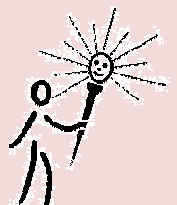


Annual Report



2011

CEPP



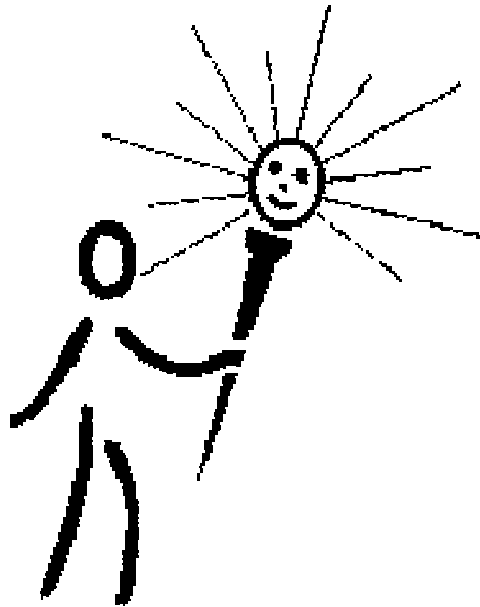


Abbreviations

AEAI	Aide et Action International
CA	The Constitutional Assembly
CAED	Centre for Agro-ecology and Development
CEPP	Centre for Educational Policies and Practices
DEO	District Education Office
ECD	Early Childhood Development (Centre)
EFA	Education for All
FUGs	Forest User Groups
GMR	Global Monitoring Report (of EFA)
MDGs	Millennium Development Goals
NLFS	Nepal Little Flower Society
NLSS	Nepal Living Standard Survey
PCF	Per Child Fund (provided to schools)
SIP	School Improvement Plan
SMC	School Management Committee
(S)ZOP	(Schools as) Zone of Peace
UNCPA	United Communist Party of Nepal (Maoist)
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VDC	Village Development Committee



Annual Report



शैक्षिक नीति तथा अभ्यास केन्द्र

Centre for Educational Policies and Practices

Post Box 4555, Kathmandu, Nepal

info@schoolingnepal.org c/o Tel : + 977 9841 276 143, 9841 279 382

www.schoolingnepal.org

It's not only children who like to play! Teachers in Dhaina, Mugu. (From left to write: Sunchaura Malla, Kala K Oli (with baby), Bishnu Tiwari, Ratna Tiwari (pushing the cart), Birjung Malla and Ragha Malla; sitting on on the cart Bharab B Shahi). They seek to understand the difference in carrying load on a wheelbarrow opposed to carrying it on human back. The barrow was constructed from locally available material; the two front wheels were from a broken sewing machine! It was presented as a metaphor for good teaching: the more easily you can carry, the better it is.



Table of Contents

Abbreviations.....	b
Table of Contents.....	d
Executive Summary.....	e
Introduction.....	1
The Year Behind in Education	1
School Management Committees (SMCs)	2
Teachers.....	2
Fearless Environment.....	2
Corruption in the School Sector	4
Private Schooling	4
Multilingual Education.....	4
Early Childhood Development Centres (ECDs).....	4
CEPP Approach and Perspective.....	5
Achievements as CEPP	6
Description of Activities	6
New Activity: Drawing Skills for Teachers.....	6
Mugu	7
Appreciating Yourself as Teachers	7
Orientation to School Management Committees.....	8
Makawanpur.....	9
Introductory/First Module Training to SMCs	9
Child-friendly Training for Teachers	10
The Terai	11
Chitwan	12
Teachers' Networking	12
Here and There.....	13
AEAI Affiliations	13
On Issues of Nepal's Education.....	13
Management and Finance	13
New Next Year!.....	13
Annexes	i
Annex 1: Training Modules on Teacher and Community Motivation	i
*Annex 2: Major Contents of the orientation to School Management Committee	i
Annex 2: Major Contents of the orientation to School Management Committee	ii
Annex 3: Synoptic detail of Introductory/First Module Training to SMCs	ii
Annex 4 Schools and Participants in Terai Trainings.....	v
Annex 4: Story: Rajita got to School but!.....	vi
Annex 5: Unaudited Approximate Statement of Income and Expenditure.....	ix



Executive Summary

Welcome to another year of struggle for active existence as CEPP! We have accepted the challenge and kept on. . with a couple of supportive friends. We have continued adding in school component in our collaborators' projects. Number of schools with our some level of support is around 30 in Makwanpur, Mugu, Siraha and Saptari districts. We started in the two terai district from this year that gave us new perspectives to compare our engagement in the hills. We found participants in terai more aware of the impact of private schools into public schools, less aware of the provisions of School Management Committees (SMCs). The schools in terai to have more resources to mobilize compared to hills. Based on our experiences in the past, we have revised training modality and contents of the training: from long ones to short modular ones. We have sought to identify and position our engagement: we broadly seek to popularize basic education by bringing School Management Committees and teachers at the centre of the change process for quality education for all. We continue to explore for collaborators for resources and ideas. An institution is interested in supporting to take our parent mobilization and teacher motivation work further.

We have started a process of an annual review of the state of school education. This has indeed been a year of policies and practices pertaining School Management Committees (SMCs) and teachers as the government amended related Regulations although an Amendment Bill of Education Act 2028 has not been able to get priority in the Constitution Assembly which also functions as a parliament. CEPP considers that private schooling evades the pressure for the improvement of public schools causing significant inefficiency of public investment in school education. No policies have appeared to address this problem so far. Community (public) schools are closing slowly as they are losing students to private schools directly or indirectly. Government however is, felt to have stepped up merger of schools with inadequate number of children, effect of which needs to be observed. Early Childhood Development Centres (ECDs) or pre-schools have become buzzwords in community schools – enrolment has also significantly increased in the centres. CEPP is concerned that they may a bit overshadowing primary schools. Training in child-friendly teaching to teachers is felt continuing. In urban areas, there is public concern on the standards of the so called Montessori Schools. In large political debates of federalism and ethnic identity, pedagogical aspect of mother tongue teaching has lost its prominence. Thanks to the government and the donors in Nepal's educational efforts – funds in the education sector has increased. However, political instability and consequential impunity has not left the school sector to play its toll: corruption is reported increasing. It is reported to have made SMCs in some places as the battlefields of local leaders. SMCs now offer a forum for local leaders to assert their power as no local elections are held for more than a decade.

This year, we conducted one teacher training on child-friendly teaching in Makwanpur, one reflective workshop 'Appreciating Ourselves as Teachers' in Mugu with support to follow it up. We revised training modules for SMC training and conducted trainings in the districts where we are engaged. We have suffered the lack of follow up as collaborating institutions have no staff to do this job specifically. We should be able to mitigate this problem as we can hire a staff to follow educational activities regularly.

Introduction

This report covers the period of August 2010 to December 2011. Our effort to support educational work that we have envisioned continues to the best of our capacity. Thanks to accommodative nature of the institutions that collaborated with us to let us continue. We are affiliated in eight primary schools in four VDCs in Makwanpur district through Nepal Little Flower Society and nine schools in Dhaina VDC in Mugu district through Centre for Agro-ecology and Development. We conducted our introductory training with 12 schools in Siraha and Saptari at the end of the year. Major difference in the nature of our program since the last year is that we revised our modules of trainings we organize (see new modules for training annexed (no. 1) at the end of this report).

We have also generated some funds both inside and outside Nepal. Our collaborating Belgian Secondary School in Gijzegem and their aspired teacher Carine Verleye also stepped up her fund raising efforts. Thanks go to students and teachers of the school and Carine. However, we still do not have adequate funds for hiring a person and although follow up is not felt adequate by our host collaborators as their thrust is not always on education. We are optimistically looking for collaborators to expand and strengthen our initiatives.

The Year 2011 in School Education

This indeed has been the year of policies and practices pertaining SMCs and teachers that is the focus of our attention. Amendment Bill for Education Act 2028 has not received priority in the Constitutional Assembly (CA). The government has amended by-laws to the extent it can exercise its executive power. The two major amended by-laws are Teacher Regulations 2057 and Education Regulations 2059. (The latter has much to do with SMCs). It is observed that behind this move two factors have played the role: first is the facilitation of the School Sector Reform Program (SSRP) for its implementation (or pressure from donors in poky words including for addressing corruption) and the second is the pressure from teachers' organizations. In this process SMCs have lost their power over teachers although there are many changes in the management of Community (public) schools. This is one of the results of SMCs not being organized and not having power and perspective to keep the balance in favor of keeping more say of parents' in the school management.

Obviously, education too suffers from political instability as with other aspects of governance. It is felt that impunity in the country is increasing, so is corruption. Unlike in other sectors such as drinking water where beneficiaries feel more concerned, they do not feel investment made in schools is for them. They are bothered less with the investment as they take it as benefits of teachers! This makes corruption in education sector go even less bothered.

In general, education affairs except strikes by college students or school teachers do not get much national attention anyway. One interesting aspect from the third Nepal Living Standard Survey is that as high as 23% of the population in rich quintiles has never attended schools while nearly half of the population from poorest quintiles has not attended the school. This means that education as such is still needs to be popularized amongst life affairs of the people. Another interesting point to note from the same survey is that 25% of students have dropped out themselves from the schools for 'poor academic progresses' followed by 'for having to work at home'. This also suggests a high premium to be put in the quality of schooling. Also noteworthy is that indicators for educational development in the eastern parts of the country are not as better from other regions as one would expect. While it needs careful analysis, it may be a result of westward orientation of development actors in the country which of course does not mean that we should retreat from the west.

We review major aspects of our concern in education in the year 2011:



School Management Committees (SMCs)

Amendment of the Education Regulations further tightened representation of parents in SMCs: now only parents and grandparents of a child studying in the school concerned can be a member of an SMC. Earlier any guardians of pupils could also be elected. This has been done in view of the miss-utilization of SMC power by SMC members particularly the Chairs who elected themselves for purposes other than for the good of the school. Similarly, the power to constitute an SMC has also gone to DEO. Earlier the Head Teacher could organize this process. SMCs have also lost the right to negotiate with external partners for the development of the school.

It has been observed that SMCs and Forest Users Groups (FUGs) are the only places with the possibility of expressing leadership as local elections have not held for more than a decade. Thus the two perpetual institutions had to employ many local leaders making them objects of contestation. SMCs are more omnipresent even more than FUGs and more locally accessible institutions where locals can assert their influence. This appears to have created undesired competition and source of corruption

Engagement of NGO sector with SMCs has continued possibly more in the further western part of the country. Some efforts have also seen to network SMCs in this region.

Teachers

Teachers were more in limelight this year for their assertion to policy. Their salaries have increased although the thorny issue of non-permanent teachers remains the same. They have been demanding to give permanent status to temporary teachers basically on the ground that government engaged them without any decision for long - as much as three decades to few. The government has also provided uniforms to permanent teachers creating another issue of contestation from temporary teachers. Its implementation has yet to be seen. However it could be a positive step in retaining teachers in school. In Andhra Pradesh in India, it was reported that uniforms have reduced absence-after-presence¹ of teachers as they could be spotted in other places if they sneaked out.

One of the most important changes is the upgrading basic qualification of teachers. Now the primary teachers must have passed 2 years of education after 10th grade. Government has also designed a training to upgrade their basic qualification who have no this kind of education. New provision has also stressed on the quality of the head teacher. Government in its annual budget also made financial provisions for retirement package for old teachers following an amendment of the Rules.

Fearless Environment

Child-friendly schools have been a buzzword among those who are working in school education. Non-government sector is stressing this aspect in particular. Teachers are being trained in child-friendly ways of teaching-learning and parents being made aware. This year government issued a directive for Fearless Environment in Schools. For some time, a UNICEF-supported effort for making schools a zone of peace is being endorsed at political levels along contestation and confusion in terai districts.

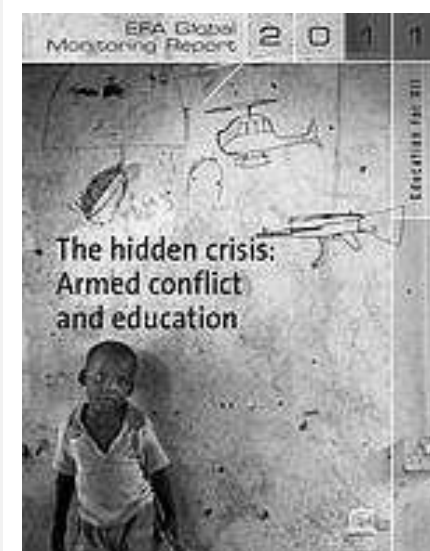
However, it will take some time before a stick loses its place from teachers' hands.

¹ It is the practice of coming to school to sign in the attendance register and walk away.



Nepal and EFA in GMR 2011

1. UNESCO annually publishes Global Monitoring Report (GMR) on the progress on Education for All (EFA). Nepal is mentioned in the report for the following:
2. For good progress in immunization of children that goes with mothers' level of education.
3. Disadvantaged children have gained significant cognitive development with subsequent increases in enrolment and progression through primary school.
4. Nepal is one of the countries nearing UPE where school survival rates of have declined or improved marginally.
5. Nepal is also one of the countries that are likely to miss literacy goal by 2015 although it is mentioned for raising literacy amongst particular groups.
6. It also mentions Nepal who have made difference by providing scholarships targeting girls from low-caste groups.
7. This GMR is focused on Conflict and Education. Nepal is portrayed as one of the countries where military spending has outstripped school education moderately. Ten percent reduction in army expenditure can educate some 300,000 more children. It also shows modest picture in terms of the quality of education in refugee camps.
8. Nepal is also mentioned regarding perceptions of unfairness related to education that can be a potent source of grievance. It says that in Nepal, poverty and exclusion, particularly among marginalized castes and ethnic groups in rural areas were key factors driving the decade-long insurgency. It notes recruitment of schoolchildren was particularly prominent in areas where socio-economic or ethnic exclusion was most apparent.
9. In Nepal, imposition of Nepali as the language of instruction fed into the broader set of grievances among non-Nepali speaking castes and ethnic minorities that drove the civil war. (This statement is similar to what a workshop that CEPP attended had similar information from Sri Lanka – see Workshop on Peace Education later in this report).
10. It also mentions UNICEF, Save the Children and other agencies effort of bringing different parties treating schools as 'Zones of Peace'.
11. Sighting the role of aid agencies in strengthening financial governance, it gives example of a monitoring system that reports on aid diversion by publishing records and maps on the UN Nepal Information Platform that identify areas in which aid has gone missing.
12. It also mentions Nepal's court ruling for adopting legislation prohibiting corporal punishment in schools.





Corruption in the School Sector

The year was marred by the news of the corruption in schools. Major areas of corruption are infrastructure, salary for teachers particularly under per child fund (PCF). Next to the grants for buildings, PCF system has been the major source of anomalies in schools. It is known to all that number of children is inflated under many guises to keep the minimum number of children to retain a school. Repercussion: the statistical figures are hardly precise. It was reported that even the whole school was faked and children were hired from India to attend the school on the day of inspection in one reported case! Nexus of teachers and SMCs elected for profane purposes is the main culprit. It can be devised that some of the amendments of by-laws are aimed at addressing such anomalies.

Private Schooling

Private schooling system continues to decrease efficiency of public funds in education. Helpless parents raise the regulation of private schools rather than opting for the improvement of public schools. Faith in public schools has been evaporated although cases of the improvement of community schools are coming out in the news sporadically. No firm policy has come out yet to address this deficiency although it is rumored that government will not allow the establishment of new private schools. Nepal Living Standard Survey (NLSS) 2010/11 showed that some 27% students are in private institutions now. The survey suggests that while 60% students from richest quintiles chose private schools, only 10% from poorest quintiles opted for this type of schools.

Although UNCPA is asserting itself as an advocate of anti-privatization policy in education, provisions for private schools have not changed much. One of the demands of Nepal Republican Educational Forum was to increase the salary of teachers of private schools and the amended rules have endorsed it. It also changed the provision of tax to private schools: 1.5% to 100/student since the current financial year. Community schools particularly in the vicinity of urban areas are suffering from low number of pupils and reporting of their closure is increasing – probably more in Bhaktapur than in other districts. It can be devised that they are closing due to a combined effect of migration and private schools. It is felt that government's effort of merging schools has taken some momentum.

Multilingual Education

Issue of mother tongue education (that was taking some shape as multi-lingual education in the country) has been under a deep shadow of federalism and ethnic politics. Possibly Limbus are bearing the torch of mother tongue education rather than any other language groups. There are few institutions who take language as a part of being child-friendliness. By this year, the number of languages in which government has produced curriculum reached 20.

Early Childhood Development Centres (ECDs)

ECDs are talks of education forums – both at policy and local levels. They take a lot of time of the villagers concerned with schools both for sacred and profane intentions. Many are interested in the grants and the possibility of hiring a facilitator. They have often drawing attention for the fact that they are grossly under paid – below minimum wage standards. There are serious questions regarding pedagogy as ECDs become early centres of rote learning in absence of understanding both from parent and teacher (although called facilitators) sides.

In urban areas it's a fashion to call schools for younger children as Montessori Schools whereas few are based on the principles. News reporting in such anomalies have increased and government is under pressure to set minimum standards.

NB: CEPP intends to further widen, deepen and authenticate this kind of review in the coming years. This is also an invitation to interested individuals or institutions to join us to take the task forward.



CEPP Approaches and Perspectives

CEPP has a mission to work for the improvement of basic education in Nepal. Broadly it seeks to popularize basic education and its cause. It feels that even aware people are not critically committed to the cause. This is more vividly observed when it comes to 'lower grades' of schools. CEPP will engage in any relevant activities guided by the principles/approaches mentioned below:

SMCs as Organized Rights Claimants

Right to education is often talked about. There is no organized entity to claim right to education. Teachers Unions are often entangled to their own interest. Students' Unions are often found oblivious to education needs of people. CEPP seeks to capacitate organize SMCs as claimants of rights to education. Organized and aware SMCs hold the potential to transform Nepal's education system in the interest of people in general.

Teachers as Keys for Quality Schools

When we discuss the needs for education in most cases demand is for building and benches. There is no critical realization on the importance of teachers. At the most, demand is for the salary of extra teachers. CEPP seeks to establish that it's the teachers that matters more over building and benches not denying the fact that decent physical infrastructure contributes to quality and it's the right of every child to have it. Nonetheless, motivated teacher can compensate many odds and even other individuals.

School as Centres for Learning Respect

Besides teachers it broadly focuses on human aspect of educational environment. Aware parents cultivate and re-enforce teachers' motivation with both sacred and profane approaches. They can express teachers' importance in public and support them for good teaching. Legal provisions also give SMCs leverage to take action if teachers are not performing as their responsibility requires. For CEPP, rights, respect, absence of corporal punishment, recognition to child's mother tongue and participation in pedagogy are parts and parcels of it human centrist: schools should be the centres for learning respect everybody as human beings and that starts from teachers respecting children and parents respecting teachers.

Holism as an Approach

It takes education holistically. Education is not just a sector but a way of life. By education quality it does not just mean quality in class rooms but it understands it as quality of educational environment. Not to have a proper school building is not poverty but to have one and not to maintain it is real poverty. Children learn maintenance from a properly maintained schools and class rooms not by telling so in books. It views economy, culture and cognition together.

Increasing Public Investment Efficiency as a Policy

To the extent possible, with focus in primary education, it does not create parallel systems and structures but seeks to re-enforce and strengthen mainstream national programmes. It finds restoration of faith in public schools a challenge that it finds linked to pride and motivation of teachers as well. It has historical legacy in Nepal: it started with the nationalization of schools in the beginning of 1970. This gave way to private schools as the state was not able to deliver educational services at the same speed as the demand increased particularly to catch up the speed of rapid urbanization. Recognizing their need and contribution, it considers private schooling



is decreasing efficiency of public funds in education as it evades the public pressure being built for the improvement of public schools.

Bottlenecks as Starting Points

It interweaves training and action in the schools. Training while imparting new perspectives and skills is a way of identifying bottlenecks in schools and seeking solutions for identified problems or harvesting existing opportunities. Often there is a tendency to ask for physical infra-structure while problem may lie in absence of teachers or their motivation or even maintenance of existing facilities. While it pays individualized attention to each school, it works with a few schools in clusters to create a pattern of improvement so that these lessons are also replicable elsewhere.

Coherence with MDGs to SIPs as Standards

Its work is geared towards contributing the goals set in existing educational planning frameworks. It uses the same indicators as laid in MDGs and EFA and seeks to school level planning frameworks such as SIP. It works in coordination with local government and non-government institutions specifically in quadri-partite coordination with DEO, collaborating NGO, concerned SMC and CEPP.

Achievements as CEPP

This has remained another year of struggle for active existence. With support from Carine Verleye and her pupil's from Gijzegem School in Belgium, CEPP continued to make its effort to practice what it intends to do. This gave opportunity to adapt and revise content and process of trainings for SMCs and teachers. We continue streamlining our niche in the field of educational arena. Dialogue for funding with Misereor was intensified although it could not be materialized in 2011. We continue to explore areas for operations and group for cooperation.

Description of Activities

New Activity: Drawing Skills for Teachers

As a part of cooperation between Belgian Secondary School in Gijzegem and CEPP, Carine conducted training for teachers in drawing skills. This was done for the felt demand by the teachers in the area and find ways of non-material cooperation between the two entities. The training was conducted in the troubled school in Jirkhi, in Raksirang VDC and an adjacent Church. It dealt three aspects: Basic drawing of objects, how to use drawing for making teaching effective in a variety of contexts and how to teach drawing itself to children. She also applied some of the materials based on drawing prepared by the students and fellow teachers of her school. Memory game was the most popular one. She taught drawing as three types of activities:

Drawing as movement, Drawing as Observation and Drawing as Imagination

She was supported by her friend Barbara Koisol from Germany and CEPP and NLFS and the local community. Teachers found it thrilling.



Photo 2: A child immediately tries when teachers were told how children can use water and used cups to draw things on the floor. Teachers often point that they are limited by teaching aides. While it may be true to certain extent, it is often the limitation of creativity and enthusiasm from the part of a teacher – a message from the drawing training.

Mugu

Following is an excerpt of a 6 monthly report on the two basic training CEPP provided to CAED:

Appreciating Yourself as Teachers

Two-day teacher training on Appreciating Yourself as Teachers was conducted for the teachers of local schools in Dhainakot in the first week of December in the community hall of Jagatmala Higher Secondary School. It aimed to touch upon teacher related educational issues of public school such as education could not be teacher-centred, teachers have decreased self-esteem and lost their social recognition and teachers forgot about their value in the society and lagged behind to secure their social recognition for the important work they have been doing. Social recognition is one of the main contributors of motivation but the teachers also have to appreciate their role and scope as teachers so that they can earn respect from the society.

Objective:

- For self-appreciation of teachers
- Help teachers to realize their importance as teachers in the society and inspire them to do the job with commitment



Towards the end of the training all the teachers said that they feel proud for being teachers and were happy to appreciate themselves in the last two days. There were 15 teachers, all men from 9 local public schools joining the training.

Photo 3: A teacher from Dhaina in Mugu draws map of a school showing details of school catchment



Orientation to School Management Committees

Three-day basic training for School Management Committee (SMC) was conducted for SMC members of local schools in Dhainakot in the community hall of Jagatmala Higher Secondary School in the first week of December. It focused on helping the members of SMCs to understand the roles, responsibilities and power of SMC.

Objective:

- Help SMC members to understand the importance of education deeper and in functional terms
- Enhancing the understanding on roles and responsibilities of a School Management Committee

They identified and prioritized the issues they should immediately address in the villages that does not require a lot of money in the following order (higher the number, higher the priority):

Issues	Pair wise ranking score
Make education effective (increase quality of education)	5
Improve agriculture and increase production	0
Increase cleanliness and sanitation	3
Reduce gender-based discrimination	3
Reduce caste-based discrimination	2

They identified following problems in education and identified the stakeholders to approach for addressing the problems.



Educational problems

Stakeholders

Inactive SMC

Teacher absenteeism

Limited number of teachers

Substandard teaching & learning

Student absenteeism

Lack of teaching materials

Inadequate physical infrastructure

School Management Committee (SMC)

District Education Office (DEO)

Teachers

Parents

NGOs/INGOs

Legend:

Direct relationship —————

Indirect relationship - - - - -

Contents of the training are presented in Annex 2 (of this report). Groups work, individual work, informative game play were methods used in the training. There were 27 SMC members joining the training. Towards the end, participants expressed that the training was useful for them to know all about SMC.

The training was followed up in November by CAED's project (Karnali Livelihood and Empowerment Programme - KLEP) based on the revised content of the training (Please note the cover photo: teachers from the school in Dhaina VDC in Mugu, use a wheelbarrow to distinguish lifting heavy stuff on their back: lighter the learning effort, better the teaching).

Makawanpur

Introductory/First Module Training to SMCs

The first module of training for SMC members was organized with the Little Flower Society (NLFS) in Manahari in Makwanpur. CEPP improvised SMC training and developed in three modules. Earlier module or Module 0 was considered introductory. In the meantime, SMCs were reconstituted and many participants were new and a hybrid module between 0 and 1 was adopted for the group. It gave opportunity to see the difference between the new and old members of SMC. Some 20 participants from 8 schools out of who half were women took part in the training. In the first module emphasis is in engaging the members in education and school. Synoptic detail of the process and content of the training is presented as Annex 3. The training was facilitated by Teeka Bhattarai on behalf of CEPP, Bijaya Subba on behalf of CAED and Bishuman Chepang on behalf of NLFS.



Child-friendly Training for Teachers



Photo 4: Teachers at work in the Child friendly teaching in Manahari in Makwanpur in December 2010/ January 2011

Teachers were given an intensive training on child friendly teaching learning methods. These teachers have already received short orientation and SMC members of their schools have also received basic training. However, this training was considered a lot of effort and cost as far as the changes in the school were concerned. Thus, modality is proposed to change from the next training. The details of the new model can be found in Annex 1.

A total of 20 teachers took part in the training and the training was facilitated by Yubaraj Laundari and Pawan Adhikari from Innovative Forum for Community Development. Before the methodological training, a day of Appreciating Yourself as Teachers was conducted to introduce the teachers on the theme by Teeka Bhattarai and Bijaya Subba. This has been found effective as there is much higher level of learning and participation from the teachers following this training. Contents of the training were more or less the same as presented in Annex 2 (Detail report in Annex 3).



The Terai

Above type of trainings were replicated in collaboration with Dalit Jan Jagaran Sewa Samiti (Dalit Awareness and Welfare Committee) in Saptari and with Everest Memorial Youth Club in Siraha. This was for the first time that CEPP conducted its training in terai – the plains. There was enthusiastic response from the participants. Normally, CEPP did not include teachers in SMC training although the head teacher and a teacher are ex-officio members of SMCs. We wish to prepare SMC members before we mix them with teachers else teachers are naturally outspoken and tend to hijack points of discussions. From political-economy perspective teachers belong to higher social strata: high caste, relatively better-to-do, male and so on. Due to miscommunication between the organizers and CEPP, all the members happened to be invited this time. It was a different setting – as of the assumptions such as domination by teachers. However, the teachers were enthusiastic and supportive. In our experience in comparison to the hills, children who go to public schools are relatively worse-off. Of course, the number of children in class rooms is very high and teachers need more support to build their confidence. One more point: parents were more interested in restoring the standard of public schools and could assert the difference between the two types of school in their lives. It was also noticed that SMC members were less aware than their counterparts in the hills while schools here have sizable land that can be used for the income of schools.



Photo 5: A session of Introductory Training for SMCs in Bastipur of Siraha

Following is a prioritized list of things that schools need to address if they have resources:



- Scholarship to all dalit children
- Rooms and Buildings
- Wall for school compound
- Shortage of Teachers
- Drinking water
- Midday meals
- Latrines
- Plantations
- River Training
- Play material
- Uniforms
- Desks
- Funds for Extra-curricular Activities
- First-Aid

These are more diverse than those observed in the hills. Name and location of the school of the training is put as Annex 3.

Chitwan

Teachers' Networking

This is a historical engagement for CEPP. The method of bifurcated consecutive motivational training to teachers and SMC members was started in 16 schools of four districts in the dwellings of Chepangs as an action research project. Since then the teachers from these schools have continued to meet and exchanged ideas. CEPP has been supporting this initiative started by its earlier avatar.

For extreme polarization of teachers' unions, along political party lines teachers have no space to exchange feelings and ideas if they are not so keen in politics. Bijaya was felicitated by the school for 'bringing the school and the teachers' spirit to this stage' and a souvenir was offered to CAED. CEPP contributed part of expenses of the organization besides participating in the networking.



Photo 1: School in Adhamara has been pioneer in using local material to make things for learning and play for children. Visiting teachers were impressed by the use of used bicycle tires for children for swings.



Here and There

AEAI Affiliations

CEPP's Member Secretary Teeka Bhattarai was elected as a Board Member of AEA – Aide et Action International on 23rd October, 2011 in Geneva. AEA is an international institution dedicated for the cause of education. Earlier, he was chosen as the thematic representative for access and quality of education South Asia. Details can be found through www.aide-et-action.org/english/ewb_pages/a/aideetaction.php AEA that originated in France is in the process of internationalization. The board is elected by its 120 member Congress for a term of six years.



In the photo: the AEA Board. Other Members belong to (rear row from left): Dominican Republic, France; (front row from left) France, Haiti, Nepal, Guinea, India, France and India.

Following the above connection, the Member Secretary participated in a day Conference Peace Education in South Asia organized by AEA's Nepal Programme. It helped him to understand the scope of peace education. The main learning from him was that language policy had a lot to do with Sri Lanka's Violence. It appears that we are at that stage where Sri Lanka was in the 70s.

On Issues of Nepal's Education

Teeka also participated in a consultation in connection to UNESCO's Preparatory Work for Designing Nepal's Strategy. He asserted that without sorting out the issue of private schools that have evaded the public pressure being built for the improvement of public schools, our effort of improving public education continues dissipate our energy. He suggested to look for appropriate ways to work with private schools such as voucher system.

Management and Finance

Source of funding remains the same: Work depends on the volunteer work by Teeka and Bijaya two of the founding members and the support from the generous collaborators' staff time. Carine and her school in Belgium are raising money as already mentioned. Teeka is also putting some of the money that he receives for his services elsewhere. Audited Statement as of 15 July 2011 (Nepali Financial Year) is put as Annex 5.

New Next Year!

More or less the same activities will be carried out the next year. A new activity considered to be added is the placement of volunteer teachers. There are few community schools where both SMCs and teachers are doing well. Still, people have no faith that a public school can be good. It is expected that volunteer teachers can symbolize change of the quality in such public schools. Depending its progress on its on-going engagement, some background work will be done to place national and international volunteer teachers in selected schools. Such teachers are in demand from accessible districts such as Chitwan to remote districts such as Bajura. Readers are welcomed to spread the word around.

We also intend to make a short film to use in the trainings. Its storyline is presented in Annex 4 which illustrates the context of CEPP's work.

Annexes

Annex 1: Training Modules on Teacher and Community Motivation

Target Group	Introductory	Module 1	Module 2	Refresher	Remarks
SMCs	Immersion on Education, Types of Rights and Responsibilities of SMC, Action Plans; 1-2 days, residential	Review; About good pedagogy (mother tongue issues if relevant), Details on Rights and Responsibility, Situation of the School, Conflict Management Skills , Action Plans; 2-3 days, residential – after 3 months of the first	Review; Rights and Responsibilities and existing provisions, Issues at School; School Improvement Plan (SIP), Conflict Resolution ; 1-2 days, residential – after 3 months of the previous	Review; Emerging Issues, Actions for Advocacy – every 6 months for 2 years – exchanges alternatively and joint meetings with teachers; joint study tours with teachers; once 1 more year; 1-2 days residential	Next training after reasonable changes have taken place – physical input going along with the actions in each trainings. If options exists, all the trainings can be made school-based and even one training for one school.
Teachers	Appreciating Yourself as Teachers – breaking teacher- society vicious circle, Action Plans 1-2 days	Review; Motivation, Basic Pedagogical skills: child centism; after 3 months of the first 3-5 days Residential	Review; Child-centred Pedagogical Skills for grade teaching; normally after 3 months of the first but need to align with school calendar 7 days residential	Exchange meetings; joint meetings with teachers and SMC members; every quarter, then in 6 months; joint study tours with SMCs	
	Orientation on Multi-lingual teaching in mother tongue context; 1 day	Training in Adapting Multilingual Curriculum – rudimentary and intense	Full Training on Contextualizing Multilingual teaching practice	Refresher as required	
Political Parties and VDCs	Mixture of SMCs all Modules; at VDC; 1 day			Schools Visits and Refresher once a year	
Parents	The same as above adapted for this group			Refresher every year	



Annex 2: Major Contents of the orientation to School Management Committee

- Local social issues requiring immediate intervention
- Prioritization of the issues
- School mapping
- Educational problems and stakeholders
- Educational rules and regulations for school management
- Roles and Responsibilities of a SMC

*

Annex 3: Synoptic detail of Introductory/First Module Training to SMCs

Engagement in School

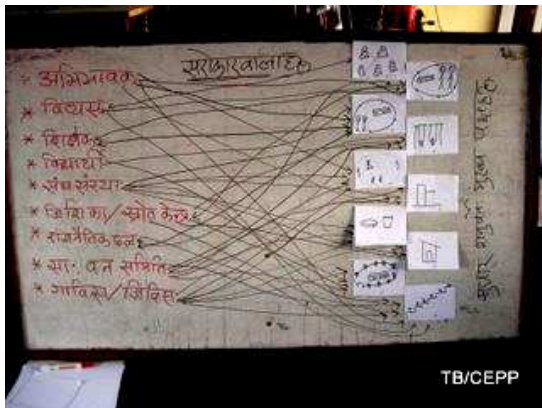
How often the members did visit the school? And for what purpose? They visited the school at least twice in the last six months and the purpose was for regular school meeting in most cases. In a group exercise what they would do if they were given 20 thousand rupees for the community and for the household, the following was the result:

	Group 1	Group 2	Group 3	Group 4
For the household	<ul style="list-style-type: none"> • Goat raising • Medical treatment • Education material for children 	<ul style="list-style-type: none"> • Fish farming 	<ul style="list-style-type: none"> • Pig raising • School uniforms • Festivity expenses 	<ul style="list-style-type: none"> • Oil, salt and vegetables • School uniforms • Medical treatment
For the Community	<ul style="list-style-type: none"> • Keep for Natural Disasters • Help for Disabled • Construct Toilet in the School 	<ul style="list-style-type: none"> • Scholarship to needy students • Toilet in the school • School orchards • Trail construction 	<ul style="list-style-type: none"> • Books for children • Kitchen garden in the school • Education and play material in the school 	<ul style="list-style-type: none"> • Fund for treatment • Drinking water in the school • Stairs in the school

It was noted most had given significant importance to education and it was underlined. This followed a discussion as why people do not manage to invest money on education with an example of a pitcher with holes for different expenses with a hole for education towards the top. It was noted that people do not have adequate income so that they can fulfill other basic needs and can invest on education. In a question what can be done about it some of them responded that it was necessary for them reduce 'unnecessary' expenses. Acknowledging that there was some possibility if they were critically convinced about the importance of education, stress was on paying attention to public schools where government has already invested. They were in position to pay attention to it as SMC members. Later, it was also discussed that so much attention was being paid for the distribution of Village Development Committee (VDC) funds which is much less than the sum of the expenses made in the schools. A tentative estimation showed even the direct expenses in all the schools amounted nearly 7 million rupees in each VDC while a VDC got about a third of it!


The following is the summary of yet another group exercise on above question:

- Appoint teacher(s)
- Regulate/Follow up Teachers
- Generate Resources
- Construct/Repair a building
- Plain the play ground/plant trees
- Arrange drinking water
- Upkeep accounts/documents



- Gather /get teaching aides
- Teaching well/in friendly manner
- Conduct extra-curricular activities
- Make arrangements for teaching in the mother tongue

It was underlined that there are still many things that do not require money to improve the situation in schools. These tasks were tallied with the stakeholders and were emphasized so many arrows end up to SMC and their task is daunting.



What is good teaching?

Discussion was held as they have to know what a good teaching is since they have to follow up the teachers. Participants said - teachers have to speak softly to children (in enchanting voice), they have to speak clearly, they have to draw children's attention on subject matter. They were asked to take a number of cushions and a bicycle to take to the stage of the training hall (The stage was higher about two feet than the floor. Sharing a Buddhist story (the same essence but slightly different from what is presented here to be precise) it was concluded that teaching should be done such a way that it is less burdensome to the learner. The teaching should give opportunity for self-realisation as much as possible.





Then there was a nursery rhyme song with acting. One elephant, two elephants swinging happily until four ride when the rope is broken . . . The purpose was explained children could learn about numbers, weight and the shape of elephant etc with lots of fun.

Kisa Gautami was a young woman from a wealthy family who was happily married to an important merchant. When her only son was one-year-old, he fell ill and died suddenly. Kisa Gautami was struck with grief, she could not bare the death of her only child. Weeping and groaning, she took her dead baby in her arms and went from house to house begging all the people in the town for news of a way to bring her son back to life.

Of course, nobody could help her but Kisa Gautami would not give up. Finally she came across a Buddhist who advised her to go and see the Buddha himself.

When she carried the dead child to the Buddha and told Him her sad story, He listened with patience and compassion, and then said to her, "Kisa Gautami, there is only one way to solve your problem. Go and find me four or five mustard seeds from any family in which there has never been a death."

Kisa Gautami was filled with hope, and set off straight away to find such a household. But very soon she discovered that every family she visited had experienced the death of one person or another. At last, she understood what the Buddha had wanted her to find out for herself — that suffering is a part of life, and death comes to us all. Once Kisa Guatami accepted the fact that death is inevitable, she could stop her grieving. She took the child's body away and later returned to the Buddha to become one of His followers.

www.buddhanet.net/e-learning/buddhism/bs-s03a.htm

They were shared the Four Pillars of education to understand education in even broader context. They were told that at least two teachers from their schools were trained on such ideas and corresponding methods. Video clips of the training of the teachers were shown to them.

SMC's Roles and Responsibilities

Following the review of the 2nd day, third day started by reading an appealing letter of a teacher published in the Shikshak (Teacher) magazine. In essence, he argues with parents why they do not pay attention to leaking roof the school or their children having on to sit on the damp floor whereas they take so much of care when their children at home.

Then the proceeding went on to the roles and responsibilities as envisioned in the rules and regulation. Snake and dice game was used make it interesting. Responsibilities were numbered with a picture. A picture on the outcome of the dice would be shown and they had to guess which task it denoted. They were rewarded with a toffee. Some of them had some funny tasks to do such as dancing or dealing with a difficult teacher instead of identifying a task out of the picture.



*



Annex 4 Schools and Participants in Terai Trainings

Saptari

Nine female and 10 male parents and two female and four male teachers representing the following schools took part in the training:

Sharada Lower Secondary School Jamuni-Madhyapura
 Shree Lower Secondary School, Thalahi
 Shree Janata National Primary School, Andipatti
 Shree Janata National Primary School, Katakhi
 Shree Janata National Primary School, Chhapaki

The training was conducted in the class room for grade 1 of the first school mentioned above and the school teachers were very hospitable and receptive (see picture below).



Siraha

Altogether eight females and 23 males took part in the training out of which there were five Chairpersons and four female SMC members from the following schools:

Shree Janata Lower Secondary School, Manaharba, Karjanaha
 Shree Janata Lower Secondary School, Bagaha, Karjanaha
 Shree Janata National Primary School, Betaha, Kalabanzar
 Shree Janata Lower Secondary School, Mirchaiya, Badaharmal
 Shree Nandababa Primary School, Baltiya, Badaharmal
 Shree Janata National Primary School, Kattiri, Badaharmal
 Shree Janata National Primary School, Hatletwa, Bastipur

The training took place in a community hall of a cooperative in Bastipur next to the highway.



Annex 4: Story: Rajita got to School but!

Rajita woke up on her mothers' call at the dawn. The house was still not light enough as the door was still closed. Everybody else was still sleeping – her younger sister almost woke up but soon shifted to suck her mothers' breast. She could hear birds chirping outside and even people talking nearby. Reluctantly, she got up from the bed next to the fire place. She opened the door and cool morning breeze swiped her face refreshing her. Their dog was



sleeping right outside the door as if no one could get in and out of the house without his notice – she chased her away and got out in the verandah. It was a fine Sunday morning. She stretched her arms and gave a long yawn inhaling fresh air back. She did not feel so bad for having to get up as she had an immediate urge to go to the toilet. She ran to the toilet passing by few of neighbours' chicken and piglets. She was lucky that unlike many villagers she did not have to go to the bushes several hundred metres up and down for a loo. Her parents had constructed it a couple of years ago. Otherwise, you could find the piglets following you to your excreta. Not too far between her and her uncle's house was a water tap. It was not quite functioning but fresh water flow out of a black polythene pipe below the tap. An aunt from next door was already cleaning her pots and pans and her cousin was already smoking tobacco preparing

spade to go to work. He too did not go to school. When there was school established in the village he was already big and he didn't like studying with children later. She quickly picked up a pitcher from the house on the way back from the toilet and joined her aunt. They negotiated for the water. The aunt let her wash her face and hands and she waited next until she filled her jerry cane to take water to her house. She cleaned the pitcher and filled it with water. She was about to go back to her house she remember her mother scolding the other day for not having washed her feet too. Her feet did not quite welcome the cool water in chill of the morning – still she washed them without applying her hands.

By the time, she got back home her mother had lighted the fire and lumps of smoke had filled the whole house. It did make nice pattern when sun rays were getting through the window and on to the floor. Two little kids (little baby goats) were frantically trying to compete with her sister – the mother would chase them away but they would come back. She was shouting to Rajita's brother Wilson and her husband to get up and get onto business. She tried to frighten them "Rajita, splash a jug of water on the faces of the son and the father!". She knew it was just a threatening but should not be executed. They were compelled get up as the kids started stamping over their bodies even over their face. Her brother almost missed a kid's dropping on his head. He got up angrily and chased the kid away. He took the whole blanket that he shared with his father. He got up shouting don't you know I already brought fodder for animals on my back from work yesterday. 'You seem to think so highly of lighting the fire and feeding the baby!' Laptaman yelled back but soon got under control. Ramkumari too kept quite for her intentions being realized. Rajita was



sitting by fire and the son was still dozing about the fire. He forced him to get out and washed 'Quick, you both get onto your books or feed the animals'. Mother approached to the corner where their books were kept. The mother asked 'Raji, also check school uniforms for you and your brother'. Laptaman asked to his wife to feed the children and send them to school and he would come back from plowing the field later in the morning. He said, if I am late, then you can take animals to graze and take Ramita along as there would be nobody at home to give her company. He missed soothing broth like beer that he used to take before going to work in the morning. They stopped brewing it for a few years since they converted into Christianity. He rubbed some tobacco on his palm, blew off the dust, poured between his lower lips and row of teeth and set off.

Her brother and she put a straw mat on the verandah and sat down with their books. While the body was still distracted with passing by chicken and playing kids and the dog, Rajita read some Nepali text losing her mind to friends at school from time to time. Once in a while she did not forget to ask her brother to study. Her mind sometimes was walking with her mates who had going down the hill with a row of goats and cows of different callers. Her nostrils were filled with nostalgia of the smell mixed with dust and animal dung. Her brother asked something and she didn't know what the answer was. She was immediately challenged by her brother 'then why you keep on telling me to study'. She did not tell anything but she knew despite her preference to go to tend the animals she had to go to school. She wished there should be a way when she could do both.

Ram Kumari with her youngest child on her back went to her kitchen garden, got some vegetables, and few fresh green chillies, washed them on the tap and chopped them. Still keeping the child on her lap she she cooked some millet porridge in an iron wok and cooked green vegetables in another similar pot making big noise by putting it in hot oil. She asked to crush few chillies and few tomatoes slight burnt on the fire on a stone garnished with garlic and xyloxanthum. And the food was ready. They all had the breakfast by 9 am. Some children from down the hill were already made to her house to the school. She hurriedly cleaned the plates for her brother and her one. Combed the hair and changed the dress hoping that her brother was ready by then. But no! He was still playing and was not so much willing to go to school. She and her mother spent quite some time to comfort him to go to school. He would get some noodles for the tiffin! This finally got him prepared to change his cloths for the uniform. There was no stress of his shorts. . . They looked everywhere and Rajita was getting nervous as it was getting delayed. Her brother would be happy if she did not take him along. But she didn't want to do that. Ramita found his trousers! One little kid was nibbling his trousers! He quickly snatched them put it on and out both of them were to school! Few children joined them up the hill and from other villages. A row of blue-dressed children was moving like a caterpillar. Summer son was already hot. It could rain any time. They would love the rain for the heat but they had nothing to protect themselves from raining. They had a piece of





plastic to cover themselves but they hated bring it along. They wished to be lucky – they wished the rain to avoid them when they were on the way. The worse it could happen – Rajita was thinking, if the stream is flooded and they had to wait while raining. It happened only twice as far as she could remember. Alas! She didn't pay much attention and slipped down the trail that sprained her ankle and scratched her thigh and right elbow with which she was carrying her books. There was no immediate help for her as she happened to be the oldest of them all. Sobbed a bit and asked a friend to hold the scattered books. She climbed back to trail and walked a bit limping. School was not too far now.

They passed the houses from where her classmates joined her to school. She was a bit surprised but continued to walk as she thought perhaps she was late today. She walked faster to the classroom as she approached no longer bothered to take care of her brother. She wanted to sit on one of the new benches. But there were few children in her class and she was happy to get a comfortable desk. She put her books on the desk and started playing and chatting with friends. They were to play until the teacher would come scolding them and they retracted to the room. They played long but nobody was there. A villager came calling one of her friends 'Quick, Ranimaya, quick back home! There are no teachers! You go to the mill to grind millet!' Rajita was neither happy nor unhappy. Her brother was happy! Older children looked at the man with bewilderment! What to do now – continue to play or go back home for some more work!

Rajita Chepang, 11, studies in class 4. She lives in Luina of Rakshirang in Makwanpur district of central hills of Nepal. Her one sister Ramita is six and brother is 9. Father Laptaman and Mother Ramkumari are farmers. They grow maize, millet, and quinoa, black and brown lentils besides many other crops to support them. They have two buffalos, few cows and many goats to supplement their production and income. While big animals are good for diary, milk and manure, her parents sell goats to cover major expenses such as expenses for a festival e.g. Christmas or their other indigenous festivals. It is normally children's job to herd the animals. Ramita and her younger sister are still too small but Rajita and her brother take animals to graze when there is no school.

Laptaman and Ramkumari have enough regrets in their lives for having no opportunity to go to school. Neither a school existed in the village nor were their parents enthusiastic to send them to school when they were small. They supported their parents in whatever way they could – herding animals, tending crops, looking after the siblings when hard work had to be done by the parents or elder siblings. They like to give their children what they could not get when they were small.

For long there has been a school. But teachers hardly teach – they even do not attend. There is a dual between the villagers and the teachers: teachers say children do not come, so its no point for them to come and parents do not send their children to school because normally there is no teacher in the school! This duality is going on for years!

This is a story under consideration to make a short appealing movie to be used in trainings. CEPP's collaborator Carine is writing script for the story. She has already written a storyline about Rajita.

*



Annex 5: Statement of Income and Expenditure

P.NIROULA & CO**Regd. Auditor**

Regd No: 2850 (ICAN)

PAN 301200918

koteshwor, kathmandu**P.O. Box No. 8973 NPC 609****Kathmandu, Nepal**

Phone: 9841360716, 016207047(o)

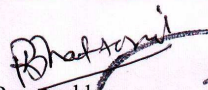
**Center for Educational Policy & Practices
Tripureshwor Kathmandu**

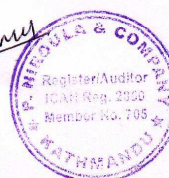
Income and Expenditure Statement as at July 16, 2011 (Audited)	
Income	Amount
Opening Balance	2,834.00
Membership fee & Contribution	107,000.00
Carine and Gijzegem School 1,85,500.00	
Eco School Netherland & Other 2,15,000.00	400,500.00
Total	510,334.00
Expenditure	Payment
Office Rent	24,000.00
Administrative Expenses	8,594.00
Subscription of Teachers Magazine to 4 Schools	1,800.00
SMC and Teachers' Orientation in Mugu	5,000.00
Orientation on Multilingual Teaching	6,000.00
Oreientation to School Management Committees	5,000.00
Appreciating Yourselves as Teachers Workshop	3,000.00
Child-friendly Training to Teachers	95,036.00
Drawing Skills for Teachers	22,807.00
Childfriendly Teachers' Network	4,000.00
Audit Fee	5,000.00
Payable paid	3,520.00
Total Expenditure	183,757.00
Remaining Cash & Bank	326,577.00

Prepared by:

Approved by:

Audited by:



 Center for Educational Policy and Practices 2008


*