Kong. He is passionate about teaching, and finds that it combines his interest in working across generations to support new groups of learners. He is interested in research, most specifically around comparative education.

Deirdre Williams is currently with the Open Society Foundations. A native of Trinidad and Tobago, she formerly served as an Education Consultant with the Organization of American States (OAS) and as Project Manager at the Inter-American Program on Education for Democratic Values and Practices. Dr. Williams holds a Ph.D. in International Education Policy from the University of Maryland. Her research interests include exploring the best approaches to educating for democracy and social justice, particularly within the context of Caribbean nations.

Reiny de Wit is the owner and Managing Director of the Early Childhood Education Center (ECEC). She has received the equivalent of a knighthood within the Dutch system ("Ridder in the Order of Oranje Nassau") for her achievements in working toward improving early childhood education in Nepal.

Overview of Participants

Participants from within Nepal

S.No.	District	Number of participant
1.	Accham	4
2.	Argakhachi	1
3.	Banke	3
4.	Baglung	5
5.	Bajura	2
6.	Bhairahawa	1
7.	Bhaktapur	30
8.	Chitwan	3
9.	Dang	9
10.	Dailekh	57
11.	Dhading	17
12.	Dhanusha	2
13.	Dolakha	4
14.	Doti	2
15.	Gorkha	1
16.	Gulmi	18
17.	Humla	1
18.	Kailali	2
19.	Kaski	11
20.	Kathmandu	225
21.	Kavre	37
22.	Lalitpur	136
23.	Lamjung	1
24.	Makwanpur	2
25.	Morang	3
26.	Myagdi	4
27.	Nepalgunj	3
28.	Nuwakot	1
29.	Palpa	2
30.	Pharping	3
31.	Ramechhap	2
32.	Rukum	1
33.	Rupandehi	5
34.	Sindupalchowk	5
35.	Solukumbu	1
36.	Surkhet	9
37.	Tanahu	2
38.	Taplegunj	1
39.	Unknown	23
	Total	**639**

From outside Nepal

S.No	Country	Number of participant
1.	Australia	3
2.	Bangladesh	2
3.	Chile	1
4.	Finland	1
5.	HongKong	3
6.	India	2
7.	Pakistan	2
8.	Tanzania	3
9.	USA	4

S.No	Country	Number of participant
10.	UK	1
11.	France	1
	Total	**23**
	Grand Total	**662**

The participants are classified below according to their work description

S.No.	Topic	Number of participant
1	School Teachers (community and institutional schools)	239
2	Teacher's trainer and educators(NCED, CDC, universities and private teacher trainer providers)	23
3	Teacher's professional organizations	2
4	Students (child club members)	26
5	PABSON , NPABSON , founders of institutional schools	62
6	School supervisors and resource persons	48
7	Head teachers and SMC/PTA heads	14
8	DEO's / RED's	42
9	GoN (MoE, MoF, MoFALD, MoWCSW, NPC) staff	30
10	DDC's and VDC's/municipalities' representatives	5
11	Partner agencies including AIN and NGO's	70
12	Media personnel involved in education	3
13	Educational heads of major political parties	2
14	Education development partners	13
15	Education advocates and activists	7
16	International experts and participants	23
17	School Admin	19
18	Other Admin	10
19	Statisticians and field officers	14
20	Interpreter	1
21	Other	9
	Total	**662**

Details of participants who attended the Conference

S.N.	Prefix	Name	Title	Organization	Designation
1	Mr.	Hridayaratna	Bajracharya	University Grants Commission	Technical Advisor
2	Ms.	Mita	Dewan	John Dewey School	Academic Coordinator
3	Mr.	Sanju	Aacharya	Pathshala Nepal Foundation	Academic Coordinator
4	Mr.	Bed Prasad	Sharma	Global College Higher Secondary School	Academic Dean
5	Ms.	Meenakshi	Dahal	Divyankur Child Development Promotion & Research Center	Academic Executive Member
6	Ms.	Sumitra	Shrestha	Sunlight English School	Academic In-charge
7	Ms.	Priya	Shrestha	D.A.V School	Activity Teacher
8	Mr.	Anevor	Pavorl	National Centre For Education Development	Admin
9	Ms.	Anju Piya	Shrestha	Rato Bangala School (RBS)	Admin

S.N.	Prefix	Name	Title	Organization	Designation
10	Mr.	Badri	Dulaal	NA	Admin
11	Mr.	Bal Krishna	Tamang	RBF	Admin
12	Mr.	Bhakta	Shahi	NA	Admin
13	Mr.	Bipul	Gautam	Rato Bangala Foundation (RBF)	Admin
14	Mr.	Chandra Bahadur	Kunwar	Education Office	Admin
15	Mr.	Hari	Pudasani	RBF	Admin
16	Mr.	Jayala	Bhattarai	Naagdad Resource Centre	Admin
17	Mr.	Kaji Bahadur	Magar	UMN	Admin
18	Ms.	Ladipma	Kirati	Nepal Schools Aid	Admin
19	Ms.	Ludiya	Besisira	VSO	Admin
20	Mr.	Madhav	Nepali	Tuki Association Sunkoshi	Admin
21	Ms.	Monita	Gurung	RBS	Admin
22	Mr.	Niranjan N.	Khatri	RBS	Admin
23	Ms.	Prakriti	Karmacharya	RBS	Admin
24	Mr.	Radheshyam	Khatiwadi	RBS	Admin
25	Ms.	Raisa	Pandey	Rato Bangala School	Admin
26	Mr.	Raj Kumar	Dulaal	NA	Admin
27	Mr.	Ram Krishna	Subedi	RP Tilepata Dailekh	Admin
28	Mr.	Ram Prasad	Dhakal	RBS	Admin
29	Ms.	Sanina	Basnet	Rato Bangala School	Admin
30	Mr.	Saraswoti	Rajbhandari	RBF	Admin
31	Mr.	Shambhu	Dangol	RBS	Admin
32	Mr.	Shreeram	Sharma	RBS	Admin
33	Ms.	Smriti	Pokharel	Rato Bangala Foundation	Admin
34	Mr.	Suksari	Chaudhary	RBF	Admin
35	Mr.	Uttam	Thapa	RBS	Admin
36	Mr.	Yam	Thapa	Save the Children	Admin
37	Ms.	Yamuna	Kandel	Samunnat Nepal	Admin
38	Ms.	Prerna	Pokharel	KMC School	Admin Officer
39	Mr.	Rameshwor	Khanal	Advisor to the PM	Advisor
40	Dr.	Gael	Robertson	Chahari, Nepal Independent	Advisor Scholar Practitioner
41	Mr.	Santosh	KC	ADRA Nepal	Assistant Project Officer
42	Mr.	Tika Ram	Pokharel	Kathmandu University School of Education	Assistant Professor
43	Dr.	Anita Sanyal	Tudela	Pontificia Universidad Católica de Chile, Santiago, Chile	Assistant Professor
44	Mr.	Krishna	Paudel	Children Nepal	Assistant Program Coordinator
45	Dr.	Xuesong	Gao	Faculty of Education, The University of Hong Kong	Associate Professor
46	Mr.	Ganga Ram	Gautam	Mahendra Ratna Campus	Associate Professor
47	Ms.	Rajani	Rajbhandari	Sano Thimi Campus	Associate Professor
48	Mr.	Beth	Stillings	VSO Nepal	Basic Education Advisor
49	Mr.	Gareth	George	VSO Nepal	Basic Education Advisor

S.N.	Prefix	Name	Title	Organization	Designation
50	Ms.	Virginia	Ngindiru	VSO Nepal	Basic Education Advisor
51	Mr.	Arjun	Pokharel	DEO Dolakha	Branch Officer
52	Mr.	Gagan Bahadur	B.K.	Narayan VDC Office	CEO, Civil Servant
53	Ms.	Judith	Ellis	KISC and International Schools Inspector	CEO/ Director
54	Mr.	Gunaraj	Lohani	All Nepal Teachers Organization	Chairman
55	Mr.	Mahavir	Pun	Nepal Wireless	Chairman
56	Ms.	Amima	Sayeed	Pakistan Coalition of Education	Chairperson
57	Mr.	Ram Vinod	Shah	Dynamic Public School	Chairperson
58	Mr.	Bimal Lal	Shrestha	Self Help Group for Cerebral Palsy (SGCP)	Chief Executive Officer
59	Dr.	Venkata Subba-rao	Ilapavuluri	Literacy and non-formal education	Chief of Section, UNESCO Paris
60	Mr.	Bhojraj	Sharma	Training Surkhet	Chief Officer Education
61	Mr.	Neem Prakash Singh	Rathod	Education Office Sano Thimi	Chief Officer Education
62	Mr.	Kalu Ram	Chaudhary	Rescue Nepal	Child Sponsorship Program Coordi-nator
63	Mr.	Bishwa Prakash	Dhakal	DDC Office, Dailekh	Civil Servant
64	Mr.	Jhalak Prasad	Koirala	District Education Office Dailekh	Civil Servant, School Supervisor
65	Ms.	Shanti	Bista	District Education Office Dailekh	Civil Servant/ School Supervisor
66	Mr.	Bishnu Bahadur	Shahi	District Education Office Dailekh	Civil Servant/ Section Officer
67	Mr.	Wangchuck Rapten	Lama	Shree Mangal Dvip Boarding School	Clinic Incharge
68	Ms.	Srijana	Tamang	Mothercare Intl Preschool	Co-director
69	Ms.	Simone	Galimberti	ENGAGE, Towards the Volunteering Inspired Society	Co-Founder
70	Mr.	Hem Raj	Lekhak	Nepal Evaluation and Assessment Team	Consultant
71	Mr.	Hari Har	Shrestha	Xavier's International School	Coordinator
72	Mr.	Stephen	Eckerd	ImaginAsia Family Program, Smithsonian Institution	Coordinator
73	Mr.	Narayan	Sharma Chapa-gain	Spiral Galaxy HS School	Coordinator
74	Mr.	Binod	Aryal	Morgan International Higher Secondary School	Coordinator
75	Mr.	Bishnu Prasad	Regmi	Nalang Model Acade-my	Coordinator
76	Mr.	Kamal	Rupakheti	German Nepalese Help Association	Country Repre-sentative
77	Mr.	Baikuntha Prasad	Aryal	District Education Officer	District Education Officer (DEO)
78	Mr.	Nandalal	Poudel	DEO, Baglung	DEO

S.N.	Prefix	Name	Title	Organization	Designation
79	Mr.	Toyanath	Pyakhurel	Kalika PS (DEO)	DEO
80	Mr.	Uddhav	Chaulagain	DEO Sindhupalchowk	DEO
81	Mr.	Govind Prasad	Pokharel	District Education Office	DEO, Bajura
82	Mr.	Om	Sharma	Education Specialist	Department of Education
83	Mr.	Balaram	Timilsina	Dept. of Education	Deputy Director
84	Mr.	Rakesh	Shrestha	Education Material Management Section	Deputy Director
85	Mr.	Dibya	Dawadi	Department of Education	Deputy General
86	Mr.	Dhirendra	Rawal	Piswin, Achham	Development Assistant
87	Ms.	Anumula	Rama	RIVER Rishi Valley	Director
88	Ms.	Ashley	Hager	Nepal Teacher's Training Innovations	Director
89	Mr.	Babu Kaji	Shrestha	Global Action Nepal	Director
90	Dr.	Baela Raza	Jamil	Annual Status Of Education Report (ASER)	Director
91	Ms.	Bina	Gurung	Ketaketi Bari, Samadarshi Vidya Mandir	Director
92	Mr.	Dipak	Tuladhar	Modern Newa English School	Director
93	Ms.	Ela	Piya	Kasthamandap Vidhyalaya	Director
94	Mr.	Jyoti Man	Sherchan	Malpi International School	Director
95	Mr.	Kamal Prasad	Pokhrel	Department of Education	Director
96	Mr.	Ram Chandra	Paudel	Children Nepal	Director
97	Ms.	Shanta	Dixit	RBS	Director
98	Mr.	Tek Narayan	Pandey	Department of Education	Director
99	Mr.	Yerravalli Anantha Padmanabha	RAO	RIVER Rishi Valley	Director
100	Dr.	Lava Dev	Awasthi	Department of Education	Director General
101	Ms.	Sita	Ghimire	Save the Children	Director - Program Development and Quality
102	Mr.	Dhansingh	Dhami	District Education Office	District Education officer
103	Mr.	Geha Nath	Gautam	DOE Sindhupalchowk	District Education officer
104	Mr.	Govinda Prasad	Aryal	District Education Office, Gulmi	District Education officer
105	Mr.	Narayan	Bhatta	DEO Kavre	District Education officer
106	Ms.	Ambika Prasad	Aacharya	District Education Office Dailekh	District Education Officer
107	Mr.	Bam Bahadur	Rawat Chettri	District Education Office, Dailekh	District Education Officer
108	Mr.	Bishnu Narayan	Shrestha	District Education	District Education

S.N.	Prefix	Name	Title	Organization	Designation
				Office, Myagdi	Officer
109	Mr.	Bishnu Prasad	Adhikari	District Education Office, Rupandehi	District Education Officer
110	Mr.	Chandra Kanta	Bhusal	District Education Office, Kaski	District Education Officer
111	Mr.	Ram Chandra	Upadhyaya	District Education Office, Surkhet	District Education Officer
112	Mr.	Ramakanta	Sharma	District Education Office, Chitwan	District Education Officer
113	Mr.	Hari Prasad	Khanal	Department of Education	DOE
114	Mr.	Jai	Acharya	Department of Education	DOE
115	Mr.	Ram Raj	Khakurel	Department of Education	DOE
116	Mr.	Habib	Shah	John Dewey School	E.C.A Coordinator
117	Mr.	Jayne	Harthan	Kadoorie Trust	Early Childhood Education & Care Consultant
118	Mr.	Sudarshan	Ghimire	Shiksyak Magazine	Editor
119	Mr.	Jimi	Oostrum	Ministry of Education/ VSO	Education Advisor
120	Mr.	Peter	Reid	VSO	Education Consultant, Development of Education, Sano Thimi
121	Mr.	Chandra Kumar	Shrestha	German Nepalese Help Association	Education Officer
122	Mr.	Dipendra	Bhatta	World Education	Education Officer
123	Mr.	Surjalaal	Chaudhary	Backward Society Education	Education Officer
124	Ms.	Bimala	Manandhar	UNICEF Zone Office	Education Officer
125	Ms.	Purnima	Gurung	UNICEF Nepal Country Office	Education Officer
126	Ms.	Radhika	Tumbahangphey	UNICEF Nepal, MFWR	Education Officer
127	Ms.	Selene Sunmin	Lee	Unicef Nepal Country Office	Education Officer
128	Ms.	Kerry	Aryal	EU Delegation to Nepal	Education Program Manager
129	Ms.	Pashupati	Sapkota	Save the Children, Nepal	Education Program Manager
130	Mr.	Audax	Tibuhinda	Unicef	Education Specialist
131	Dr.	Bhojraj Sharma	Kafle	Ministry of Education	Education Specialist
132	Dr.	Sumon	Tuladhar	Education Section UNICEF Country Office	Education Specialist
133	Ms.	Sabina	Joshi	UNICEF Nepal Country Office	Education Specialist
134	Mr.	Shiva Lal	Bhusal	UNICEF Nepal Country Office	Education/ Early Childhood Specialist
135	Mr.	Bhim Bahadur	Bogati	Rural Education and Environment Devel-	Executive Chairperson

S.N.	Prefix	Name	Title	Organization	Designation
				opment (REED) Nepal	
136	Ms.	Elizabeth	Norford	Educational Alternatives Worldwide, EAW	Executive Director
137	Mr.	Diwakar	Dhungel	Curriculum Development Centre	Executive Director
138	Mr.	Prakash Singh	Adhikari	IFCD	executive president
139	Mr.	Yogesh Kumar	Shrestha	Innovative Forum for Community Development	Executive Program Coordinator
140	Mr.	Nilam	Shrestha	Kathmandu University	Faculty
141	Mr.	Deepak	Rokka	Rato Bangala Foundation Patan Dhoka	Field Motivator
142	Mr.	Bhupendra	Pariyaar	Dailekh School Project	Field Officer
143	Mr.	Amar Bahadur	Thapa	Dailekh School Project	Field Officer
144	Mr.	Bal Bahadur	Shahi	Dailekh School Project	Field Officer
145	Mr.	Basudev	Upadhyaya	Dailekh School Project	Field Officer
146	Ms.	Bhumisudha	B.K	Dailekh School Project	Field Officer
147	Mr.	Lokendra Bahadur	Thapa	Dailekh School Project	Field Officer
148	Mr.	Mohan Prasad	Poudel	Dailekh School Project	Field Officer
149	Mr.	Pramod Kumar	Bista	Dailekh School Project	Field Officer
150	Mr.	Rajendra Prasad	Kandel	Dailekh School Project	Field Officer
151	Mr.	Ram Bahadur	BC	Dailekh School Project	Field Officer
152	Mr.	Tej Bahadur	Khadka	Dailekh School Project	Field Officer
153	Mr.	Paul	Josephson	Saprinu	Field Operation Coordinator
154	Mr.	Sushil	Timsina	Room to Read	Field Program Manager
155	Mr.	Sajaan	Thapa	READ Nepal	Field Supervisor
156	Ms.	Sheelu	Karmacharya	Rato Bangala School	First Grade Teacher
157	Mr.	Deependra	Thapa	Ministry of Education	Former Secretary of Education
158	Dr.	Suresh Raj	Sharma	Kathmandu University	Former Vice-Chancellor
159	Ms.	Agatha	Thapa	Seto Gurans	Founder
160	Ms.	Sita Kumari	Bastola	Spiral Galaxy HS School	Founder and Administrative Manager
161	Ms.	Kumudini	Shrestha	Shikshya Foundation Nepal	Founder Member
162	Ms.	Deepika	Thapa	Siddhartha Vidhyapith	Founder Principal
163	Mr.	Harendra	Lawati	Eris Academy/ Little Steps Child Development Centre	Founder/ Principal
164	Mr.	Sarad	Gautam	Gajuri Pinda Higher Secondary School	Grade Teacher
165	Ms.	Sarita	Tamang	Ideal English HS School	Grade Teacher
166	Mr.	Tsering	Choezon	Shree Mangal Dvip Boarding School	Grade Teacher
167	Mr.	Amar Bahadur	Thapa	Nera LSS, Dailekh	Head Master
168	Mr.	Dinesh	Jha	Bhairav LSS, Dailekh	Head Master
169	Mr.	Rabi Datta	Sapkota	Achane Higher Sec-	Head Master

S.N.	Prefix	Name	Title	Organization	Designation
				ondary School	
170	Ms.	Devi Maya	Pariyar	Kasthamandap Vidhyalaya	Head Teacher
171	Mr.	Hari Prasad	Rijal	Shree Lilakali Secondary School	Head Teacher
172	Ms.	Manjari	Shrestha	Balmandir PS	Head Teacher
173	Ms.	Milan	Dewan	Shree Mangal Dvip Boarding School	Head Teacher
174	Mr.	Thakur Prasad	Paudel	Shree Bishnu Adhyatmik Sanskrit PS	Head Teacher
175	Mr.	Tsering	Wangdue	Shree Mangal Dvip Boarding School	Hostel head
176	Ms.	Manju	Dahal	Everest English School	In care (Nursery-Grade 3)
177	Ms.	Paivi	Leppanen	FIDA International Nepal	Inclusive Education Advisor
178	Mr.	Manoj	Karki	Interpreter	Interpreter
179	Mr.	Teertha Raj	Dhakal	The Planning Commission	Joint Secretary
180	Mr.	Anmol	Poudel	Kantipur	Journalist
181	Mr.	Kedarnath	Koirala	Kantipur TV	Journalist
182	Mr.	Kul Chandra	Gautam	N/A	Key Note Speaker
183	Ms.	H. Ashley	Hager	Nepal Teacher Training Innovation (NTTI)	Learning and Literacy Specialist/Project Director for Nepal Teacher Training
184	Mr.	Bobby	Pradhan	St. Xavier's School	Lecturer
185	Mr.	Kamal Prasad	Aacharya	Tribhuvan University	Lecturer
186	Mr.	Nabaraj	Mudwari	Central Department of Education	Lecturer
187	Mr.	Bhagwan	Aryal	Tribhuvan University	Lecturer
188	Ms.	Bimala	Pant Ojha	Shree Sharad HSS, Dhangadi	Lecturer
189	Mr.	Devi Prasad	Bhattarai	Central Department of Education	Lecturer
190	Mr.	Gunj Bahadur	Shrestha	Manthali HS School	Lecturer
191	Mr.	Narayan Prasad	Kafle	Kathmandu University School of Education	Lecturer
192	Mr.	Dil Bahadur	Shahi	Local Development Committee	Local Executive Secretary
193	Mr.	Rajan Prasad	Kaphle	KUSOED	M. Phil Degree Candidate
194	Mr.	Bijaya Raj	Panta	Tribhuvan University	M.Phil Scholar
195	Mr.	Rishav Dev	Khanal	Kathmandu University	Management Advisor
196	Ms.	Pricilla	Gomez	VSO Nepal	Management Advisor
197	Ms.	Rebecca	Pino	VSO Nepal	Management Education Advisor
198	Ms.	Alison	Layco	VSO Nepal	Manager, Senior Education Consultant
199	Ms.	Babita	Shrestha	Nepal Schools Aid	Managing Director
200	Mr.	Darren	Stevenson	Extend-Before and	Managing Director

S.N.	Prefix	Name	Title	Organization	Designation
				After School Care	
201	Mr.	Durga Bahadur	Oli	Patriot Education Foundation	Math Teacher
202	Mr.	Gaurab	Rai	Arya Tara School	Member
203	Mr.	Benu Bahadur	Karki	Rotary Club of Chaudragiri	Ministry of Education
204	Mr.	Vidyadhar	Mallik	Former Education Secretary	Model Village Activist
205	Mr.	Prem Hanng	Banem	Madan Bhandari Memorial Trust Nepal	N/A
206	Ms.	Sushma	Ghimire	NA	N/A
207	Ms.	Meena B	Pandey	NA	National Consultant, Child Friendly School Initiative3
208	Mr.	Narayan	Shrestha	UNICEF Nepal	None
209	Ms.	Hira	Gurung	None	PGT (Commerce)
210	Ms.	Teeny	Chowdhury	Modern Indian School, Chobar	PhD Scholar
211	Ms.	Ruma	Manandhar	TU	PhD Student
212	Mr.	Saurabh Ranjan	Baral	KUSOED	PhD. Student at K.U
213	Mr.	Pradip	Paudel	Nepal Adarsha Sikhsha Sadan	Pre-Primary Grade Teacher
214	Ms.	Subhadra	Mainali	Ideal English HS School	Pre-School Coordinator
215	Ms.	Kamana	Regmi	Nisarga Batika School	President
216	Mr.	Keshav	Bhattarai	Teachers' Union of Nepal	President
217	Mr.	Sushil	Upreti	Brush-up Online	President
218	Mr.	Deviram	Aryal	Shree Arjai HSS	President
219	Mr.	Hari Kumar	Shrestha	Prakash HSS	President
220	Ms.	Kamala	Hemchury	Professional Development and Research Centre	President
221	Mr.	Laxman	Parajuli	Shree Amarpur Om Prasad Gautam HS School	President
222	Mr.	Lilaraam	Lamsal	Saichik Ganatantrik Manch District Section, Dailekh	President, SMC
223	Mr.	Bishnu Devi	Sharma	Mulpani HSS	Primary Coordinator
224	Ms.	Geeta	Pradhan	Morning Glory School	Primary Teacher
225	Ms.	Manisha	Malla (Shrestha)	Bhanubhakta Memorial HS School	Primary Teacher
226	Ms.	Pragya	Mathema	Rato Bangala School	Principal
227	Ms.	Bishnudevi	Sharma	Shree Mulpaani	Principal
228	Mr.	Chakramani	Rai	Vishwa Vidya Mandir Boarding School	Principal
229	Mr.	Dhana Singh	Khadka	Shikhar HSS, Ramghat	Principal
230	Mr.	Dhananjaya	Sharma	Gyanodaya High School	Principal
231	Mr.	Kanhaiya Singh	Kunwar	Birendra Smriti Sikhshhya Sadan	Principal
232	Ms.	Lalita	Prasai	Wendy House School	Principal

S.N.	Prefix	Name	Title	Organization	Designation
233	Mr.	Lama Karma	Pema	Shree Mangal Dvip Boarding School	Principal
234	Mr.	Laxman	Sharma	Satyawati School	Principal
235	Mr.	Medin	Lamichhane	Ullens School	Principal
236	Ms.	Milan	Dixit	Rato Bangala School	Principal
237	Ms.	Puhami Kanti	Bajracharya (Lepcha)	Pushpanjali Sec. School	Principal
238	Ms.	Sapna	Thapa	Mothercare Intl Preschool	Principal
239	Ms.	Sharada	Dhakal	Third Eye Academy	Principal
240	Ms.	Sheetal	Rana	The Excelsior School	Principal
241	Dr.	Shiba	Thapa	Kaasthamandap Vidhyalaya	Principal
242	Mr.	Tejendra Prakash	Rajbhandari	Kathmandu University High School	Principal
243	Ms.	Timila	Shrestha	Samadarshi Vidya Mandir	Principal
244	Mr.	Uttam	Sanjel	Samata School	Principal
245	Mr.	Abdul Naim	Chaudhary	Bright Horizon Children's Home School	Principal
246	Ms.	Anita Kumari	Tamang	Pathshala Nepal Foundation	Principal
247	Mr.	Babu Ram	Panta	Global College Higher Secondary School	Principal
248	Mr.	Dinesh Kumar	Mandal	Maithili Model School, Janakpur	Principal
249	Mr.	Hari Prasad	Ghimire	Shree Indira Secondary School	Principal
250	Mr.	Indra Prasad	Paudel	Satyawati HS School	Principal
251	Mr.	Ishwor	Paudel	Satyawati HS School	Principal
252	Mr.	Ishwor	Regmi	Nalang Model Academy	Principal
253	Mr.	Jagat Bahadur	Maharjan	Rara Hill Memorial School	Principal
254	Ms.	Jamuna	Maharjan	Niharika Public School	Principal
255	Mr.	Khagendra	Shrestha	Deepshishu Primary School	Principal
256	Mr.	Lilananda	Upadhyaya	Rupak Memorial Int'l HS School	Principal
257	Mr.	Mohan Bahadur	Khatri	Shree Devithan LSS	Principal
258	Mr.	Nar Bahadur	Bhandari	Shree Saraswoti Primary School, Dailekh	Principal
259	Ms.	Pema Rinchen	Palmo	Arya Tara School	Principal
260	Mr.	Punya	Dhakal	Sunshine National School	Principal
261	Ms.	Rachana	Karki	Paradise School	Principal
262	Ms.	Radha	Rawal	Shree Jaleshore Primary School	Principal
263	Mr.	Ram Chandra	Aacharya	Bhuwaneswori Secondary School	Principal
264	Ms.	Reena	Aacharya	Solidarity International Academy	Principal
265	Mr.	Rishikesh	Wagle	Kathmandu Valley Higher Secondary	Principal

S.N.	Prefix	Name	Title	Organization	Designation
				School	
266	Mr.	Saroj Kumar	Mahat	Nazareth School	Principal
267	Mr.	Shankar Nath	Adhikari	Atlantic Int'l College	Principal
268	Ms.	Shanta	Bhandari	Manakama	Principal
269	Ms.	Sita	Aryal	Shree Rainadevi Primary School	Principal
270	Ms.	Sujita	Manandhar	A.V.M Higher Secondary School	Principal, Teacher
271	Mr.	Ram Chandra	Aacharya	Shree Bhuwaneshwori Secondary School	Principal
272	Ms.	Neera	Pradhan	Trungram International Academy HS School	Professor
273	Dr.	Anne Hickling	Hudson	Faculty of Education, Queensland University of Technology	Professor
274	Ms.	Pramila	Rajbhandari	Faculty of Education, Tribhuvan University	Professor
275	Ms.	Tapasi	Bhattacharya	Faculty of Education Kirtipur	Professor
276	Dr.	Tirtha Raj	Parajuli	Tribhuvan University	Professor/ Educationist
277	Dr.	Bidhyanath	Koirala	Tribhuvan University	Professor
278	Mr.	Karna Bahadur	Shahi	Dailekh School Project	Program Assistant
279	Mr.	Krishna Kumar	Thapa	Dailekh School Project	Program Assistant
280	Mr.	Manoj Kumar	Sah	World Food Programme	Program Coordinator
281	Mr.	Hallu Prasad	Chaudhary	Bishwa Sikhsya	Program Coordinator
282	Mr.	Kedar	Tamang	German Nepalese Help Association	Program Coordinator
283	Mr.	Rajendra	Daangi	Backward Society Education	Program Coordinator
284	Ms.	Shodashi	Rayamajhi	Planet Enfants	Program Coordinator
285	Mr.	Sulav	Giri	Sammunat Nepal	Program Coordinator
286	Mr.	Nabin	Dangol	Loo Niva Child Concern Group	Program Director
287	Mr.	Uddhab	Karki	Room to Read	Program Manager
288	Mr.	Bhanu	Parajuli	Rural Reconstruction Nepal	Program Manager
289	Mr.	Min	Shahi	Dailekh School Project	Program Manager
290	Ms.	Reema	Shrestha	Room to Read	Program Manager
291	Ms.	Urna	Tuladhar	Extend (Australia)	Program Manager–Reading and Writin Instruction
292	Mr.	Netra Prasad	Dahal	Room to Read	Program Manager – School Library Program
293	Mr.	Anup	Tiwari	Room to Read	Program Officer
294	Mr.	Man Bahadur	Lama	JICA Nepal	Program Officer
295	Mr.	Prakash	Chhetri	Community Development Centre	Program Officer

S.N.	Prefix	Name	Title	Organization	Designation
296	Mr.	Shankhar Prasad	Gautam	District Development Committee	Program Officer
297	Ms.	Shanta	Rai	Room to Read	Program Manager
298	Ms.	Helen	Sherpa	World Education	Program Manager
299	Mr.	Shahidullah	Miah	BRAC	Program Coordinator
300	Mr.	Sanjih Kumar	Rai	Prayash Nepal Dhading	Project Assistant
301	Mr.	Saroj	Pariyar	Relative Nepal	Project Coordinator
302	Mr.	Lila Bikram	Hamal	Rescue Nepal	Project Coordinator
303	Mr.	Yogendra Prasad	Chaudhary	Child And Women Development Centre Nepal	Project Coordinator
304	Mr.	Bal Krishna	Chaudhary	Rural Reconstruction Nepal	Project Coordinator
305	Mr.	Durga Bahadur	Sunchiuri	Transformation Nepal	Project Coordinator
306	Ms.	Seema	Acharya	World Education Inc.	Project Manager (Education)
307	Mr.	Mariko	Shiohata	Save the Children, Nepal	PTA Chairman
308	Mr.	Dhurba	Bogati	Kalika PS, Dailekh	Read Nepal
309	Ms.	Sajana	Shrestha	Country Director	Research consultant
310	Dr.	Jari	Metsämuuronen	Finnish National Education	Researcher and M&E Officer
311	Mr.	Dipu	Shakya	World Education	Researcher/ Professor
312	Mr.	Kishor	Shrestha	Research centre for educational innovational and development	Resource Person
313	Mr.	Babu Krishna	Shrestha	Shree Katunje SS	Resource Person
314	Mr.	Bhaktiram	Upadhyaya	Naumule Resource Centre, Dailekh	Resource Person
315	Mr.	Bishnu Prasad	Sharma	District Education Office	Resource Person
316	Mr.	Deewakar	Aryal	Murmung Resource Centre	Resource Person
317	Mr.	Dev Kumar	BC	District Education Office, Ratikhola, Dailekh	Resource Person
318	Mr.	Dhan Bahadur	Basnet	Shree Aajad HSS	Resource Person
319	Mr.	Dipendra Kumar	B.C	Jorwaam Resource Centre	Resource Person
320	Mr.	Hikmat Bahadur	Thapa	Narayan Resource Centre	Resource Person
321	Mr.	Himalaya Jung	Shah	Shermakot Resource Centre	Resource Person
322	Mr.	Kaalu Singh	Bohara	DEO, Achham	Resource Person
323	Ms.	Kalpana	Bhandari	Doholi Resource Centre	Resource Person
324	Mr.	Khim Bahadur	Mahat	Material Resource Centre	Resource Person

S.N.	Prefix	Name	Title	Organization	Designation
325	Mr.	Krishna Bahadur	Bhandari	Kharimaira Resource Centre, Dailekh	Resource Person
326	Mr.	Krishna Prasad	Bhattarai	District Education Office	Resource Person
327	Mr.	Man Bir	Khati	District Education Office , Bajura	Resource Person
328	Mr.	Mohanlaal	Sharma	District Education Office	Resource Person
329	Mr.	Mukunda	Rijal	District Education Office	Resource Person
330	Mr.	Narendra Jung	Shahi	Bestada, resource Centre	Resource Person
331	Mr.	Seshnath	Acharya	Shree Bhim HSS	Resource Person
332	Mr.	Tara Bahadur	Rawat Chettri	Shree Dipak Secondary School	Resource Person
333	Mr.	Top Bahadur	Shahi	Chamunda, Resource Centre	Resource Person
334	Mr.	Udhav	Bohara	DEO, Doti	Retired/ Member of Rotary Club
335	Mr.	Naren	Mehta	Rotary Club of Chandragiri	
336	Mr.	Ramesh Chandra	Puri	Room to Read	Country Director
337	Mr.	Dipesh	Joshi	Navodaya Sishu Sadan Secondary School	School Supervisor
338	Ms.	Bimala	Mishra	DEO Bara	School Supervisor
339	Mr.	Chavilaal	B.K	District Education Office, Gulmi	School Supervisor
340	Mr.	Deepak	Bhandari	District Education Office, Gulmi	School Supervisor
341	Mr.	Gopal Narayan	Shrestha	DEO Dolakha	School Supervisor
342	Ms.	Laxmi	Bhandari	District Education Office Dailekh	School Supervisor
343	Mr.	Reshmi Raj	Aryal	District Education Office, Gulmi	Science Teacher
344	Ms.	Damayanti	Paudel	Sharda Higher Secondary School	Science Teacher
345	Ms.	Sarita	Manandhar	Kasthamandap Vidhyalaya	Science Teacher
346	Mr.	Tenzin Norbu	Lama	Shuvatara School	Secondary Level In-charge, HOD of Science
347	Mr.	Naba Raj	Gyawali	Nepal Police H.S.S	Secretary
348	Mr.	Tulsi Prasad	Upadhyaya	Nepa VDC	Section Officer
349	Mr.	Hari Laal	Aryal	District Education Office, Gulmi	Section Officer
350	Mr.	Mahesh Keshar	Khanal	Regional Education Directioner, Surkhet	Senior Education Consultant
351	Ms.	Sangita	Thapa (Bhandari)	Nepal Schools Aid	Senior Education Specialist
352	Dr.	Saurav Dev	Bhatt	World Bank	Senior Education Specialist
354	Mr.	Vishnu	Karki	Save the Children, Nepal	Senior Lecturer
355	Ms.	Sarah	Parker	Liverpool John Moores	Senior Program

S.N.	Prefix	Name	Title	Organization	Designation
				University	Manager
356	Mr.	Tapan Kumar	Acharjee	BRAC	Senior Program Officer Education
357	Mr.	Prem Singh	Shitan	United Mission to Nepal	Senior Program Officer Education
358	Mr.	Thakur Prasad	Rai	United Mission to Nepal, Dhading Cluster	Service (Vice-Secretary)
359	Ms.	Rama	Aryal Panthi	Education Ministry	Service/ School Supervisor
360	Mr.	Padam Bahadur	Budhachettri	Dailekh School Project	Service/ School Supervisor
361	Mr.	Tej Bahadur	Thapa	District Education Office Dailekh	SMC Chair
362	Mr.	Dhan Bahadur	Tamang	Shree Shantikali PS	SMC Chair
363	Mr.	Khagendra	Bhandari	Panchadewol PS, Dailekh	Social Mobilizer
364	Mr.		Giri	Backward Society Education	Social Mobilizer
365	Ms.	Ambika	Ghale	Transformation Nepal	Social Mobilizer
366	Mr.	Hari	Bishwokarma	Transformation Nepal	Social Mobilizer
367	Mr.	Himlaal	Chaudhary	Backward Society Education	Social Mobilizer
368	Mr.	Tak Bahadur	Chaudhary	Backward Society Education	Social Service
369	Mr.	Shesh Kanta	Gautam	Shree Ranipokhari LSS	Sr. Economist
370	Dr.	Chiranjibi	Nepal	Nobel College	Sr. Program Coordinator-Education
371	Ms.	Laxmi	Paudyal	Save the Children, Nepal	Statistician
372	Mr.	Santosh Kumar	Shah	Rato Bangala Foundation	Student
373	Mr.	Chiu	Chi Yung	Faculty of Education , the University of Hong Kong	Student
374	Mr	Govinda	BK	Deepshishu Primary School	Student
375	Mr.	Jiwan	Shahi	Shanti Secondary School	Student
376	Mr.	Navin	Shahi	Janapriya PS, Dailekh	Student
377	Ms.	So Ching	Yau	The University of Hong Kong	Student
378	Mr.	Tika	Paudel	Bhagwati LSS, Kusapani	Student Volunteer
379	Ms.	Ankita	Simkhada	RBS	Student Volunteer
380	Ms.	Arya	Paudel	RBS	Student Volunteer
381	Mr.	Ayush	Harlalka	RBS	Student Volunteer
382	Mr.	Bimalsen	Rajbhandari	RBS	Student Volunteer
383	Mr.	Dibyamshu	Shrestha	RBS	Student Volunteer
384	Mr.	Gopal	Subhechhu		Student Volunteer
385	Mr.	Jagadishwor	Tamrakar	RBS	Student Volunteer
386	Ms.	Jasmin	Baniya	RBS	Student Volunteer
387	Ms.	Liza	Maharjan	RBS	Student Volunteer
388	Mr.	Piyush	Bhopalka	RBS	Student Volunteer
389	Mr.	Pranav	Bhandari	RBS	Student Volunteer

S.N.	Prefix	Name	Title	Organization	Designation
390	Mr.	Prasanna	Adhikari	RBS	Student Volunteer
391	Ms.	Sahara	Sedhain	RBS	Student Volunteer
392	Ms.	Siddhartha	Pant	RBF	Student Volunteer
393	Mr.	Ubin	Shrestha	RBS	Student Volunteer
394	Ms.	Urusha	Regmi	RBS	Student Volunteer
395	Mr.	Utsav	Dhakal	RBS	Teacher
396	Mr.	Abyekta	Khanal	The Excelsior School	Teacher
397	Mr.	Amrit	Poudel	Kathmandu International Study Centre(KISC)	Teacher
398	Mr.	Amrit Bahadur	Thapa	Rato Bangala School	Teacher
399	Ms.	Anita	Rauniyar	Rato Bangala School	Teacher
400	Ms.	Anita	Shah	Rato Bangala School	Teacher
401	Ms.	Anne Catherine	Brown	Kathmandu International Study Center (KISC)	Teacher
402	Ms.	Anshu	Hyoju	Rato Bangala School	Teacher
403	Ms.	Anupa	Rai	RBS	Teacher
404	Ms.	Archana	Rai	Rato Bangala School	Teacher
405	Ms.	Archana	Bhattarai (Timsina)	NA	Teacher
406	Mr.	Arjun	Chhetri	Malpi International School	Teacher
407	Mr.	Arun Kumar	Chaudhary	Shree Krishna School	Teacher
408	Mr.	Baburam	Adhikari	Rato Bangala School	Teacher
409	Ms.	Bandana	Aryal	Rato Bangala School	Teacher
410	Mr.	Basanta	Yadav	Rato Bangala School	Teacher
411	Mr.	Bhagwan	Jha	Rato Bangala School	Teacher
412	Mr.	Bhim Bahadur	Khatri	Shree Bhumimata Secondary School	Teacher
413	Ms.	Bidhya Laxmi	Deuja	Shree Golma Devi Primary School	Teacher
414	Ms.	Bilquees	Banu	Rato Bangala School	Teacher
415	Ms.	Bimala	Lama	Shree Mangal Dvip Boarding School	Teacher
416	Ms.	Bina	Baral	Triyog Higher Secondary School, Dhapasi	Teacher
417	Mr.	Binaya Raj	Shrestha	Janachetana Exp. School	Teacher
418	Mr.	Binod	Raut	Shree Mangal Dvip Boarding School	Teacher
419	Mr.	Bishwonath	Kandel	Pathshala Nepal Foundation	Teacher
420	Mr.	Bolaram	Pandey	Rato Bangala School	Teacher
421	Mr.	Chandra Prakash	Khanal	N/A	Teacher
422	Mr.	Chitra Bahadur	Tharu	Janajagriti LS School	Teacher
423	Ms.	Choden Lhamo	Lama	Shree Mangal Dvip Boarding School	Teacher
424	Mr.	Deep	Rana	Malpi International School	Teacher
425	Ms.	Deepa	Thapa	Rato Bangala School	Teacher
426	Mr.	Deepak Prasad	Kayastha	Buddhanilkantha School	Teacher
427	Mr.	Dipak Kuman	Koirala	Rato Bangala School	Teacher

S.N.	Prefix	Name	Title	Organization	Designation
428	Mr.	Diwakar	Chhetri	Rato Bangala School	Teacher
429	Mr.	Dorje Tsering	Lama	Shree Mangal Dvip Boarding School	Teacher
430	Mr.	Ganeshwor	Joshi	Swami Kartik HSS Bajura	Teacher
431	Mr.	Govinda Hari	Sharma	N/A	Teacher
432	Mr.	Guna Sharma	Bhattarai	N/A	Teacher
433	Mr.	Gyan Nistha	Gyawali	Rato Bangala School	Teacher
434	Ms.	Gyani	Karki	Shree Bahradevi PS	Teacher
435	Ms.	Gyani Shova	Nepali	Shree Janauddhar PS	Teacher
436	Mr.	Harischandra	Budhathoki	Bright Horizon	Teacher
437	Ms.	Hima	Pradhan	Rato Bangala School	Teacher
438	Mr.	Ishwor Raj	Lohani	Shree Dashrath Chandra SS	Teacher
439	Mr.	Jaichandra	Pandey	Shree Mangal Dvip Boarding School	Teacher
440	Ms.	Judith	Gold	Bank Street College	Teacher
441	Ms.	Kalapana	Rana	Rato Bangala School	Teacher
442	Ms.	Kalina	Rai Pradhan	Rato Bangala School	Teacher
443	Ms.	Kalpana	Rana	Rato Bangala School	Teacher
444	Ms.	Kanchan	Rimal	Rato Bangala School	Teacher
445	Ms.	Kanta	Rai	Rato Bangala School	Teacher
446	Ms.	Kaushalya D.	Khadka	Rato Bangala School	teacher
447	Ms.	Kavita	Poudel	Shree Paduri Community Primary School	Teacher
448	Mr.	Khadananda	Bhusal	Budhanilkantha School	Teacher
449	Mr.	Khim	Kandel	Kathmandu International Study Center (KISC)	Teacher
450	Mr.	Kiran	Maharjan	Rato Bangala School	Teacher
451	Ms.	Kiran	Khadka	Rato Bangala School	Teacher
452	Ms.	Kiran	Rana	Rato Bangala School	Teacher
453	Mr.	Krishna	Karki	Shree Bhumimata Secondary School	Teacher
454	Mr.	Krishna	Maharjan	St. Xavier's/ Rato Bangala	Teacher
455	Mr.	Krishna	Thapa	Rato Bangala School	Teacher
456	Mr.	Kul Prasad	Chapagain	Pushpanjali Sec. School	Teacher
457	Mr.	Kumar	Sedai	Rato Bangala School	Teacher
458	Mr.	Kusheshwar	Pokharel	Malpi International School	Teacher
459	Ms.	Laxmi Krishna	Tamrakar	Shree Panauti Lower Secondary School	Teacher
460	Ms.	Madhu	Gyawali	Shree Mangal Dvip Boarding School	Teacher
461	Mr.	Madhu Sudan	Adhikari	Pathshala Nepal Foundation	Teacher
462	Ms.	Mamata	Rai	Rato Bangala School	Teacher
463	Ms.	Mamata	Mahara Chhetri	St. Mary's High School	Teacher
464	Ms.	Mamta	Sharma	Rato Bangala School	Teacher
465	Ms.	Margaret	Rana Singh	Rato Bangala School	Teacher
466	Mr.	Milan	Sharma	Rato Bangala School	Teacher
467	Ms.	Mobina	Banu	Rato Bangala School	Teacher

S.N.	Prefix	Name	Title	Organization	Designation
468	Ms.	Munni S.	Pandey	Rato Bangala School	Teacher
469	Mr.	Nabin Man	Malla	Rato Bangala School	Teacher
470	Ms.	Naniram	Dhital	Shree Binayak Bal LSS	Teacher
471	Mr.	Narad Prasad	Dahal	The Excelsior School	Teacher
472	Ms.	Nataliya	Malla	Mothercare Intl Preschool	Teacher
473	Mr.	Ngodup	Sangpo	Shree Mangal Dvip Boarding School	Teacher
474	Ms.	Nilima	Rauniyar	Rato Bangala School	Teacher
475	Ms.	Nilima	Shrestha	Rato Bangala School	Teacher
476	Ms.	Nirina	Khadgi	Rato Bangala School	Teacher
477	Ms.	Nisha	Aryal	Rato Bangala School	Teacher
478	Ms.	Nripa	Malla	Rato Bangala School	Teacher
479	Mr.	Nucche	Maharjan	Rato Bangala School	Teacher
480	Mr.	Odha Bahadur	Basnet	Shree Janata Primary School	Teacher
481	Mr.	Om	Prasad Thapaliya	Shree Bhanleswor HS School	Teacher
482	Mr.	Pawan	Giri		Teacher
483	Ms.	Pema	Lama	Rato Bangala School	Teacher
484	Ms.	Pragati	Gurung	John Dewey School	Teacher
485	Ms.	Prakriti	Bhattarai	Rato Bangala School	Teacher
486	Mr.	Prayaschit	Bhandari	Rato Bangala School	Teacher
487	Mr.	Purushottam Prasad	Adhikari	Wisdom English Academy	Teacher
488	Ms.	Pushpa	Pant	John Dewey School	Teacher
489	Mr.	Ramesh	Dawadi	Budhanilkantha School	Teacher
490	Ms.	Reena	Chand	Rato Bangala School	Teacher
491	Ms.	Reeta	Khatri	Triyog Higher Secondary School, Dhapasi	Teacher
492	Ms.	Rewata	Subba (Gurung)	Triyog Higher Secondary School, Dhapasi	Teacher
493	Mr.	Richard	Moktan	Malpi International School	Teacher
494	Ms.	Rochana	Acharya Ghimire	Rato Bangala School	Teacher
495	Mr.	Rojan	Karmacharya	Shree Panauti Lower Secondary School	Teacher
496	Mr.	Sabin	Adhikari	Harvard School	Teacher
497	Ms.	Sabina	Shrestha	Balouddhar Secondary School	Teacher
498	Ms.	Sabita	Manandhar	Rato Bangala School	Teacher
499	Ms.	Sabu	Tamang	Rato Bangala School	Teacher
500	Ms.	Sadhana	Risal Gautam	Rato Bangala School	Teacher
501	Ms.	Sanjani	Thapa	Shree Baneshwor Higher Secondary School	Teacher
502	Ms.	Sapana	Thapa	Pushpanjali Sec. School	Teacher
503	Ms.	Sarita	Pradhan	Rato Bangala School	Teacher
504	Ms.	Shama Parvate	Budhathoki	Rato Bangala School	Teacher
505	Ms.	Sharmika	Bhandari	Rato Bangala School	Teacher
506	Ms.	Shikshya	Thapa	Pushpanjali Sec. School	Teacher
507	Ms.	Shilpa	Rimal	Rato Bangala School	Teacher

S.N.	Prefix	Name	Title	Organization	Designation
508	Ms.	Kabita	Parajuli	Teach For Nepal	Recruitment and Selection Manager
509	Ms.	Sudha	Ojha	Rato Bangala School	Teacher
510	Mr.	Sugan	Shakya	Himalayan Vidya Mandir School	Teacher
511	Mr.	Suman	Mandal	Rato Bangala School	Teacher
512	Ms.	Suni	Lama	Shree Indreshwor HS School	Teacher
513	Ms.	Sunita	Adhikari	Rato Bangala School	Teacher
514	Mr.	Suresh	Chaudhary	Triyog Higher Secondary School, Dhapasi	Teacher
515	Ms.	Swastika	Basnet	Rato Bangala School	Teacher
516	Mr.	Tika Ram	Sharma	Rato Bangala School	Teacher
517	Mr.	Tsering Dekyi	Lama	Shree Mangal Dvip Boarding School	Teacher
518	Ms.	Tshering Nima	Sherpa	Triyog Higher Secondary School, Dhapasi	Teacher
519	Mr.	Uttam	Thapa	Shree Bhanleswor HS School	Teacher
520	Mr.	Yamlaal	Chaudhary	Shree Kishaan Primary School	Teacher
521	Ms.	Achala	Pokharel	Nirsarga Centre for Education	Teacher
522	Ms.	Anju	Basnet	Ideal English HS School	Teacher
523	Ms.	Yankila	Pokharel	Ideal English HS School	Teacher
524	Ms.	Ambika	Bhattarai	Eastwood International Academy	Teacher
525	Mr.	Arjun Kumar	Chandra	NE.RA.L.S.S	Teacher
526	Mr.	Balaram	Silwaal	Nalang Model Academy	Teacher
527	Mr.	Bhojendra	Bohora	Shree Govinda Ratna Kuwar Democratic Primary School	Teacher
528	Mr.	Biki	Jain	Paradise School	Teacher
529	Mr.	Birendra Kumar	BC	Shanti HSS, Dailekh	Teacher
530	Mr.	Chandramani	Paudel	Area Educational Office Surkhet	Teacher
531	Mr.	Chet Bahadur	Nepali	Nalang Model Academy	Teacher
532	Mr.	Deepak	Bhattarai	Gyanmala School	Teacher
533	Mr.	Deepkumar	Lamsal	Shree Mangal Dvip Boarding School	Teacher
534	Mr.	Dinesh	Malla	Gyankunja HS School	Teacher
535	Ms.	Ful Kumari	Chaudhary	Saraswoti HS School	Teacher
536	Mr.	Ganesh	KC	Shree Bishnu Janajyoti School	Teacher
537	Mr.	Gopal Chandra	Bhandari	Gyankunja HS School	Teacher
538	Mr.	Heman Kumar	Shrestha	Bhim HSS, Dolakha	Teacher
539	Ms.	Indu Kumar	Lama	Rato Bangala School	Teacher
540	Ms.	Ishwori	Silwaal	Nalang Model Academy	Teacher
541	Ms.	Jaanaki	Bhandari	Shree Himalaya Primary School	Teacher

S.N.	Prefix	Name	Title	Organization	Designation
542	Ms.	Jayanti	Rana	Shree Saraswoti HS School, Doti	Teacher
543	Ms.	Jenny	Manandhar (Shrestha)	Rato Bangala School	Teacher
544	Mr.	Kamal	Gyawali	Paathshala Nepal Foundation	Teacher
545	Ms.	Laxmi	Bajgain	Shree Binayak Bal LSS	Teacher
546	Ms.	Lina	Baniya	Gyan Kunj HS School	Teacher
547	Mr.	Min Raj	Bhattarai	Shree Laxmi HSS, Dailekh	Teacher
548	Mr.	Narayan Man	Shrestha	Budhanilkantha School	Teacher
549	Mr.	Narayan Prasad	Pandit	Nalang Model Academy	Teacher
550	Mr.	Nawaraj	Timalsina	Shree Binayak Bal LSS	Teacher
552	Mr.	Niranjan	Bhandari	Ideal English HS School	Teacher
553	Ms.	Nirmala	Thapa	Shuvatara School	Teacher
554	Ms.	Nirmala Kumari	Mishra	New Dirghayu HSS	Teacher
555	Mr.	Nutan	Dahal	Eastwood International Academy	Teacher
556	Ms.	Pavitra	G.C	Shree Devisthaan Primary School	Teacher
557	Ms.	Perry	Thapa	Rato Bangala School	Teacher
558	Ms.	Pratibha	Dangol	Shree Bal Jagriti English Medium School	Teacher
559	Mr.	Prem Narayan	Bhandari	Shree Resunga Secondary School	Teacher
560	Ms.	Puja	Thapa Karki	Kaasthamandap Vidhyalaya	Teacher
561	Mr.	Rajendra	Sapkota	Shree Laboratory HSS	Teacher
562	Ms.	Rajshree	Nirala	Rato Bangala School	Teacher
563	Mr.	Ram Chandra	Aryal	Success Academy	Teacher
564	Mr.	Ramesh	Neupane	Harvard Intl School	Teacher
565	Ms.	Rashmi	Timilshina (Raut)	Bright Horizon Children's Home School	Teacher
566	Ms.	Rashna	Bajracharya	Everest English School	Teacher
567	Ms.	Sachi	Guragain	Bhanu Bhakta Memorial	Teacher
568	Mr.	Sam	Davies	Lincoln School	Teacher
569	Ms.	Samjhana	Khatri	PIN, Nepal	Teacher
570	Ms.	Sandhya	Thapa Bajracharya	Graceland Montessori	Teacher
571	Mr.	Sangay	Sherpa	Rato Bangala School	Teacher
572	Ms.	Sanjana	Subbha Manandhar	John Dewey School	Teacher
573	Mr.	Santa	Hitang	Rato Bangala School	Teacher
574	Mr.	Santosh	Budhathoki	St. Mary's High School	Teacher
575	Ms.	Sarina	Pujari	Kasthamandap Vidhyalaya	Teacher
576	Ms.	Sharmila	Pathak	Shanti Nikunj Secondary School	Teacher
577	Mr.	Sheyar Singh	Karki	Shree Akala Garden LSS	Teacher
578	Ms.	Shobha	Tamang	Ideal English HS	Teacher

S.N.	Prefix	Name	Title	Organization	Designation
				School	
579	Ms.	Shruti	Shahi	John Dewey School	Teacher
580	Ms.	Sohini	Bajracharya	Paradise School	Teacher
581	Mr.	Subash	Timsena	Samadarshi Vidya Mandir	Teacher
582	Mr.	Sunil	Thapa	Shree Khadga Devi Higher Secondary School	Teacher
583	Mr.	Surya	Rai	Dreamland Public High School	Teacher
584	Mr	Tikaram	Sigdel	Shree Danda School	Teacher
585	Mr.	Toyanath	Sharma	Kathmandu University School of Education	Teacher
586	Mr.	Trilochan	Sharma	Gyan Sikha English Secondary School	Teacher
587	Mr.	Tseten Gelek	Lama	Shree Mangal Dvip Boarding School	Teacher
588	Ms.	Upasana	Subbha Singh	John Dewey School	Teacher (Primary)
589	Ms.	Sheela	Mukherjee	Modern Indian School, Chobar	Teacher (Principal)
590	Mr.	Megh Raj	Paudel	Janata Model Higher Secondary School	Teacher /Resource Person
591	Mr.	Shiv Raj	Khadka	Dullu Resource Centre	Teacher Assistant
592	Ms.	Lina	Gurung	Kathmandu University School of Education	Teacher Trainer
593	Ms.	Christine	Stone	Kathmandu International Study Centre(KISC)	Teacher Trainee
594	Ms.	Ratna Devi	Maharjan	Rato Bangala Foundation	Teacher Trainer
595	Ms.	Amber	Hohensee	Kathmandu International Study Center (KISC)	Teacher Trainer
596	Ms.	Amita	Koirala	Rato Bangala Foundation	Teacher Trainer
597	Ms.	Babita	Sharma Chapagain	Rato Bangala Foundation	Teacher Trainer
598	Mr.	Dil Bahadur	Chhetri	Kathmandu International Study Centre(KISC)	Teacher Trainer
599	Mr.	Kedar	Dyola	Rato Bangala Foundation	Teacher Trainer
600	Mr.	Midesh	Maharjan	Rato Bangala Foundation	Teacher Trainer
601	Ms.	Sally	Bollis	Kathmandu International Study Centre(KISC)	Teacher Trainer
602	Mr.	Krishna Bahadur	Bohara	KISC EQUIP	Teacher/ Lecturer
603	Mr.	Dor Bikram	Shrees	Shree Sidhhababa HSS	Teacher/ President
604	Mr.	Kamal Bahadur	Deuja	Nepal Teacher's Union, District Committee Dailekh	Teacher/ Principal
605	Mr.	Daan Bahadur	KC	Arjun Boarding HSS, Gulmi	Teacher/ Principal
606	Mr.	Dhaal Bahadur	Bhijaar	Shree Janauddhar PS	Teacher/ Principal

S.N.	Prefix	Name	Title	Organization	Designation
607	Mr.	Dilli Bahadur	Khatri	Basanta HSS, Dailekh	Teacher/ Principal
608	Ms.	Indira	Adhikari (Rijal)	Eris Academy	Teacher/ Principal
609	Ms.	Saraswoti	Aacharya	Babhani PS	Teacher/ Principal
610	Mr.	Tek Bahadur	Shrestha	Shree Paanchayan HSS	Teacher/Coordinator
611	Mr.	Krishna Sundar	Thapa	Nepal Police H.S.S	Teacher/Coordinator
612	Mr.	Bharat	Sigdel	Nepal Police H.S.S	Teacher/Office Administration
613	Ms.	Parmeshwori	Shrestha	Kasthamandap Vidhyalaya	Teacher/Researcher
614	Mr.	Radheshyam	Thakur	Shree Mahalaxmi Higher Secondary School	Teachers Trainer
615	Ms.	Safala Maiya	Rajbhandari	Rato Bangala Foundation	Teaching Assistant
616	Mr.	Umanath	Sharma	Mahendra Ratna Campus	Teaching Faculty
617	Ms.	Anshu	Amatya	Rato Bangala School	Teaching Faculty
618	Mr.	Luke	Davis	Lincoln School	Technical Support Unit Coordinator
619	Mr.	Zoltan	Mihok	Federation Handicap International	Tibetan Department Head
620	Mr.	Lobsang	Rinchen	Shree Mangal Dvip Boarding School	Trainer
621	Mr.	Pitambar	Neupane	ECEC	Trainer
622	Ms.	Reiny de	Wit	ECEC	Trainer
623	Ms.	Rekha	Rao	NA	trainer
624	Mr.	Sam	Brian	Bank Street College of Education	Trainer
625	Mr.	Yuvraj	Adhikari	Education Training Centre	Trainer / Retired Professor
626	Prof.	Suleman	Sumra	University of Dar es Salaam, Tanzania	Training Officer
627	Mr.	Shalik Ram	Bhusal	NCED (National Centre for Education Development)	UN
628	Mr.	Pushpa	Chhetri	UNICEF ROSA	UN
629	Dr.	Subbarao	Lapavuluri	UNESCO	Country
630	Mr.	Tapa Raj	Pant	UNESCO	Under Secretary
631	Mr.	Hari	Lamsal	Ministry of Education	Under Secretary
632	Dr.	Tulashi Prasad	Thapaliya	Ministry of Education.	Under Secretary
633	Mr.	Janardan	Rijal	District Education Office, Dhading	Unit 1 Coordinator
634	Ms.	Deepa	Dixit	Rato Bangala School	Unit 1 Coordinator
635	Ms.	Sarita	Rana	Rato Bangala School	Unit II Coordinator
636	Ms.	Rekha	Pandey	Rato Bangala School	Unit III coordinator
637	Ms.	Rajni	Upadhyaya	Rato Bangala School	VDC Secretary
638	Mr.	Chandra Bahadur	Bista	District Development Committee	Vice Principal/Teacher
639	Ms.	Kalpana Piya	Shrestha	Samadarshi Vidya Mandir	Vice Principal/Teacher
640	Mr.	Sarad Chandra	Rawal	Adarsh HS School	Vice Secretary
641	Mr.	Ram Laal	Khadka	District Education	Vice-Chairperson

S.N.	Prefix	Name	Title	Organization	Designation
				Office	
642	Ms.	Rosy	Shakya	Samunat Nepal	Vice-Principal
643	Mr.	Bisnu Prawa	Sapkota	HEMS School	Vice-Principal
644	Mr.	Sunil	Thapa	Glorious English Preparatory School	Vice-Principal
645	Ms.	Varsha Singh	Shrestha	Whitefield Higher Secondary School	Vice-principal/ Teacher
646	Ms.	Anila	Dangol	Situ Primary Boarding School	Vice-Secretary
647	Ms.	Deepa	Hamal	District Education Office, Surkhet	Vice-Secretary
648	Mr.	Hem Prasad	Aacharya	District Education Office, Kaski	Vice-Secretary
649	Mr.	Navaraj	Chapagain	District Education Office, Baglung	Vice-Secretary
650	Mr.	Thaneshore	Gyawali	District Education Office, Rupandehi	Vice-Secretary
651	Mr.	Yukta Raj	Sharma	District Education Office, Myagdi	Visiting Faculty
652	Mr.	Binod Prasad	Pant	Kathmandu University School of Education	Visiting Faculty
653	Mr.	Pundary	Phuyal	Kathmandu University	World Education
654	Mr.	Jagat Bahadur	Chaudhary	Bishwa Sikhsya	
655	Mr.	Bhuwan	Bajracharya	Consultant	Asian Development Bank
656	Mr.	Bishwobala	Thapa	N/A	Other
657	MS.	Fatema	Sumra	N/A	Other
658	Mr.	Jaya	Prasad	Other	Other
659	Mr.	Kamal	Attahar		CEO
660	Mr.	Shisir	Khanal	Teach For Nepal	CEO
661	Mr.	Surait	Thakur	Aasaman Nepal	
662	Mr.	Tekendra	Karki	N/A	Other