PERIODIC PROGRESS REPORT

Of

Porgram implementation during 2001-2009 under NCED system

Written by

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Acknowledgement

This report is designed for the exclusive purpose documenting progress made during ongoing reform period that starts from 2002 and concluds in 2009 under the NCED system. Similarly, recording of success stories, failure stories and lessons learnt during the whole period is an objective of the present reporting exercise. Intension of this venture is to formally inform entire stakeholder community about contribution made to education sector during the course of implementation by NCED over the period. In this way, the report is expected to establish baseline data about NCED's performance till the year 2009.

This report can be meanigful reference for entire stakeholders including policy makers and researchers to fully conceptualize the past and future life of NCED operation.

Various processes have been utilized to enrich the report writing exercise. Analysis of annual reports submitted by all ETCs and produced by NCED; and study of policy documents were done to generate knowledge for the report. Besides, consultative meetings organized with relevant staff, experts and agencies were utilized for developing insights from different perspectives and for verifying information used in the write-up.

Sets of personnel from within and outside NCED are highly appreciated for their availability and constructive inputs to the report. Likewise, ETCs' heads and thier entire teams deserve recognition for their annual submissions with regard to implementation status. Director panel is thankful for thier logistical support in preparing this piece of publication. Finally, Mr. Shibakumar Sapkota deserves total acknowledgement for his advanced professional contribution to the production of this report.

Any forms of constructive suggestions and feedback are always welcomed for continuously imporving the endevour of this kind in future.

Executive Director

Naitional Center for Educational Development

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Acronymes

ADB	Asian Development Bank
CERID	Center for Educational Research, Innovation and Development
ETN	Extensive Training Network
ETC	Educational Training Center
NCED	National Center for Educational Development
DOE	Department of Education
CDC	Curriculum Development Center
TSC	Teacher Service Commission
OCE	Office of Controller of Examination
RC	Resource Center
LRC	Lead Resource Center
PEDP	Primary Education Development Project
SEDP	Secondary Education Development Project
TEP	Teacher Education Project
EFA	Education for All
SSRP	School Sector Reform Plan
HRD	Human Resource Development
AIT	Asian Institute of Technology
ICBP	Institutional Capacity Building Plan
UNICEF	United Nations International Children Emergency Fund
CEHRD	Council for Educational Human Resource Development
FOE	Faculty of Education
DEC	Distance Education Center
SEDC	Secondary Education Development Center
PTTC	Primary Teacher Training Center
AP	Alternative Provider
IA	Implementing Agency
EA	Executing Agency

DAG	Disadvantage Group
TOT	Training of Trainers
COPE	Community Owned Primary Education
BCC	Backlog Clearance Campaign

CHAPTER-1: THE BACKGROUND

Introduction

The present report design has been made different from the earlier annual monitoring report in order to respond to diverse needs and interest of stakeholders belonging to different categories. Usually, the monitoring report would be prepared on an annual basis mainly by covering the annual undertakings, progress and lessons learnt with an assumption that the report properties would be useful for feeding into the next year program. Nevertheless, context for the present report is different from conventional annual reporting.

Implementation of periodic programs starting from 2002 under the broader program framework of Education for All (EFA) has concluded and new sets of programs have been planned under new framework of reform program called School Sector Reform Program (SSRP), which is ready for "take off" with implementation for the next seven years' period-2009-2015. As this report writing is taking place in such a year of coincidence that present reform period (2002-2009) has ended and new new reform period has commenced, we have planned to stretched scope of this reporting to cover total progress made during present period of implementation. Thus, the present reporting exercise is made as comprehensive as possible with title of **PERIODIC PROGREE REPORT** to capture milestones of the every happening and lesson learnt over the period and to feed whole experience into upcoming reform porgrams in the education sector.

Main purpose of the present exercise is to present status of actualization of mandates given to the NCED system; whereby a baseline of the NCED operation system will be established for future reference. It is absolutely relevant in the context of wrapping up all the ongoing programs and of preparing for new development program for the new reform period. Specifically, this report intends to confine to the following objectives.

i. to compile cumulative progress and achievement accomplished under the NCED system during the period 2002-2009

ii. to analyze underlying constraints, strengths and lessons experienced along the process of implementing programs over the period

iii. to identify potential areas of further attention in the future development efforts

Policy context

For the past several years, Government of Nepal (GON)/Ministry of Education (MOE) has consistently been adopting policy of priority investment in human resource development (HRD) with an objective of optimizing efficiency, effectiveness and sustainability of education development. Certification (10-month) training for primary teachers, lower secondary and secondary teachers in working in the public school system was the major HRD intervention over the years. Meanwhile, educational management training conducted under both the credit and non-credit arrangement has remained another component of the intervention made during the same period. The management training was primarily targeted to school principals, school supervisors, district education officers and other senior officers working at centra, regional and district level's orgrnaizations.

With regard to HRD, larger portion of government investment, in fact, was teacher training program. In the treaching force, there was huge population of untrained in-service teachers waiting to complete their full course of training within specified timeline. In addition, a movement of institutional capacity building was commenced and partially actualized in quite a few departments with an aim of improving entire institutional performance contributed by better performance of the individual staff. Along the way, functional definition of HRD was changed from input-based to the outcome-based concept. Shift in the conception focused on reflection of staff development inputs in value addition to to the institutional performance.

In line with legal mandates, National Center for Educational Development (NCED) practically implemented three important HRD programs over the past eight years' period of time. The programs were namely Teacher Education Project (TEP) 2002-2009, Secondary Education Support Program (SESP) 2003-2009 and NCED-AIT Linkage Program 2006-2009 as a part of the institutional capacity building plan (ICBP) of NCED 2005-2010 for catering to needs of education sector in Nepal.

About NCED

NCED is a single national-level institution of the MOE established under the statutory provision entitled "Training and Instruction" in Article 16 of Education Regulation, 1993. It functions as Secretariat for the Council for Educational Human Resource Development (CEHRD) chaired by Hon'ble Minister for Education. The council is mandated to provide NCED with policy guidelines and to provide MOE with policy inputs in relation to human resource development. Likewise, NCED is mandated to deliver the following services.

Key mandates
1. Training of teachers, professionals and education managers

working at various levels under MOES system.

2. Research studies on various educational issues in general and on various training issues in particular.
3. Accreditation and equivalence for teacher training programs conducted by various organizations.
4. Policy recommendations for strategic decisions on education including distance and open learning.
5. Open education, distance learning and community awareness prorgams
6. Monitoring and follow up support to the implementation

NCED delivers the services through its allied networks of organizations namely 34 Education Training Centres (ETCs) strategically located in different parts to serve the entire country. Likewise, more than 65 Education Campuses under the Faculty of Education (FOE)/TU and higher secondary colleges of Higher Secondary Education Board (HSEB) have been working jointly as an extended organizational network under a partnership scheme. The extended network and ETCs work together at the local level in order to expedite implementation of in-service teacher training program in a massive scale. Besides, 46 Lead Resource Centers (LRCs) and 1053 Resource Centers (RCs) are mobilized especially for the purpose of providing follow-up professional support to the trained teachers; thereby the teachers receive catalytic inputs required for optimum application of their skills and knowledge learnt into the classroom performance.

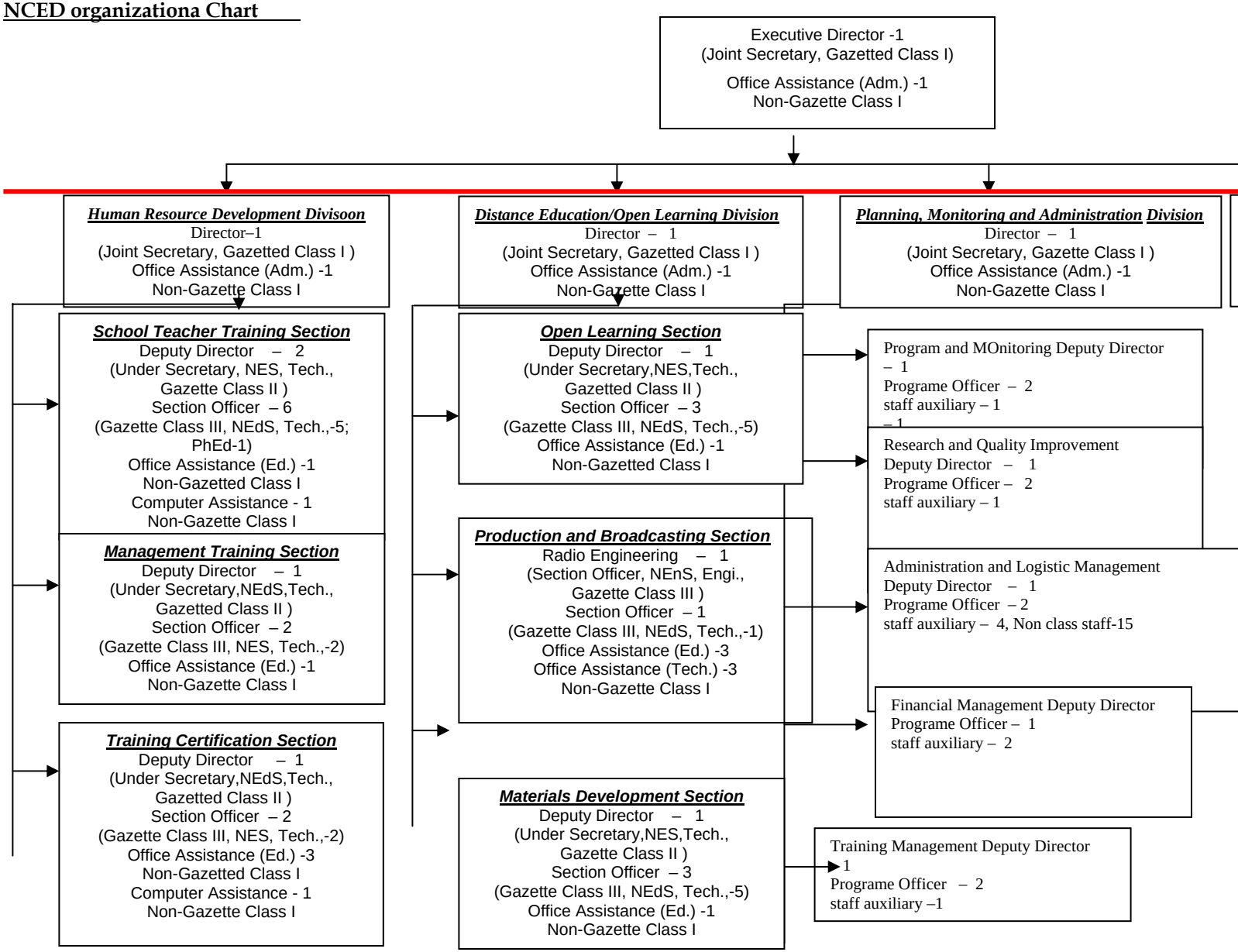
With regard to evolution of NCED, human resource development program was started in Nepal since introduction of the provision of teacher training across the school sector in National Education System Plan (NESP) 2028 BS. In the early days, different policies and institutional arrangements were made for implementation of teacher training programs. Initially, the responsibility of training was held by TU/ Institute of Education. In course of development, only pre-service or teacher preparation program became part of the TU/FOE's jurisdiction and in-service teacher training became role of Ministry of Education in 1986. Several independent projects were implemented in the field of teacher training by different agencies over the period. In a due course of time, it was realized that there was *ad hoc ism* and separation in both policy and implementation.

As a result, government attempted to reform the total governance system in 1990. As one of the steps, National Education Commission formed by the government was constituted soon after the restoration of democracy. The commission recommended creating national training authority within the ministry system. Upon the recommendation, NCED was established with nine allied Primary Teacher Training Centers through out the country in 1993.

NCED was originally authorized to act as a leading agency of the MOE for organizing training for schoolteachers, managers-at-all-levels and research studies. However, independent existence of Secondary Education Development Centre (SEDC) and Distance Education Centre (DEC) again resulted in duplication and fragmentation in policies and program execution. Temporarily, role demarcation was made for all three training agencies. Narrowly speaking, NCED was responsible for primary teacher training, SDEC was responsible for secondary teacher training and DEC was responsible for training through distance mode. Drawing lessons from the experience, government again took a bold decision of merging training institutions-NCED, SEDC, and DEC into one unified institute that is NCED in 2004. Objective of the merger was to ensure coordinated and integrated institutional provision regarding policy formulation, planning and implementation of all forms of HRD activities catering to needs of entire education system.

Following organizational structure has been formulated after the merging. According to the structure, this organization legally operates as one of the departments of MOE at the central level with its allied agencies down through regional level to the local echelons. It owns independent network that runs right under its administrative control throughout the country. However, NCED is primarily staff agency created for providing advisory or technical support to the ministry system.

NCED organizationa Chart



Athorities of the NCED

NCED aspires to stand as an internationally reputed institution with a lead role as to enhance excellence in management and pedagogical practices resulting in quality education by inventing and furnishing new knowledge and perspectives through developing competent and vibrant cadres. Core authorities that are exercised through the following training network (Figure-2) are summarized and presented below.

i. Prepare policy draft with regard to professional training for all the education cadres-school teachers, educational managers and technical professionals- working at different levels within the ministry system

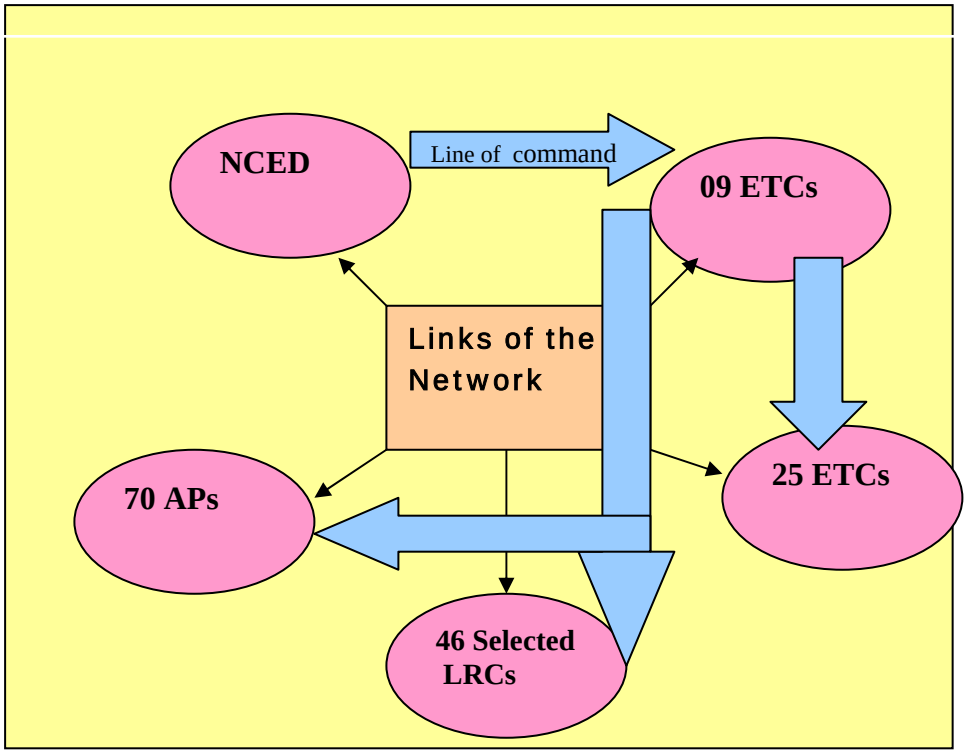
ii. Grant certification and accreditation of any training received by all the education cadres of MOE system

iii. Conduct research on various training agenda

iv. Produce, publish and disseminate information in the field of training

Figure-2

Training Network



Report preparation methodology

The report has utilized information from different sources. Annual reports submitted by the ETCs and produced at the central level are the major sources. Likewise, reports submitted by consultants mobilized under TEP, SESP and other projects were used to pick up sets of data especially with regard to the implementation process, constraints and lessons. Information reported by monitoring officials annually mobilized at the rate of 15-20 persons by each of NCED and ETCs was carefully considered to add more field-flavor into the report.

In relation to the process, the report writing started with agreement on a template among the whole team of professionals. The template remained to be major theoretical guideline for organizing texts in the report. Involvement of all devisions and sections in the process was ensured. Nevertheless, the write-up exercise was led by a competent professional supported by relevant staff in different stages during the whole course. External experts' inputs were utilized for overall editing the language and checking consistency in report organization.

CHAPTER-2: PROGRRESS STATUS

This chapter is designed to compile summary of the overall progress achieved under three major programs, SESP, TEP and ICBP during the stated period. Following paragraphs provides brief profile of each of the programs implemented by NCED system over the period.

A. Teacher Education Project

Context and the concept

The Teacher Education Project (TEP) was designed by building upon a strong foundation of Primary Education Development Project (PEDP) which was implemented between 1992 and 1998 through joint funding from GoN and ADB. The major accomplishments of PEDP were the establishment of the National Center for Educational Development (NCED) and nine Primary Teacher Training Centers now called Educational Training Centers (ETCs), development of various training courses for teachers and education managers at different levels of the public education system, and the delivery of in-service training to primary school teachers. Crux of objective of the TEP was strengthening the investments made during past projects and building on them within a more holistic, sub-sector approach.

The project was under execution for seven years (with one year extension) since June 2002 with total project cost of USD 25.9 million (ADB 19.6 and GON 6.3). The revised project cost remained on USD 27.8 million with the ADB share of $ 21.6 million. Ministry of Education (MOE) was designated for functioning as Executing Agency (EA) with overall responsibility of policy support and NCED as Implementing Agency (IA) with total responsibilities of project implementation.

Goal and objectives

Overall goal of the project was designed to contribute to improvement of the quality of, efficiency of and access to basic education by preparing better-qualified teachers through strengthened teacher education system. Meanwhile, the project had laid emphasis on providing certification training to all the untrained in-service teachers irrespective of terms of their tenure (permanent/temporary) by expanding training opportunities closer to the workplace. Equally important aspect of the project was to establish effective pre-service teacher training system in order to stop indefinite entry of untrained candidates in the teaching force. One of the most focused areas of the project was increasing representation of female and DAG candidates in teaching profession by empowering them with threshold level of competitive capacity. The project remained to be an evolving plan by integrating quite a few adjustment and amendments in the targets of some activities and in implementation arrangements. Originally, specific objectives of the project were to i) improve the quality and coverage of teacher training; and ii) increase the representation of disadvantaged groups, in particular women, in the teaching force.

Program Components

The project was split into four program components that would encompass the specific activities or interventions to be carried out and the targets to be achieved in meeting the project goals. The four project components were:

(i) Building an effective and sustainable system for teacher education;

(ii) Developing effective teacher education curriculum and materials;

(iii) Providing teacher and management training; and,

(iv) Educating teachers to better serve the needs of girls and other disadvantaged groups.

Progress review

The project accomplished multi-facet progress that includes progressive modification of project design and targets and compliance with the targets. Following paragraphs discuss the changes that the project brought about in the education system of Nepal.

Adjusted targets and implementation arrangement

*S*imilarly, Extensive Training Network (ETN) guideline 2003 (see Annex-1), which was logical and pragmatic tool to practically operationalize the project provisions. In spite of ready-made full sets of operation documents (Loan Agreement, RRP and PAM), NCED prepared the guideline with a vision of upscaling the teacher training targets in line with the fresh government priority and to establish institutional arrangement for running the training in such a massive scale. Precisely speaking, the guideline was designed to meet an ambition target, although it was set by aligning with with 10th five year national development plan, of clearing backlog of all untrained teachers-in-the-approved positions within the period of the project life by providing 10-month certification teacher training. At the primary level, the teacher population was 78000 in 2003 and reached 81310 in 2009.

It was important to recall that original project targets were termed in number like 32000 teachers to complete first phase, 41000 teachers to complete second phase and 34000 to finish third phase training modules. Such targets would not make sure that all the teachers in the force could access to full course of the training. Thus, the project targets were principally up-scaled at the beginning only in order to respond to the emergent government priority in the teacher training sub sector.

Likewise, the project period was extended for one year till 15 July 2009 aiming at achieving objectives such as i) to achieve the original project objective of ensuring full coverage of quality Training for All Teachers (TFA); ii) to consolidate TEP achievement and gains for functionally sustainable teacher education system ready for smoothly transition to the new system of

development-SSR; and iii) to maximize effectiveness of the teachers training program through functional mechanism of essential remedial initiatives.

It can be drawn that the extended period shifted the project focus to intensification of efforts to achieve the training for all campaign and to the sustainability and effectiveness of the project outcomes. As a result, project developed Backlog Clearance Campaign Guideline 2008 (Annex-2) in order to systematically implement the nation-wide campaign by mobilizing the entire networks and capacity for achieving target of clearing the backlog of all untrained teachers-in-the-approved positions (total population was 81310 in 2008).

Besides, major organizational restructuring took place in 2004 training system of the entire country was completely owned by the NCED itself. Such changes in the organizational arrangements were carefully managed and continued the project implementation without overlapping and duplications with other parallel activities being implemented such as SESP.

In relation to project operation approach and strategies, "program approach" of project implementation was adopted by authorizing a regular department (NCED) to lead total operations of the project. No separate project implementation unit and parallel fund utilization mechanism was established. Regular system of planning, budgeting, and reporting has been utilized. Partnership with local/viable institutions, flexibility for minor adjustment and amendment in project targets and operation mechanism and empowerment of the training system were the major strategies adopted during the project implementation.

Progress summary

Under the eight different cost categories of the project, 72 major activities were carried out to achieve total of 441,291 outputs quantified for the functional purpose. Of the total, 393,860 outputs were achieved which would form some 90% of the total physical targets. Most importantly, covering all teachers-in-approved positions to complete full course of 10 months'

certification training and institutionalizing professional capacities with regard to HRD within the NCED network were the noticeable progress made suring the project. Comparing with the contemporary other projects, amount of progress achieved was considered to be remarkable. Project Completion Review Misison held during May-June 2010 commennted on the project performance as "….the project ouputs were satisfactorily completed, ans outcome results were also encouraging……, overall rating seems to be satisfactory……". Follwoign table presents rest of the details.

Table-1

Activity-Wise Progress Status

	Cost category wise activities	Project Target	Progress Status	
			Figure	%
Cat-1	**Civil Works**	**14**	**14**	**100**
1	Renovation and corrective civil works at NCED and 09 ETCs (organization as Unit)	10	10	100
2	Construction of Multipurpose Training Resource center (TRC), Hostel and Cafeteria at NCED	3	3	100
3	Refurbishment of Studio at DEC (NCED) also through civil works of for visual studio	1	1	100
Cat-2	**Equipment and Furniture**	**1181**	**1181**	**100**
4	Procurement of office equipment sets for training, research and evaluation, certification, TMIS at NCED and ETCs (items)	200	200	100
5	Procurement of Studio equipments	15	15	100
6	Procurement of Media lab equipment set for ETCs (9 color TVs, 9 VCR, 9 LCD, 9 PC, 9 printers, 9 UPS, 9 Video camera, 9 Lap Tops, 9 Digital Cameras, 9 Still camera, 9 Tape recorders, 9 Scaners)	126	126	100
7	TRC equipment sets including publishing facilities	130	130	100
10	TMIS, Library, account, monitoring and other program software	10	10	100
11	Furniture supply for Media lab at 9 ETCs and TRC, Hostel, Cafeteria and studio at NCED (items)	700	700	100

12	Maintenance of the office, Media lab and TRC + Studio equipments (added target in sets as unit)	300	300	100
Cat-3	**Instructional Materials**	**145865**	**132865**	**91**
13	Print and distribute TOT manual, TG, TRM and training curriculum for Phase-I, II and III teacher training, condensed teacher training, administrative training and HT training program (sets)	127800	114800	90
19	Print research, monitoring, evaluation and other planning and policy documents (indicative target in sets)	15000	15000	100
20	Print culture and gender sensitization packages for DAG program	3000	3000	100
21	Material support to the Alternative training providers under ETN (indicative target in set)	65	65	100
Cat-4	**Program Development and Studies**	**90**	**90**	**100**
22	Restructured TMCC to CEHRD and restructured organization structure of NCED/ETCs (events)	**2**	2	100
23	Develop and implement Comprehensive Teacher Training Policy	**1**	1	100
24	Develop and finalize curriculum and training materials for 10-month in-service and 10-month pre-service teacher training porgram, one-month School Management Training for HTs, One-month Ed. Management Training for Gazetted Officers class-I, II, III and Non-gazetted-I officials, condensed teacher training (both 180 hrs and 320 hrs.) and One-month basic training course of teachers working under RAHAT arrangement	34	34	100
28	Develop multigrade training policy guideline, training curriculum and training material sets	4	4	100
29	Design and develop prorgam design and training materials for gender and culture sensitization prorgams for trainers, teachers, district officials and community members	5	5	100
30	Develop DE/OL materials as supplementary to teacher training	8	8	100
33	Revision of Teacher Development Policy in line with School Sector Reform (SSR) nitiatives (added target of policy document as	1	1	100

	unit)			
34	Develop and implement TMIS system for 110000 teachers/preparation of ZTDP and Master Training Plan linking TMIS with EMIS/DOE at ETCs and NCED	10	10	100
35	Preparation of a comprehensive report of Training Status (backlog clearance report) based on verification at 75 DEOs integrate the report into the flash reporting system	1	1	100
37	Develop and undertake various effectiveness research studies on Training system including a *Independent Research on Contribution of teacher training to the ed. development indicators* (indicative target)	3	3	100
38	Develop and enforce internal quality addurance scheme (QAS) at NCED and ETCs (indicative target of organization as unit)	10	10	100
39	Develop monitoring schemes and tools for monitoring of training programs, institutional performance and performance of trained teachers (program item)	1	1	100
41	Strengthening library + publication of Journals/Newsletters (indicative targets of organization as unit)	10	10	100
Cat-5	**Staff Development**	**2867**	**3989**	**139**
42	Design and implement Master Training Facilitators' Courses (persons)	70	200	286
43	Develop and implement TOT (10-days) for in-service training professionals (1480) followed by refresher training (700)	2180	3000	138
44	Develop and implement in-country staff development training programs on Job Related Competencies (such as planning, M&E, Distance education management, financial and procurement etc.) through multiple training modalities & duration	144	144	100
45	Develop and implement TOT Course to the pre-service training professionals	240	240	100
46	Develop and implement One-Week Program Implementation Training course for policy, middle and operational level officials	205	205	100

47	Short-term international training and study tours	28	0	0
48	Post-training + development of new system at NCED under the ICBP/Institutional linkage with AIT (added target)	200	200	100
Cat.6	**Providing Teacher and Management Training (Implementation)**	**290608**	**255096**	**88**
49	Deliver Basic Package (Phase-I)	32000	29793	93
50	Deliver Phase-II Integrated package including old 3rd package (3200)	44200	36147	82
51	Deliver Phase-III Training package	34000	39258	115
52	Deliver special package of 180-hour training	9700	536	6
53	Deliver special (overall condensed) training package for for teachers having 45+ years and 15+ years of experience	4300	535	12
54	Deliver pre-service training course	15000	15000	100
55	Conduct administrative training (educational management)	600	600	100
56	Organize one-month school Management Training for Primary school heads	3000	3450	115
57	Provide fellowship to candidates @ 3000 per head for 10 months for pre-service training prorgam	2500	2500	100
58	Conduct culture and gender sensitization training to trainers, teachers, district officials and community members in 12 districts	3000	3000	100
59	Mobilize school support groups and conduct Tutorial programs 9schools as unit)	600	600	100
60	Implement Training Accreditation schemes through accrediting the 10-month training to 10+2 qualification (porgram)	1	1	100
62	Conduct Training Examination (persons)	139200	121269	87
63	Pilot and expand RC-based intensive Teacher Support Mechanism and short-term Teachers' Professional Development (TPD) modules (added target in districts)	7	7	100
64	Implementation of FEP: Post-training support to DAG fellowship candidates through 10-day coaching as to develop competetive capacity to pass the TSC examination	2500	1400	56
66	Basic Survival Skill Training (15 days) for RAHAT teachers (added target)	1000	1000	100

Cat.7	**Consultancy Service**	**366**	**325**	**89**
67	*International consultancy service under ADB TA in Man-months	12	12	100
68	*Domestic Consultancy service under ADB TA in Man-months	46	46	100
69	International Implementation Consultancy Service under ADB Loan (36) and Danida (10) in man-months	45	45	100
70	Mobilization of domestic consultancy service under ADB (235) and Danida (28) in Man-months	263	220	84
71	Independent technical review study of TEP achievement, and TEP PCR preparation exercise (added target)	2	2	100
Cat-8	**Incremental**	**300**	**300**	**100**
72	Implement those activities that are not covered under the regular cost headings for efefctive implementation of the project (Basically operation and maintenance)-target not fixed in the project. (added targets in terms of programs as units)	300	300	100
Cat-9	**UNALLOCATED (Project Contingency Budget)**	**0**	**0**	**0**
	Total	**441291**	**393860**	**89**

B. Secondary Education Support Program

The context

The SESP was developed for the period of 2003-2009 mainly as a continuation of Secondary Education Development Project (SEDP), which was implemented during 1992-1998 for the purpose of improving governance system and quality of secondary education in Nepal. Being consistent with the achievement gained under the SEDP period, SESP was designed on the basis of Secondary Education Development Plan (2001) with more attention to make it comprehensive inputs to the secondary sub sector. In terms of design, the program with total budget of USD 74 million is funded trilaterally by the government, Danida and ADB, in fact, has proved to be crucial and forward looking intervention.

Objectives and program components

(i) Improvement in access and equity in secondary education,

- Provision for a secondary education system accessible to all who complete primary education
- Provision of a secondary education that reflects the needs of all sections of society including those marginalized on the basis of race, religion, caste, gender, ethnicity, locality or physical disadvantage.
- Provision of secondary education that fulfils the particular needs of the girl child.

(ii) Improvement in the quality and relevance of secondary education,

- Development of a curriculum that meets national requirements and is adaptable to regional and local differences.
- Employment and effective deployment of qualified teachers to teach the curriculum in all secondary schools.
- Provision of instructional materials of sufficient quality and quantity to meet the needs of the secondary curriculum in each secondary school.
- School management that can secure the quality of secondary education in the school.

(iii) Improvement in the institutional capacity and management to support a school-focused secondary education system.

- Development of a more participatory approach to all levels of institutional management in secondary education.
- Development of a system of decentralized planning and management to link the needs of the school to national policy and the expertise and capabilities of national organizations to the needs of the school.

- Maintenance of principles and practices of good governance in all aspects of secondary education management and organization.
- Maintenance of a resource base funded by both central district and local sources, sufficient to finance secondary education of the appropriate level and quality.

Program components

Comp-1: Learning Environment: The objective of this component is to increase equitable access to an improved learning environment, especially for educationally disadvantaged groups, ethnic minorities and girls. Based on these broad objectives, the activities defined for this component are-

- Rehabilitate and improve public secondary schools in the poor communities and districts.
- Develop equitable access through interventions targeted at girls, children from disadvantaged groups and ethnic minorities and children with special learning needs and disabilities.
- The development of sustainable community-based maintenance program in secondary schools across the countries 75 districts.

Comp-2: Curriculum and Assessment: The objective of this component is to develop an improved and more relevant curriculum, technically improved assessment and accessible instructional materials. The activities planned for fulfilling the objectives of this component are:

- Develop a national school framework from Grades 1 to 12.
- Revise and develop new curriculum for Grades 6 to 10
- Train and support the capacity of teachers to deliver the new curriculum.
- Develop, produce and distribute instructional materials based on the new curriculum.
- Improve quality and efficiency of student assessment and examinations
- Strengthen the CDC's capacity for participatory curriculum

development.

Comp-3: Teacher Development: The objective of this component is to develop an integrated system supporting teacher education, development and management. Activities that come under this component are:

- Development of a single integrated framework for teacher development including greater coordination between policy, strategic planning and the management of teacher training.
- Developing a qualified teaching force for public secondary education based upon improving pre-service teacher training and demand driven recurrent/in-service training.
- Increasing substantially the number of female teachers and teachers from disadvantaged groups in public secondary education.
- Developing the extent and quality of special needs and ICT teachers in public secondary schools.

Comp-4: Institutional Capacity and Management: The objective associated with this component is to improve institutional capacity in the school Sector based on a system of decentralized planning and management. Activities that follow these objectives under this component are:

- Improve the daily management and operation of public secondary schools
- Improve and develop the long term strategic community management of public secondary schools
- Develop district capacity to manage public secondary schools.
- Improve the structures and capacity of national level education institutions to develop policy, plan and implement the SESP as a Sector program

Progress review

Among four components of the SESP, Teacher Education and Development (TED) component with share of almost 28% of the total program budget was implemented by NCED with a responsibility of **implementing agency**. The objective of the component remained *to contribute to enhance quality of entire secondary education by developing professional capacity of lower/secondary teachers resulting in increased level of student achievement.* The TED component would largely combine certification in-service and pre-service teacher training; and demand driven (short-term) in-service training programs. Development of training materials and training professionals was already embodied with the programs. It is noted that overall scope of the component would cover completion of certification training for some 7000[1] untrained and 3000 partially trained lower secondary teachers. Likewise, providing full course of in-service training for 3200[2] and final modules for 1500 secondary teachers was already covered in the targets set.

In spite of the project targets, great achievement of clearing backlog of all untrained teachers working in approved positions was successfully accomplished. Meaning, 98.2% teachers working in lower and secondary levels were trained in 10-month certification course; the remaining number (1.8%) was under process to complete the course by using alternative mode-distance mode within the following years.

Meanwhile, pre-service teacher training was another area of the program. According to the original project target, ongoing pre-service teacher education courses for lower secondary and secondary level would be updated to integrate ICT component into them. Similarly, the some fellowships would have to be provided to the candidates belonging to DAG community to complete the proficiency certificate courses available in the university or in the HSEB system.

[1] The figure includes 41% total 16213 teachers who are completely untrained till the end of 2005

[2] The figure says 24% 13685 secondary teachers remained untrained till the end of 2005

However, the original project target and program design was totally modified to new version to be in consistent with the prevailing needs of the country. The pre-service component was dealt in a package by establishing special collaboration between FOE/TU and NCED for three years (2008-2010) under the decision of CEHRD followed by the official endorsement of the ministry. The collaboration as conceived to implement *improved teacher preparation program under regular system of the university* was overlapped also with SSRP period by provisioning sets of activities that are as follow.

i. developing and implementing Special ICT integrated Teacher Preparation Course (TPC) for non-ed PCL candidates

ii. revising 3-year B.Ed. and 2-year M. Ed. courses for upgrading professional and academic strength

iii. modifying exisiting 1-year B.Ed. course to highly customized TPC for non-ed Bachelor candidates

iv. developing and implementing 3-year B.Ed. in Information and Communication Technology (ICT) {B.Ed. in ICT education} program through identified five regional FOE campuses (Siraha, Sanothimi, Butwal, Surkhet and Dadeldhura)

v. developing and implementing ICT literacy course through the five regional campuses targeting to school heads, teachers and educational personnel working at DEOs and REDs of the respective region

vi. conducting technical audic of TPC courses

vii. piloring 4-year B.Ed. program in Social Study subject

Besides, certification training for head teachers was another important deal although it would technically fall under the scope of *Institutional Development and Capacity Building component, which was not mandated to NCED for implementationt.* In the meantime, civil works such as upgrading of physical

facilities and renovation at 25 ETCs were also the major parts of inputs of SESP to be carried out by the unified training authority.

Equally critical are of intervention was support to SLC students for preparing examination. The project resource was utilized to develop and implement audio visual and print materials on three compulsory subjects (Science, Maths and English) with an objective of providing additional as well as catalytic inputs to the students from low performing districts (intensive 23 districts) for better prepare for and perform in SLC examination. The materials were cast and supplied to the access of the target students. Referred to the contemporary studies, the support successfully made impact on the SLC result-increasing pass percentageas well as scoring high in the subjects.

C. NCED-AIT linkage program/ICBP

NCED was transformed with new profile and challenges when institutional merger took place back in 2004. Along the process, NCED was provided additional mandate to cater to total public education system for any forms of HRD needs. It was observed that the stretched and enriched roles virtually transformed existing NCED to the "greater NCED", whereby the legal profile of the organization was significantly raised. However, NCED realized acute challenge to better prepare its whole machineries and human resource for delivering the greater roles in a competent and professional manner. As a result, a systematic and sustained scheme of developing in-house capacities was propounded as purely **homegrown scheme**, which was Institutional Capacity Building Plan (ICBP) of NCED 2005-2010. Since then, the plan has been in effect in different ways. ICBP would aim at achieving the following three objectives, as presented in a summary form.

i. Establish systematic, feasible and sustainable provisions and practice to significantly enhance the institutional capacity of NCED

ii. Enhance and more effectively utilize skills, abilities and resources; strengthen understandings and relationships; and address issues of values, attitudes, motivations and conditions in order to support sustainable development.

iii. Building NCED as a learning organization, which creates opportunities for informal employee learning, both 'on the job' and 'off the job' and stimulates them attain new knowledge/skills and to acquire the skills in the field of learning and problem solving and thereby develop their capacity for further learning to learn.

The ICBP emphasizes capacity building as a process by which individuals, groups, and organizations within the system enhance their core capabilities to identify and meet development needs, issues and challenges in a sustainable manner

Overall ICBP Strategies

Having influenced by the theoretical perspectives and real context of NCED development process, this plan is determined to adopt the following overall strategies in order to achieve the objectives designed.

i. Redefining and revitalizing NCED vision and mission/goals, which aims at eliminating inappropriate/ineffective capacity and at expanding the scope of functions

ii. Engaging thorough institution process in creating, developing and performing better policies, strategies and practices in all aspects of organization development

iii. Developing and implementing need-based training and other forms of staff development programs by establishing networking and institutional linkages with appropriate resource institutions

iv. Integrating such planning exercise and realization of the plans into a concept of continuous capacity building with an idea of providing

space for innovation or creative use of capabilities (private sector or NGO innovation in education).

Following the strategies, institutional linkage was formally established with a selected regional resource institution, Asian Institute of Technology (AIT) Bangkok, to execute the plan activities collaboratively by combining the physical resources, knowledge and the capacities. That very strategy was translated practically in form of NCED-AIT institutional linkage for capacity building program (ILCBP) 2006-2009, which was in operation for the last three years under support of Danida Direct funding. The AIT Bangkok was virtually made responsible to act as "**Nodal Agency**" for providing various services like *a) to explore appropriate resource institutions for running training courses or providing other capacity building services for NCED; and b) to directly organize the training courses and to provide services to NCED*. As a result, a series of activities under the following program components were implemented in different venues.

a. Technical capacity development

b. Institutional management capacity development

The key focus of the of the ILCBP was **1)** improving administrative policies, plans and practices; **2)** changing procedures and working mechanisms; **3)** strengthening and modernizing management structures and instruments; **4)** developing leadership and accountability in each individual; **5)** continuous learning by experience; and **6)** upgrading knowledge, skills, work ethics and motivation of professionals.

Goal and Objectives

The goal of the program was to improve the quality of educational services, management performance and education provision within the MOE system, ultimately leading to better student performance by building the institutional capacity of NCED with a view to establishing sustainable management systems and administrative operations, and improved professionalism.

Progress review

Altogether, 20 different types of training courses and internships activities were attended by 225 staff mostly from the NCED system. It was realized that those of master trainers/trainers and managers who benefited from the course learnt new knowledge, new technology and skills to a gret extent. The most common type of skills/knowledge that they learned would include constructivist theory, rubrics, ICT and computer modeling, cooperative learning, use of algebraic tiles, satellite learning group and so forth.

In order for transferring the professional strength seen at the human level to the organizational performance was one of the major steps taken during the period. Improving Perfromance Management System (PMS) within the NCED was given high priority. Therefore, in forms of PMS tools, schemes of Institutional Action Plan (IAP) and Job Memorandum (JM) were established as continuous practice in NCED and ETCs. The schemes were found instrumental in adding new dimensions of reform to the regular service delivery system.

Progress summary

The table low presents detailed of the courses planned, number of staff attended the course and plances where the courses were conducted. The progress records that more than 100% (432) outputs were delivered against the targets (428) quantified for the functional purpose. The achievement gained along with implementation of ICBP was found to be an example for rest of the entire public sector in Nepal where practice of planned inastitutional capacity building has been found to be very uncommon. Furthermore, second phase of the linkage program was underway to continue the program with new scope and nature to better suit to the emnergent requirements of the system.

Table-3

Activity-wise progress				
	Output Description	**Target (person)**	**Progress**	**Venue of the event**
A.	**Training and studies**	**175**	**179**	
1	No. of master trainers/managers graduated in 2 weeks' customized training course on Planning and administering for Good Governance	8	8	AIT Bangkok
2	No. of master trainers/managers graduated in 2 weeks' customized training course on ICT application in office and library management	10	10	AIT Bangkok
3	No. of master trainers/managers graduated in 3 weeks regular training course on Project management and M&E	6	6	AIT Bangkok
4	No. of master trainers/managers graduated in a 2 weeks' long regular training course on quality assurance in training and educational institutions	4	4	AIT Bangkok
5	No. of master trainers/managers graduated in a 6 months' long IDEPA course	2	2	NIEPA, Delhi
6	No. of support/logistical officials graduated in 2 weeks' Internship course on ICT application in management	10	10	AIT Bangkok
7	No. of candidates completing one-week customized course on education management and leadership from AIT	10	10	AIT Bangkok

8	No. of master trainers completing two-week customized training course on Social Study from AIT	15	15	AIT Bangkok
9	No. of professionals completing customized course on school training/training curriculum development/technology	15	15	AIT Bangkok
10	No. of master trainers graduated in a one month long customized training course on English Education	15	15	RELC Singapore
11	No. of master trainers graduated in a one month long customized training course on Maths Education	15	15	DLSU Manila
12	No. of master trainers graduated in a one month long customized training course on Science Education	15	20	INOTECH Manila
13	No. of executives/managers completed planning workshops/monitoring and review missions	0	20	AIT Bangkok
14	No. of master trainers graduated in a 2 weeks long customized training course on Educational research methodology and action research	10	10	AIT Bangkok
15	No. of managers/professionals attended international seminar-ANTRIEP; participated in selected training courses (Public service administration, Project management etc.	25	3	Indonesia, Israel, Singapore

16	No. of professional completed Master degree under partial financial support in the area-Decentralized financing model in school education	0	1	France
17	No. of trainers/managers graduated in 1 week long customized course on Knowledge Management and Organizational Learning	15	15	NCED
B	**Post training/study reform**	**253**	**253**	
18	No. of performance management system (comprising Job Memorandum, Forward work plan, SOP and A to Z database) developed for NCED with AIT inputs	1	1	NCED
19	No. of professionals attended 1-week post training follow up workshops in Kathmandu	180	180	NCED
20	No. of master trainers attended co-branded course in Mathematics, English and Science with int'nl expert inputs	60	65	Kavre
21	No. of study report of Client Satisfaction Survey of NCED system produced	1	1	NCED
22	No. study report of independent evaluation of ILCBP undertaken	1	1	Nepal
23	No. of report of monitoring and follow up to the performance of trained graduates produced by LET members/experts	1	1	Resp. offices

24	No. of ETCs equipped/developed to perform as regional HUB to facilitate the post training reform initiatives	2	2	ETC Surkhet & Sunsari
25	No. of NCED-AIT ILCBP for the 2nd Phase prepared and finalized	1	1	AIT & NCED
26	No. of LET office equipped with essential set materials and equipments	1	1	NCED
27	No. of finance officers/executives passing out from AIT in a one-week customized training/internship course	5	0	
	Total	**428**	**432**	**0**

CHAPTER-3: ACTIVITY PROFILE

1. Teacher training

Activity description: Various types of teachers training programs were implemented under the NCED system. Among them, following table gives brief idea about structure of primary and lower/secondary in-service 10-month certification training course, which would be effective during the reporting period.

The course structure

Type of training	**Module 1 (Phase 1)**	**Module 2 (Phase II)**	**Module 3 (Phase III)**
10-month in-service primary teacher training	Face-to-face (2.5 month)	Self-learning in distance mode followed by contact sessions (5 months)	Face-to-face including school-based practicum
10-month in-service L/secondary teacher training	Face-to-face (1 months) + School-based (1.5 month)	Self-learning in distance mode followed by three contact workshops	Face-to-face (1 months) + School-based (1.5 month)
10-month pre-service primary teacher training	Face-to-face (5 months' semester)	Face-to-face (5 months' semester)	-
Basic survival skill training (in-service) for primary teachers working under temporary arrangement (RAHAT, school position and so on)	Face-to-face (1 month)	-	-

Objective: The 10-month training activities were designed to upgrade the professional level of the teachers-in-approved teaching positions; thereby the

teachers would be qualified to comply with the requirement of professional degree for the respective level of teaching positions. In addition, separate one-month training was developed with an idea of providing basic and survival professional skillstargeting to the temporary teachers. Such special short-term or basic course was brought into effect from the cost efficiency point of view. Interestingly, the training provision stopped the teachers-in-temporary positions to join the long-term 10-month course, which was targeted to the teachers under permanent tenure only. Nevertheless, the provisions were introduced for both the purposes such as rationalizing the investment upon teachers and making sure that all teachers irrespective of any terms of employment would be able to receive professional training of any duration; whereby a virtue of "no student would be taught by a teacher without training" would be realized.

Target and output description: For the case of in-service training activities, all the teachers of specified categories were the targets set, whereas the 15000 candidates were targeted to complete the pre-service training. In consistent with the target, all working teachers (98.2) were made trained in 10-month in-service training (see Annex-3).

Implementation process: In order to cope with responsibility of providing training in a massive scale within a given time frame (2002-2009), NCED wisely created and mobilized Extensive Training Network (ETN) besides the existing institutional arrangement under the "Terms of Partnership" officially signed between NCED/ETCs and the providers. On the other hand, more than 99 private primary teacher training agencies were registered and affiliated for conducting the pre-service training with the NCED.

Lessons learnt: Certain considerations such as determination to the destination but flexibility in process, proactive planning by a *think-tank* (may be a team or a person), and constant efforts, pooling all the possible resources for the purpose in a balanced manner proved to be secret of achieving the outcome with higher level of satisfaction.

2. Cope teacher training

Activity description: During the fiscal year 2059/60-2062/63, UNDP funded Community Owned Primary Education (COPE) Project and NCED jointly implemented a 2.5 month primary teacher training package by mutually agreed on a Terms of Partnership (TOP). The project had adopted the NCED's first phase training course (330 hours) for the purpose. However, the project had some addendum (42 hours' contents) to the course in order to cover quite a few project-specific contents like more focus on multi-grade teaching, differentiated learning methods, child-friendly teaching styles, continuous assessment system, journal writing, micro teaching etc, which were taught for three months instead of 2.5 months for the regular package.

Objective: The training was designed to develop basic professional capacity in all the the teachers appointed for the primary schools opened in selected 06 districts under the COPE support. Idea was that the teachers trained in the stated module would be made eligible to join successive training modules to complete full course of the 10-month certification training.

Target and output description: The training was targeted to the 120 teachers working in 120 COPE support schools spread in 6 districts namely Kapilbastu, Baitadi, Dhanusa, Kavre, Okhaldhunga and Tanahun. Consequently, the target was achieved in two years time and the program was phased out with an assumption that the same cohort of the teachers would continue their teaching until the schools are formally handed over the local government. They would become part of the government liability once handed over to the local bodies.

Implementation process: The training was conducted in four ETCs like Dipayal, Surkhet, Kavre and Sunsari selected to cover the COPE districts that fall under the respective training centers. Training development part (TOT) also was taken care by NCED, material printing and supply was directly by the project and the training delivery by the designated ETCs. Thus, it was completely ideal collaboration between government and other organizations since the

total implementation part was mainstreamed through the regular system, where fund support would come from the project side.

Lessons learnt: Many of the ineffectively implemented programs could be made effective by twinning government and non-government capacities through meeting the deficits exist on the either side. Specifically, teacher training or any other interventions being implemented under separate arrangement by any other non-government organizations should be pulled and brought to the regular system, NCED, to take them forward in a sustainable manner.

3. Training on multi-grade teaching

Activity description: Following one of the prioritized inputs of the TEP, NCED initiated to develop multi-grade training system for the country. As a part of the efforts, integration of multi-grade training inputs into the regular teacher training packages was the most important step to the better system. Besides, the project had provisions to utilize consulting inputs to support ministry system to develop MGT training policy guideline.

Objectives: The activity was originally provisioned to formulate policy guideline for identifying multi-grade schools as well as respective teachers, to develop comprehensive training courses, and to develop a mechanism of implementation of the training.

Target and output description: Target of the activity was to prepare a multi-grade teacher training system containing policy guideline, training curriculum and material and trainer preparation for implementing the training targeting to the teachers actually working in the MGT schools identified. Unlikely, the target was not complied; rather allocated budget was spent during the fiscal year 2061/62-2063/64 in preparing training materials, conducting TOT to more than 3000 trainers/teachers. However the inputs have not been utilized for the intended purpose since DOE began to identify the schools since 2009 only. It has been very difficult for our system to utilize

the outputs already produced with huge amount of money for the use of MGT schools-to-be identified in future. Nevertheless, Funactional Guideline for MGT Training (see Annex-4) prepared during the period has been a guiding document for taking forward this training.

Implementation process: The stated activity was solely implemented by NCED under the TEP budget framework with support of consultants as well. Actually, there should have been planned coordination between DOE and NCED for the event since DOE was supposed identify the MGT schools and request NCED to work for preparing the training but the practice went adversely on.

Lessons learnt: Duplications in investment and overlapping in implementation left adverse impact on the institutional performance since the moral ground of the agencies would be weakened.

4. In-country Staff Development (SD) program

Activity description: In spite of original provisions of national and international staff development courses in the TEP and SESP, only in-country activities came into effect due to government refusal in using loan money for oversees training courses. Ten different types of local training and study courses were designed and offered to several groups of training professionals during the reporting period.

S. N.	Course title	Duration
1	Advanced training of training professionals	30 days
2	Basic training of trainers	10 days
3	Refresher training of trainers	7 days
4	Distance education management training	30 days
5	Curriculum management and planning training for curriculum developers	30 days

6	Basic computer literacy training for managers and training officials	15 days
7	Basic training course on English language and professional writing	15 days
8	Capacity building training on educational planning and TMIS	30 days
9	Training on monitoring, evaluation and research in education	30 days
10	Financial and procurement management training	7 days

Objectives: Main objective of the staff development activity was to equip entire training force with threshold level of professional expertise in order to better deliver various activities such as teacher training, training for educational managers, formative research, monitoring and follow up, planning and project implementation and distance educational programs etc.

Target and output description: As already mentioned, the staff development courses were conducted during 2003-2009 targeting to all the professional staff working under NCED system. In total 5000 trainers were developed with basic TOT followed by refresher courses for conducting primary and secondary teacher training. Among them, some 200 professionals belong to the regular system under NCED whereas rest of them belongs to trainers' force working in alternative training agencies (HS colleges, education campuses and private training centers). Similarly, some 300 staff of the total trained population received training on remaining courses that would correspond to their job competencies. Besides, 50 man-month international and 240 man-month consulting services were mobilized under the TEP with the purpose of enhancing quality in the whole undertakings and of upgrading professional capacities of the professionals.

Implementation process: The staff development activities were solely implemented under the in-house arrangement. Such arrangement resulted in capacity building through regular assignment that primarily includes delivery of afforementioned training courses. A notion of "capacity building by doing

rather than by participating" was truly materialized under this practice. Teaming approach and pairing strategies were adopted for mobilizing the relevant staff. Consultants were combined with the respective in-house professionals for the purpose of better delivery of assigned activities.

Lessons learnt: In spite of huge amount of investment, it is difficult to maintain same level of staff capacity and delivery of performance across the organizations within the system. Nevertheless, in-house or organization-wide staff development model was experimentally proved to be instrumental in the NCED system.

5. INGO/GOs supported training activities

Activity description: NCED was consistently engaged in organizing several training events under partnership arrangement with various international non-government organization (INGOs) and government organization (GO) for the past several years especially between 2006-2009.

Profile of the training courses	
i.	A training on non-violence teaching and peace education (10 days) under support of SAVE the Children
ii.	Trainer development on life skills education (10 days) under support of Unicef
iii.	A training course on development of materials for science teaching (7 days) under support of RONAST
iv.	Training on water education (one week) under support

Objective: The training initiatives were adopted with an objective of integrating innovative approaches and emerging knowledge of relevant fields into the formal education system through teacher training; whereby performance of teaching learning activities at large would be improved in Nepal.

Target and output description: With regard to Non vialence teaching (NVT) initiative, Save the Children provided support to organize an intensive training of 10 days duration to some 200 master trainers selected from different ETCs with an assumption that they would further disseminate the concept-abolishment of corporal punishment, promotion of learning without fear and learning with dignity- among teachers within the respective catchment areas. In addition, existing teacher training packages were audited from the NVT point of view to make sure that intended teaching tools and techniques were integrated into the regular teacher training program.

Similarly, NCED integrated critical thrust and approaches of peace and human rights education into the teacher training courses with financial support of UNESCO during 2007.

Likewise, more than 200 teachers and some 50 training professionals were trained to equip them with essential tools and techniques for delivering better teaching by integrating life skills. Besides, a resource material was developed and circulated to all 34 ETCs for the purpose of expanding wider access of teachers to the functional knowledge about life skills.

A two-week training course on instructional material development was organized during FY 2064/65-65/66 targeting to the secondary science teachers in Baitadi, Mayagdi, Ilam and Chitwan districts with the support from National Academy of Science and Technology. The training has covered some 150 teachers so far and continued to be effective in the coming fiscal years with expanded coverage.

With financial and technical assistance of UNICEF, a resource material was developed on "water education" with main thrust of disseminating values of water in human life and ways of how the values are integrated into formal education system as well as into the daily-life practices.

Implementation process: All of those training initiatives were proposed by the relevant agencies and NCED accepted to implement by utilizing the regular system. Reason for accepting the proposal was to welcome innovative

concepts and techniques of teaching with an idea of disseminating them to entire teaching foirce. Meaning, the activities were undertaken within the broader scope of partnership between the initiating agencies and NCED.

Lessons learnt: In spite of interest of different agencies to integrate their training initives into the government system, one-shot event without follow up interventions in a logical chain might not leave much impact on the ground. Implementation of the activities in isolation does not add significant value in terms of sustainability, capacity building and synergy building process.

6. Teacher Support Mechanism (TSM)

Activity description: During fiscal year 2064/65-65/66, NCED piloted Resource Center based TSM prorgam in 5 districts-Jhapa, Kavre, Rupandehi, Surkhet and Kailali. The pilot initiative incurred some 9000000/- rupees, which was spent by schools, RCs, DEOs and ETCs for various designated activities. TEP resource was utililized for managing the budget. Among others, capacity building training, distribution of TSM handbook to all the primary teachers, and follow up visits to the schools were the critical activities undertaken.

Objective: Main intent of the TSM exercise was to maximally mobilize RCs' capacity/resources for ensuring full application of teachers' capacity developed especially through training courses offered under NCED system into the classroom teaching. Sets of meaningful assignments designed in the handbook would systematically engage the teachers for utilizing heir full capacities to improve teaching performance by directly contributing to visible changes in the students learning achievement over the planned period. It was also assumed that result of the initiative would be replicable to rest of the districts by integrating into the teacher development activities in the following years.

Target and output description: The TSM had envisioned teachers, HTs, RPs, DEOs and ETCs work together with ultimate goal of providing whole-school

support; whereby all teachers would perform effective teaching guided by a goal-based and time-bound plan named Teaching Improvement Plan (TIP) . HTs were assigned to facilitate teachers in preparing and implementing the plan, make an assessment of achievement in every three months and report periodic achievement to the RCs. The RCs were assigned to prepare and implement TIP within the cluster. In addition, compilation of the achievement reports submitted by each school would be reported to the DEOs and ETCs periodically by the RCs. Referred to the independent consultant's assessment, teachers were found to have demonstrated visible improvement in the students'' achievement by an average 2-3 points over the 6 months period due to the cause of TSM intervention.

Implementation process: NCED took a lead role of designing and implementing the program. Nevertheless, DEOs were made responsible for facilitation and RCs for actual implementation. Schools and the teachers were assigned to perform the autual job under the initiative.

Lessons learnt: As long as the authority of mobilizing RCs lies with DEO's jurisdiction, any kinds of innovative scheme like this can not be implemented effectively. It is almost next to impossible to secure ownership and accountability of the DEOs, RCs and schools to any programs circulated to them for implementation.

In the midst of such circumtances, the TSM initiative, nevertheless, was implemented and produced reasonable amount of result since the implementation modality was designed in such a way that all the agencies-in-charge (DEO, RCs, Schools, ETCs) would automatically operate to perfrom their designated roles. If any one failed to perform, another agency would compel it to perform. Otherwise all of them would be bound to be nonperforming due to other's inactiveness. Thus, advisible step would be to develop comprehensive teacher development program by integrating the TSM elements for creating a new solution to effective mobilization of teachers' better teaching followed by follow up training inputs. This way, a cycle of training inputs to teacher-application into a classroom-improvement in

students' learning-realization of further support would truly work in new teacher development system.

7. SLC support program

Activity description: SLC support program has been in implementation since fiscal year 2061/62 and continued till the date. The program was conceived to address needs of remedial support to the students belonging to remote districts having inferior SLC results. For example, initially students of 22 districts (changes depending upon the annual results) having lowest SLC results on the current year were targeted to provide special tools and techniques useful for preparing examinations by confining to three core subjects: English, Math and Science.

Objective: The program was meant to provide distance support to the students of the districts standing with relatively poor performance in the SLC results in order for empowering them to better prepare for the examinations; thereby improving the national average of SLC results. Real intent of the program was to ensure equitable treatment to the students studying under even difficult circumstances in different parts of the country.

Target and output description: Initially, the program was run targeting to 22 districts. However, there have been districts ranging from 22 to 25 selected on the basis of their performance in the SLC examination. In terms of actual coverage, more than 3000 students were directly benefited from inputs under the program. Referred to quite a few informal studies, the inputs had positively contributed to improve national average of the SLC results. Anyway, the program has remained continued with added values in design and coverage.

Implementation process: For effective delivery of the support, model lessons were telecast on TV, materials are published in the Gorkhapatra National Daily, audio lessons were broadcast by Radio Nepal plus local FM stations and self-learning materials were published for free to examinees of the target

districts. In addition, the materials were posted to the NCED web site www.nced.gov.np which was to be accessed by any interested users. By agencies, NCED has remained with a lead role and respective DEOs have supplied administrative assistance for smooth implementation of the program.

Lessons learnt: By considering the mandates of NCED, the SLC support program would have been more effective, replicative and sustainable, if it targeted to empower relevant teachers in-charge of supporting the target student to better prepare for the examination. Thus, recommendable step would be to continue the program under NCED with modified version by focusing more on specific competencies of teachers to better prepare the students for higher scores in the SLC examination.

8. Open school program

Activity description:: In consistent with the Distance Education and Open Learning Policy 2006, NCED initiated to pilot open schooling provisions targeting to those students who were left out or dropped out from the secondary grades and willing to complete the secondary education. The open school program was started as pilot activity with an idea that the program would be expanded through out the country under appropriate agency to be created in future. According to the design, one year distance course was made available to those who were at least grade-8 pass and willing to attend SLC examination; thereby they could complete the secondary education.

Objective: The open schooling was designed to provide second chance of schooling to those who were already dropped out for various reasons from the formal education system. Most of the dropped-out students were found failed to continue the formal education mainly due to distance, money and time factors. Thus, intention was to provide flexible, open and affordable avenues to the defined population so that they would be able to cope with the academic requirements for passing the SLC, completing the secondary level.

Target and output description: The program was started with five schools, one each from a development region since the fiscal year 2064/65. By end of the last fiscal year, number of schools reached was 53 and the number of students reached was more than 3500. Performance of "open school students" in the last two years' SLC examinations was found encouraging, pass rate recorded 53% of the total cohort examinees. Interestingly, the program has remained quite popular in Peoples' Liberation Army's camps since majority of them were real clients of the intervention.

Implementation process: NCED was playing lead role during the first year since it was effective in form of pilot initiative. Then, DOE took over a role of providing affiliation to the interested community secondary schools. Roles of material support and teachers' training was left with NCED.

Lessons learnt: It was experienced that the open schooling system was well established at the secondary level as a separate stream of education. Meantime, it became fast popular among the target cleintele groups. The trend indicated that there was urgent need of institutional establishement for open schooling to serve as separate education stream supplementary to the conventional school system in Nepal.

9. Fellowship to the candidates of disadvantaged group

Activity description: As part of the TEP program, a fellowship was implemented to empower SLC graduates of disadvantaged community (selected 22 districts) with a professional qualification of 10-month pre-service primary teacher training, which was essential credential to compete for the teaching force.

Objective: Ultimate objective of the fellowship program was to increase representation of teachers belonging to disadvantaged community (Dalit, Janagati, Female) in the primary teaching force. Idea was that the force would be made inclusiveness; consequently participation of students from the target community would be increased in the schools.

Target and output description: During the project period 2002-2009, total of 2500 (100%) candidates were provided fellowship amounting Rs. 3000 for every month to complete the 10-month pre-service training course. The training was run by designated training centers located in their own districts/or the nearest districts' headquarters. Among them, more than 80% graduates have already received "teaching license" and some 53% have joined teaching positions under different arrangements (temporary/RAHAT etc.). In addition, some 6000 "school support groups" were bobilized in each school to sensitize the local community for increasing enrollment of out-of-school children and for working with schools to help them to enhance their academic score in the examinations.

Implementation process: NCED remained to design and coordinate the entire program. Meantime, ETCs and respective DEOs were made responsible for leading implementation process that primarily include selection of candidates for the fellowship and for organizing gender and cultural sensitization activities.

Lessons learnt: Acute difficulty was realized to maintain appropriate level of coordination between NCED, responsible for providing training to the target candidates, and DOE/SMCs, responsible for selection of teachers for the schools.

10. Facility development

Activity description: Over the past years during 2002-2009, NCED succeeded in developing physical and training facilities through out the system (34 ETCs as well) under various programs such as TEP, SESP, ICBP etc. Civil works, procurement of vehicles as well as equipments, library strengthening, studio refurbishment were the major activities undertaken for development of the facilities.

Objective: An objective of the activity was composed of three elements- to strengthen existing facilities, to add new facilities and to maximally utilize the

available facilities in order for creating enabling environment to deliver high quality services under the system.

Target and output description: At the NCED, a Training Resource Center (TRC), a hostel with the capacity of 25 persons' accommodation, cafeteria and audio visual studio are the new facilities constructed during the period. In addition, renovation of existing ETC and NCED buildings was carried out to keep them on-condition. At present ETCs among nine have been equipped with essential sets of office equipments, and "Media Lab"-TV, Camera (digital and still), Lap top computer, a computer connected to email/internet, recorder etc. Rest of the ETCs have been using basic equipments, furniture and building facilities for running training programs through out the year. Mentionable facilities available in NCED include computer Lab, publishing cell, more than six training halls, two seminar halls, three executive meeting halls and more than 100 computers for the use of every unit and professional staff. With regard to vehicles, there are at least 10 office vans/cars etc in NCED, one car in each ETC (9 ETCs) and at least one motor cycle in each ETC (25 ETCs).

With regard to library, each ETC has maintained library with full of essential books, packages, research reports and reference materials (tent. 3000 in each). At the central level, NCED library has been developed systematically for the past few years. A library under use of Study Resource Center/Danida and a library under Secondary Education Development Center were merged to create present shape of the library during 2005/06. After the merging, the library has significantly been upgraded through procurement of books; documentation; and collection of free publications. Besides 25000 books and references, there are more than 5000 online books-in-access through regular subscription.

Implementation process: The facilities were developed by means of planned efforts initiated by a team of professionals at NCED. The team's engagement in consistent thinking and careful planning by aligning with ongoing porgrams-TEPs, SESP and ICBP remained to be intrumental for leading the whole process of implementation.

Lessons learnt: Staff motivation, which is largely heart of the organizational perfromance is largely caused by a provision of physical facilities in an organization. The facility development is again dependent upon sincere initiation of a team of devoted staff. Thus, cyclical relationship between staff motivation and facilities has to be appropriately understood by organization leadership.

11. Research and publications

Activity description: By mandate, NCED has followed a tradition of undertaking formative research, disseminating through publications and imporving performance of individual staff and the whole organization. Meantime, publication of training materials has become one of the most critical activities for implementation of training for different target groups-teachers, management officials and in-house staff.

Objective: Being a professional organization, NCED aims to establish a permanent practice of continuous improvement in organizational performance by means of research and publication. Research is ideally meant for generating knowledge and publication is meant for disseminating it to the larger community. Similarly, publication of training materials aims at supplying authentic knowledge to the trainees of all types of training.

Target and output description: Over the past seven years, following research studies were conducted in the field of training and capacity building.

List of recent research studies

S. N.	Study titles	year
1	Contribution of primary teacher training to the education development	2009
2	A study on the assessment of current challenges and future prospect of in-service teacher training system in Nepal	2009
3	A study on quality compliance status in the entire NCED system with reference to quality standards defined in the QAS	2009

4	A study on the competency-based teacher training of L/secondary level teachers	2009
5	Formative research on the trend and effectiveness of pre-service primary teacher training program	2008
6	Effectiveness study of the Primary Teacher Training in Nepal	2006
7	Tracer study of DAG fellowship program	2006
8	Follow up study of Teacher training program	2003
9	Follow up study of Teacher training program	2002
10	Effectiveness study of teacher training	2002
11	Effectiveness study of DEO Training conducted by NCED	2001
12	Effectiveness of Distance Teacher Training in Nepal	2001
13	Teacher Management Information System (TMIS)	1998
14	A study of the impact made by Training on school supervisors	1998
15	A study on the effect of the training program conducted by NCED	1996

In adition, every ETC would undertake case study and action research annually with an aim of utilizing them to identify practical measures for improving the training and organizational operation system.

Likewise, along the process of implementing various teacher training programs over the past several years, NCED published more than 36 types of publications that include various plan documents, training manuals, policy documents etc. The following table gives overview of the recent publications.

List of recent publications

S. N.	Study titles	year
1	PERIODIC PROGRESS REPORT of NCED	2009
2	Training resource material for Action research, case study and project work	2008
3	Monitoring Report	2008

4	Seminar Reports *(on various themes targeted to Gazette-I officers)*	2006-2008
5	Monitoring Report	2007
6	Teachers' resource material on physical education and creatrive arts	2007
7	Open school operation guideline	2007
8	A report of assessment of training effectiveness through regional workshop	2007
9	A Handbook for RC-based Teacher Support Mechanism	2007
10	Training Resource Material for an Advanced Training for Training Professionals (ATTP)	2006
11	Distance Education and Open Learning Policy	2006
12	Distance Education and Open Learning Nirdesika	2006
13	Training resource material for short-term Basic Survival Skill Training	2006
14	Monitoring Report	2006
15	Life-skills based Teacehr Training Manual	2006
16	Training resource material for adolescent sex, reproduction and health education	2006
17	Institutional capacity building plan (ICBP) of NCED	2005
18	Training policy	2005
19	Trainers' Guide *(Health and physical education, Environment science and population, Professional Studies, English, Nepali, Mathematics, Social Studies)* for in-service L/secondary teacher traning	2005

20	Training resource materials *(Health and physical education, Environment science and population, Professional Studies, English, Nepali, Mathematics, Social Studies)* for in-service L/secondary teacher traning	2005
21	Self-learning materials (…….) for 2nd module in-service L/secondary teacher traning	2005
22	Training resource material for one-month School management training for secondary head-teachers	2005
23	Training resource material for Educational Management Training for Gaz-III officers	2005
24	Demand-driven teacher training guideline	2005
25	Gender and cultural sensitization training manual	2004
26	10-month competency-based L/secondary teacher training curriculum	2004
27	Quality Assurance Scheme	2004
28	Trainers guide *(Primary Education and development, Professional Studies, English, Nepali, Mathematics, Environment schience, Social Studies)*for in-service primary teacher traning	2003
29	Self-learning materials *(Primary Education and development, Professional Studies, English, Nepali, Mathematics, Environment schience, Social Studies)* for 2nd phase in-service primary teacher traning	2003
30	Training resource materials *(Primary Education and development, Professional Studies, English, Nepali, Mathematics, Environment schience, Social Studies)* for pre-service primary teacher traning	2003
31	Trainers guide *(Primary Education and development, Professional Studies, English, Nepali, Mathematics, Environment schience, Social Studies)* for pre-service	2003

	primary teacher traning	
32	Training operation guideline for for 2nd phase in-service primary teacher traning	2003
33	10-month Primary Teacher Training Curriculum (Phase-I, II & III)	2003
34	10-month pre-service primary teacher training curriculum	2003
35	Training resource material for one-month School management training for primary head-teachers	2003
36	Training resource materials *(Primary Education and development, Professional Studies, English, Nepali, Mathematics, Environment schience, Social Studies)* for in-service primary teacher traning	2002

Implementation process: Most of the materials published were written by in-house professional of NCED and quite a few were prepared in consultation with outsiders. Centralized printing modality was adopted for publishing those of all documents in consistent with the requirements for the total system.

Lessons learnt: Research and publication was considered to be an integral part of the operation. There should be a robust system for controlling quality and utilization of the publications in order to justify the amount of moneybeing invested for the purpose.

12. Special collaboration with FOE/HSEB

Activity description: Along with the implementation of SESP and TEP, NCED worked with Faculty of Education (FOE)/TU and Higher Secondary Education Board (HSEB) especially in the field of teacher preparation and accreditation of pre/in-service training to be a part of a relevant higher degree (see Annex-6).

Objectives: There were several objectives to fulfill through the course of working with academic institutions as mentioned. The program was created by aiming at standardizing the B.ED and M.ED program to make sure that they would have comparable level of academic and professional strength. Likewise, it would intend to develop teacher preparation courses adequately customized to needs of the teaching profession. Similarly, accrediting the 10-month in/pre-service teacher training program to be a part of the +2 education program was another objective of the initiative.

Target and output description: In complying with the targets, *firstly* the existing courses of one-year B. Ed., 3-year B. Ed and M. Ed. were revised so as to make them comparable with the international standard in terms of academic and professional strength. Meanwhile, the courses, among others, were customized by revising the contents, instructional methodology and evaluation system to cater the changing needs of the teaching field by preparing better teaching candidates for all the school subjects.

Secondly, an independent professional program (i.e. the first year of three-year B.Ed) named One-year Teacher Preparation Course (finally named as *Diploma in Teacher Education)* targeting to prepare trained candidates for Basic Level teaching force was developed and implemented. Target group of the course is non-ed PCL or Higher Secondary Education graduates.

Thirdly, B.Ed. in ICT education was developed and made effective for study under FOE/TU to commence from the academic year 2066/67. For the requirement of ICT infrastructure, five ICT labs have been established in five constituent campuses representing the development regions- *Siraha, Sanothimi, Butwal, Surkhet and Dadeldhura*.

Fourthly, a one month ICT awareness program for the teachers and the administrative staff (school supervisors, HTs, DEO and RED staff) was developed and implemented under the FOE through the identified five regional campuses. This has been designed as a basic ICTE literacy course with the aim of creating awareness about ICTE among the trainees and to qualify them to operate basic facilities of the computer programs.

Finally, 10-month in/pre-service primary teacher training qualification was accredited to be equivalent to grade-11 (education) program and the training graduates (some 65000) were granted eligibility to get admitted directly to grade-12 education course as especially designed and implemented by HSEB.

Implementation process: Under careful initiation of NCED, two separate and special collaboration agreements were administered between NCED and FOE/TU and NCED and HSEB for implementation of the activities discussed. An agreement with FOE was for three years (2008-2010) and the agreement with HSEB was for just for the year 2008. The agreement was approved by Council for Human Resource Development (CEHRD) headed by Hon'ble Minister for Education. As per the agreements, NCED was made responsible for providing technical design for each of the activities and for facilitating the collaboration partners to produce the set outcome.

Lessons learnt: Critical strategies of effective organization such as responsible thinking, proactive planning and professional approach were proved to be useful for successfully designing ang implementing such a demanding initiative. Success of the venture has added confidence for culcure of collaboration between the agencies.

13. Educational management training

Activity description: In congruence with one of the key mandates, various types of formal professional (in-service) trainings were offered to different groups of personnel that combine school heads, school supervisors, section officers, district education officers, deputy directors/under secretaries, directors/joint secretaries working in organizations under the ministry. Besides, personnel catagory of technical assistants also was target group. The professional training was designed on a common subject "educational management" for all groups. By law, the training qualification of one-month course is counted towards promotion to the higher class. NCED has been running the training

program ever since its establishment back in 1993. Before, such training would be conducted by Staff College, though, for the limited number of staff from the MOE.

Objective: The management training courses were offered mainly to equip the managerial personnel with professional outlook, technical skills and techological knowledge required for effective service delivery.

Target and output description: NCED has implemented more than 13 different training courses targeting to especially four categories of officials a) school principals; b) gazetted officers; c) senior executives and d) Technical (office) assistants (see the table below for details). By end of the reporting period, more than 70% of school heads and 85% of total gazetted officers have received in-service or formal professional training. In addition, almost 50% of the trained officials were also provided opportunity for short-term refresher training courses.

Profile of management training courses

S. N.	Course titles	Duration
1	Ed. Management training for Gaz-II Officers	30 days
2	Ed. Management training for Gaz-III Officers	30 days
3	Ed. Management training for non-Gaz-I Officials	30 days
4	School management training for primary school principals	30 days
5	School management training for secondary school principals	30 days
6	Thematic course on Effective service delivery system" for gazetted class I officers	1 week
7	Thematic seminar on School governance for gazetted class I officers	1 week
8	Thematic seminar on Educational management in the changed context for gazetted class I officers	1 week
9	Job induction training for Resource Persons (RPs)	30 days

10	Job induction training for ETC Program Coordinators (gazetted class III)	30 days
11	Job induction training for gazetted class III officers	10 days
12	Job Induction training for Gazetted II officers	7 days
13	Refresher training courses on different thematic subjects for gazetted officers	7 days

Implementation process: In the earlier days, NCED would rely more on the external experts for designing and conducting the training courses. Unlike in the past, there was almost adequate pool of experts within NCED and within the ministry system during the reporting period. In the same way, tradition of package-based training has gradually been transformed to fresh material-based problem problem solving training delivery system over the years. ETCs conduct training for school head-teachers and office assistants by using curriculum and manuals supplied by NCED. For the case of rest of the training, NCED would be responsible for both the design and implementation.

Lessons learnt: Effectiveness of the training largely contingent upon motivation factor. Motivation for the training courses does not always lie with quality of the training inputs but also associates with other factors such as ethical consideration, facilities, after-training-assignments and credits for promotion. Combination of in-house experts developed as trainers and outside specialists utilized as resource persons was found fitting to the trainees' needs. Nevertheless, mobilization of trainers for majority sessions was received to be more responsive and systematic in delivery of the sessions.

14. Monitoring and follow up support scheme

Activity description: Ever since the massive teacher training program was started back in 2002, a cenception of special Monitoring and Follow up Support (MFS) initiative was developed and put into effect to cover the entire

training system. The scheme was implemented over the period of TEP and SESP until July 2009.

Objective: Main objective of the scheme was to identify bottlenecks and needs for remedial support to all training providers (ETCs, APs, PPs) for the implementation. Likewise, an idea was that the MFS officials would be mobilized to provide on-site support for proper tracking and continuous improvement in design and delivery of the training programs at the local level.

Target and output description: Consistent with the objective, the MFS efforts remained useful to monitor performance of all the training institutions against given standards of inputs, process and outputs. Likewise, all APs, PPs and ETCs were able to receive remedial inputs for improving the training facilitation process. Based on the MFS report, annual planning process was made more responsive to actual needs at the clientele level. Further, the following tasks were identified to form a TOR for the scheme.

MFS scheme TOR

1. collect in-depth information relating to teacher training and other staff development activities.
2. provide on-site support to officials engaged in the implementation of programs to be monitored.
3. establish a functional system for reporting of monitoring findings
4. prepare monitoring reports for both ETCs and NCED.
5. make action plans to utilize reports at each level

Implementation process: A roster of monitoring officials of some 15-20 persons was formed in each NCED and ETC (09). The roster would be mobilized at least three times in a year to fit to the training schedule of three cycles a year. In the same way, total number of the roster officials was around 600 composed of selected retired teachers, educators, managers and working personnel having extensive experience in the field of teacher training.

With regard to investment, some 10 million rupees was spent for implementing the scheme over the period.

According to the mobilization hierarchy, NCED would mobilize its monitoring officials upto the ETC level and 09 ETCs would sent their MFS officials upto the ETC-B/Cs, APs and PPs of the respective service catchment. In addition, REDs and DEOs were also requested for conducting administrative part of monitoring and follow up support. However, ETCs were free to visit sample schools and get the ideas of how the training efforts would work in actual classroom situation.

Lessons learnt: Signs of impact of the MFS scheme were observed in annual planning, design of training materials and continuous imporvement in training delivery process. However, a question about to what extent the acheivement correspond to the amount of investment remained yet to be answered. Thus, a need for establishing formal mechanism of proper documentation, publication and dissemination of the MFS findings was urgently realized.

15. Multi lingual education program

Activity description: In response to emerging needs of teachers assigned to teach multilingual students without adequate teaching skills, NCED proactively started to work with different agencies to provision special teacher training program. As a result, DOE initiated multilingual education project (MLE), which was supported by the Finish government was brought into NCED's framework of teacher development back in 2008. Since then, various training courses of 10 days duration were designed and implemented in a pilot scale to cover the teachers belogning to different local languages.

Objective: The training program was designed to prepare the working teachers identified from the relevant multilingual schools for better teaching by using more than one local languages as medium of instruction in the regular classes. In fact, the training was intended to contribute to the government's long-term vision of developing special teaching cadres for multilingual education.

Target and output description: Virtually, the MLE project remained to be the milestone for taking departure to the new provision of teacher development activity targeting to the teachers teaching in various bilingual/multilingual settings. Over the past three years, training courses and learning materials were developed for 08 different languages. Besides, 05 batches of trainers and actual teachers were provided 10 days' long training on the same subject in different parts of the country.

Implementation process: NCED has been taking lead role with respect to developing and delivering the training programs for bi/multilingual teachers. DOE has limited its control to the domain of administrative facilitation, arrangement of resources and selection of target schools/teachers for the training. Till the end of 2009, budget of arround 10 million ruppes was spent for managing the cost of MLE training activities. It would be anticipated that the amount of investment would be increased in the days to come to cover the larger scope of its services.

Lessons learnt: Introduction of new teacher development avenues created immense enthusiasm and hope for the relevant group of teachers. It was good that even piece-meal initiative came into mainstream of the teaining system. In order for justifying the investment, NCED realized to do more with regard to preparing pool of experts on the area within the system.

CHAPTER-5: ACHIEVEMENT, LESSONS AND FUTURE ROADMAP

Achievement

i. **Backlog clearance of all untrained teachers in the school system**

At present, 98.2% of the working teachers-in-permanent positions (109,118) at all three levels of schooling-primary, lower secondary and secondary-have been made trained in full course of 10-month in-service certification training. Remaining teachers (some 35000) working under "RAHAT" or "local tenure" were already trained with teaching license as stipulated by the education regulation. Meantime, the remaining 1.8% teachers are also provided opportunity to complete the 10-month training through distance mode in the following years. To compare the status, there was 15% trained teachers in 2001.

NCED especially gained grand success in utilizing the resources and program arrangement under the TEP and SESP for providing the full course of training to all untrained teachers of the system. There were several occasions where the project targets and implementation modalities were adjusted and rationalized to achieve the government priority of clearing backlog of untrained teachers as committed in the Training policy (2005) and in the 10th five year plan. . The achievement was made due to careful and systematic planning efforts that include implementation of ETN guideline 2003, nation-wide Backlog Clearance Campaign 2008 and one-year extension of both the TEP and SESP project period. The backlog clearance is also a clearance of 37 years' history of teacher training and and it has lanaded in a situation where no child is taught by untrained teacher in Nepal.

ii. **Inclusiveness training force with increased representation of DAG candidates**

Over the period of past 07 years, one-year pre-service primary teacher training was provided to 2500 DAG candidates from selected 22 districts with an objective of developing their capacity to get recruited in the teaching force. Till the end of 2009, some 45% of them were found engaged in teaching profession with different tenures. This participation has also contributed to increse 1% of total teachers from the disadvantaged community in 2005 to 5% in 2008 (Flash Report 2008). The achievement was the result of multi-pronged interventions such as implementation of Fellowship Effectiveness Plan 2006 (see Annex-5), DOE circulars for priority-recruitment of the candidates in the teaching posts and continuous follow up works.

iii. Emergence of NCED as a competent institution in HRD field

Over the period, NCED was operated to grow into a competent agency in fulfilling HRD needs of the MOE system starting from schools to the national level. Merging of two training organizations into one unified agency, mobilization of extensive network of training providers (>200), for conducting pre/in-service teacher training, formal collaboration with international institution-Asian Institute of Technology (AIT) Thailand- were the milestone-effors in order for upgrading NCED's professional strength and functional competencies.

With regard to profesisonal capacity, total of 3900 training professionals trained for both the in-service and pre-service teacher training are actively working either on a regular or a roster basis in the stretched network. Besides, the regular training professionals (200) working in NCED and ETCs have been developed as "Specialist Cadres" in the field of teacher training (150); management training (40); and Distance Education (10). The core speciialists took a technical lead in providing TOT and in developing 80% of total 40 sets of training materials used for varios training courses

In relation to resource arrangement, development partners specially ADB and Danida have consistently been supporting government over the past 20 years along with different periodic reform programs namely PEDP and SEDP during 90s; and TEP and SESP during last decade.

iv. Expanded institutional linkages:

For sole purpose of the internal capacity development, NCED embarked on a unique exercise of long-term capacity building venture through institutional linkage with viable resource institutions within and outside the country since 2005. So far, NCED has established official linkage with the following institutions. The linkage approach of capacity building has proved to be upgrading and expanding professional visibility into the wider community.

Institutions having working linkage with NCED

1. Asian Institute of Technology (AIT), Bangkok
2. Regional English Language Center (RELC), Singapore
3. University of Malaysia- Center for Continuing Education (UM-Cced), Malaysia
4. Dela Sale University (DLSU), Manila
5. Seameo-Innotech Philippines
6. National University of Planning and Administraiton (NUPA) New Delhi India
7. TU/Faculty of Education, Kathmandu

v. Accreditation of training to the academic degree

With a deep sense of accountability, NCED successfully established special collaboration with HSEB for integrating the existing primary pre-service teacher training program into regular system of teacher preparation program i.e. grade 11-12 education program under the higher education board. Besides, both the in-service and pre-service 10-month primary teacher training was accredited towards the grade-11 education degree. As a result,

some 65000 10-month training graduates were provided opportunity to directly get admission to the sepcial grade-12 education program. According to the provision, the graduates would be able to complete higher secondary degree in one year period instead of studying the conventional course for whole two years.

In addition, NCED implemented another special collaboration with FOE/TU for various agenda. Among others, one was to develop one-year special professional degree named Diploma in Teacher Education (DTEd) targeting to non-ed PCL graduates. This degree is exclusively designed to meet the requirement of teacher preparation course required to be trained candidates for BASIC LEVEL teaching posts. Meantime, this course is also considered as 1st year of three-year B.Ed. porgram. This has also been designed by considering economic efficiency for the potential candidates because single investment is enough for having a degree for double purposes.

vi. Introduced self-regulatory system of classroom effectiveness

The RC-based TSM successfully piloted in five district and planned to expand all over the district has resulted in developing habit of the critical actors-teachers, HTs and RPs- for enhancing the classroom effectiveness. They have started to use the TSM Handbook as a guide to perfrom stipulated assignments. By idea, the teachers conduct baseline survey of the students' performance. On the basis of this, they formulate six-month Teaching Imporvement Plan (TIP) that contains subject-wise baseline score; target score to be achieved by the students; and better teaching activities. The TIP of every individual teacher at the primary level is posted on wall of the respective classrooms and teachers' office for display. The HT plays both the roles-preparing the TIP as a teacher and facilitating teacher collegues to prepare the TIP. This way, all teachers are engaged in teaching to meet the requirement of the plan. The plan is reviewed by HTs and RPs and revised by the teachers in every six month period of time. Basic idea behind the TSM design is to focus on utilizing the existing teachers' capacities for the classroom effectiveness on

their own initiation. It is observed that the teachers feel obligation to meet the plan target because they do not like to be questioned for failure while reviewing the plans. Theoretically, principle of "management of objective" has been applied in design of this mechanism.

Critical Issues and Lessons

i. Limited value addition by the training courses

In spite of the training qualification obtained by almost all teachers, more than 70% of head-teachers and 70-80% of other educational personnel working under MOE system, application of the skills and competencies developed through the training has remained at the limited magnitude. Some studies have revealed the fact that transfer rate of teacher training to the classroom has remained at 50% only. This gives alarming reminder to all of us to justify investment for the remaining 50% training. Trend of application of training for the managerial personnel is not significantly better than the case of teacher training.

ii. Serious duplication in investment for capacity building porrgam

Besides NCED, other departments such as DOE, CDC, NFEC and OCE would implement several training activities aiming at building capacity of the same clientele groups that are teachers, school supervisors, DEOs and RPs. For instance, short-term training on various subjects such as decentralized planning, multi-grade teaching, special education, gender empowerment, child friendly schools etc were conducted for teachers, supervisors and RPs. It is interesting to note that almost equal amount of investment is made for the purpose of implementing capacity building activities outside the NCED every year. Most of the training activities conducted by these agencies were found temporary and ad hoc in nature so that they could not leave much impact on the ground.

iii. Under utilization of the existing capacities

Physical infrastructure, human capacities and the technologies created and developed through the long course of implementation of several reform programs- PEDP, TEP, SESP and ICBP- over the period have not been adequately utilized especially under the NCED system. Individual organizations were not found proactive in identifying, utilizing and sustaining the available capacities.

iv. Deteriorating staff attitude

In many ocassions, NCED encountered disobedience, self-centeredness and intolerance attitude of almost all staff over the period. Putting this trend in a graph to explain it was seen at the level of around 10% in 2001 whereas it has increased to the 80% in the year 2009. Majority of especially professional staff were not observed practising self-initiation, collective accountability, and focused attempt to the organizational goal. In spite of their access to tremendous opportunities for capacity building and additional compensation schemes during the past 06 years, they could not make proportionate contribution to the benefit of organizations.

v. Defunct RC system for the intended purpose

Originally, RC system was created for providing on-site professional support to the teachers to make sure that all of them would be able utilize their full capacities to confidently delivery better teaching for the better students' achievement. However, 1053 RCs and 46 LRCs were kept totally detached from the intended roles over the last five years especially during EFA period. Such situation made undesirable impact on the NCED functioning system because the certification training could not reflect in the

classroom to the satisfactory level due to absence of regular follow up support to the trained teachers.

vi. Absence of in-service training provision for private school-teachers

Till the end of July 2009, government has not been able to establish any kind of training system for teachers working in around 8000 private schools serving not less than 15% of total students of the country. Although the private schools are supposed to have their own system of teacher development, they are not really much concerned with this aspect. Rather, they are more interested in students' score raising fast through intensitve teaching alone. On the other hand, teacher community has been looking up to the government for some form of collaborative avenues for training; whereby they can deliver effective teaching to confortably meet expectation of the school management.

Future Roadmap

i. New model of teacher development prorgam

The most urgently advisible step for NCED would be to develop TSM integrated Teacher Professional Development (TPD) model in order for addressing deficiencies of earlier training design. The TPD as suggested in the box below should be designed in such a way that teachers to be trained in the modules will feel accountable for performing better teaching by immediately applying new teaching skills/competencies learnt. As a result, all students, parents, head-teachers and teach collegues will be able to realize significant difference in teaching of every teacher after completion of each module. The module design should totally follow the holistic needs of teaching learning that universally exist in three different levels-individual (teacher), organization (school) and system (curriculum, policies and statute).

In terms of learning avenues for teachers, the design should create multiple and autonomous learning opportunities for teachers such as learning

through project works, learning by cooperative mode, learning through reflection, comparing results of own perfromance etc.

TPD module (10 days) structure

Three independent modules of 10 days each constitute 30-day TPD course that primarily aims at solving immediate pedagogical problems of the teachers and at providing them with continuous learning opportunities for renewal of professional knowledge

1. **Part-1: Training cum workshop**

(face-to-face event to be conducted at the training hub(RCs for Basic level and ETCs/LRCs for secondary level) runs for 5 days)

2. **Part-2: Self-study exercise**

(school-based event upon completion of the part-1 course runs for 30 days' gross period by engaging the participants independently in the structured sets of assignments and counted towards credits equivalent to 3 days' course)

3. **Part-3: Instructional Counseling**

(school-based event upon completion of the part-2 course runs for 2 days under complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide on-site professional support)

{Whole module combines input/training event (part-1) followed by application and aotonomous learning (part-2) and on-site follow up support (part-3) for planned imporvement in performance through continous learning}

With regard to implementation modality, especially three types of local institutions such as RCs/LRCs, DEOs, and ETCs should be made ultimate responsible for organizing the modules. It has been more important to create a sense of collective accountability and ownership among the agencies-at-the-implementation level.

ii. New model of leadershipcapacity building at the school leve

Keeiping in view recent changes in roles and responsibilities of school head-teachers, new model of leadership training as prescribed in the box below should be designed and implemented. The suggested model is primarily meant for better preparing the school heads for current roles *(need to know. principle)* rather than future roles *(nice to know principle)*. Present design has

based on the similar theoretical premise as applied for the teacher training design.

HT_LCBT Design (30 days)

Part-1: Training cum workshop
[face-to-face event to be conducted at the training hub(ETCs and LRCs) runs for s days]

Part-2: Self-study exercise
[school-based event upon completion of the part-1 course runs for 20 days' gross period by engaging the participants independently in sets of structured assignments that is counted towards credit equivalen to 18 days, course]

Part-3: Instructional Counseling
[face-to-face event in form of contact session to be conducted upon completion of part-2runs for 2 days at the training hub (ETCs and LRCs)]

{Whole course combines input/training event (part-1) followed by application of knowledge (pasrt-2) and guidance for further imporvement (part-3)

iii. Responsive teacher preparation program

In order to prepare high quality teaching candidates, special provision of at least one-year Teacher Preparation Course (TPC) like "Teaching certificates" in Korea should be made mandatory on top of the required academic qualification (non-education degrees) for secondary level, for example one-year professional degree for candidates having Master Degree in non-eduactional disciplines). Existing one-year B.Ed. program can be upgraded to the TPC for secondary level. Similarly, existing TPC for Basic Level should be continued by expanding to all FOE campuses in the country.

With regard to implementation modality, FOE campuses should be mobilized with primary responsibility of running the TPC programs. Nevertheless, respective ETCs should also be mobilized as alternative providers in non-FOE districts. However, the exmination and certification formalities will be conducted by the FOE system only.

Besides, policy of diversification of teacher preparation porgram should be adopted. Provision of specialization on multilingual education, special education, multigrade teaching, guidance and counselling etc. should be introduced in both the TPCs and in certification, bachelor and master levels.

iv. **Qualification upgrading of the working teachers**

For full compliance of new qualification criteria set by the SSRP, special "grade-12 education" program needs to be continued to provide opportunity for upgrading qualification of working teachers having SLC + 10-month teacher training degree.

Likewise, special "professional B.Ed" and "professional M.Ed" programs should be developed with an objective of opening access for all working teachers having I.Ed or equivalent and B.Ed or equivalent degree respectively to the higher degree. The "professional degrees" will be developed in such a way that the target students (working teachers) will have opportunity to utilize flexible process, distance and part time mode to complete the degree. The teachers will be allowed to join and complete the courses on their own initiation with private finance. However, it will be ensured that the teachers will not have to leave the schools for significantly long time for the course.

For the implementation, FOE campuses should primarily be made responsible for running the professional degree courses. Nevertheless, respective ETCs will also be mobilized as alternative providers in non-FOE districts. However, the exmination and certification formalities will be conducted by the FOE system only.

v. **Integrated approach of capacity building under NCED system**

The tradition of piece-meal initiatives in training program should be transformed to an integrated approach of delivery through unified system, NCED. Likewise, government agencies should hold full accountability of

eliminating the duplication and overlapping in investment for the same or similar training activities. For this, a comprehensive training plan needs to be prepared annually on a rolling basis for the use of all departments (DOE, CDC, OCE, NFEC and NCED). Then, the plan should be followed strictly for budgeting, implementing and reporting through the mandated agency such as Unicef, Save the Children, National Academy of Science and Technology, World Education, Innovative Forum for Community Development, Family Planning Association of Nepal, Aliance for Social Dialogue etc.

vi. **Organizational restructuring in the changed context**

In order to betetr prepare MOE and its departments for the SSRP implementation, careful restructuring should be undertaken. This needs to be done by for redefining and realigning legal mandates, scope of roles and service delivery mechanism of the organizations. The restructuring will be the best step to rejuvenate them for the new responsibilities in the changed context. The urgent step should be to immediately begin the restructuring of NCED system.

vii. **Upgrading mandates of NCED**

Upon the foundation of accomplishment made and capacities developed so far, NCED should aim at preparing for implementing professional degree courses (BED, MED and PHD) targeting specially to working personnel such as teachers, school supervisors, under secretaries, section officers and joint secretaries. The professional courses will be designed to be different from that of academic degrees being run under the universities. The degree courses are dominantly loaded by contents oriented to professional growth, excellence, efficiency. At the early stage, a strategy should be adopted to implement such activities jointly with relevant academic institutions, preferably Tribhuvan University under special collaborative venture so that the NCED will gradully be able to upgrade its professional and legal status.

viii. Competitive process of leaderhsip selection

By learning from the experience, there has been urgent need of introducing provision of competitive test mandatory for the positions of organization heads in NCED and ETCs. According to the scheme, the test that may consist of written examination, proposal submission and interview will be administered for all eligible and interested candidates. The successful candidates will then be appointed under contractual basis (2-3 years) with provision of maximum one year extention.

This scheme is recommended with an expectation that it will be useful for the selected heads to hold adequate degree of accountability for the results of their delivery. Meantime, the scheme is also expected to ensure competent and productive leadership exercise in the organizations.

The end

Annexure

Annex: 1-6

1. Extensive Training Network Guideline 2059
2. Guideline for Backlog Clearance Campaign 2009/2010 (2067)
3. Teacher Training Status Report 2066
4. Functional Guideline for Multi-grade Teaching
5. Fellowship Effectiveness Plan
6. Speacil Collaboration Between FOE/TU and NCED Bilateral Agreement document

Annex-1

A Stragety Paper

Primary Teacher Training (In-Service) Program

Extensive Training Network Guideline 2059

National Center for Educational Development

Magh 2059 (January 2003)

In-Service Training Program for Primary Schoolteachers **Extensive Training Network**

A. Background

Teacher training happened to be made a mandatory provision for the school system, since implementation of the NESP 1971. In course of materializing the provision of teacher training the government-Ministry of Education- led substantial initiatives by establishing several training institutions through out the countries. In addition to the government efforts with internal resources, several projects also supported by external assistance came into effect. Shrestha (K.N.) 2002 states that projects were Education Development Project 1954 funded by • 'SA, EAGWE funded by UNICEF/ NORAD/UNDP, RETTP funded by USA1D, ERDP 1981 funded by UNESCO/UNDP/UNICEF/Agfund, Primary Education Development Project 1983 funded by WB/UNICEF, BPEP-I 1992 WB/UNICEF, DANIDA/J1CA, PEDP 1992 funded by ADB etc. Besides, BPEP-II 1999 financed by CIP fund is underway.

Training policies and strategies were also enforced to proper implement and coordinate the training programs. Large chunk of the budget of education sector was also invested for the purpose. In spite of the effort, the teacher-training component proved to be not yielding expected result even in quantitative term. This scenario could be byproduct of fragmentation and *ad hoc ism* in terms of policies, institutional networking, and investment. However it was in existence in the system especially before the establishment of NCED.

Having learnt from the previous experience, National Education Commission 1992 recommended to create and operate a National level Training Authority to deal with all kinds of training related functions within the MOES system for the country. Consequently, National Centre for Educational Development (NCED) was established at the national level in 1992.

By mandate, NCED is entitled for serving MOES as a technical arm being a center for human resource development for the Ministry system. For this mission it has been so far taking over various roles that are covered in the 3 components.

-Component-1: Training of teachers

-Component-2: Management training and professional development programs

-Component-3: Research studies on training issues

Since this document is all about teacher training, it talks much on the matters related to the component-1.

This institution is an apex body for the teacher training, one of the HRD function, has been working for implementing the teacher-training program in a coordinated manner to respond to the need of teacher training in a country. Since then, the institution exposed, to the fullest commitment, to implement the mandate of launching teacher training programs through its allied institutions-9 primary Teacher Training centers-to address the training need of the whole country.

However, NCED, technically, happened to be responsible for primary teacher training only whereas Secondary Education Development Centre (SEDC) is another institution existing for the training of secondary level teachers. Distance Education Center is also in place with the supplementary role of delivering primary teacher training programs.

Presently NCED has been made responsible to implement Teacher Education Project assisted by ADB from June 2002 to 2007 for 6 years focusing on the primary teacher training programs.

Furure direction in the system

Secondary Education Support Program (SESP), which is under the process of agreement, has indicated a new direction regarding the future role of NCED. The SESP has envisaged the process of merging training institutions like SEDC, DEC and NCED to a single organization that is NCED, probably with the new name title-NIED. In accordance with the new role, NCED is going to be a central authority for primary and secondary-level-teacher-training program. Original idea of this initiative is to lead the program with coordinated and sustainable fashion. Further, with the merger of central institutions the merger of their allied institutions also will take place. Meaning, 9 PTTCs and 25 SEDUs also will ultimately be merged to the single system based on the guidelines agreed by MOES.

Whatsoever, NECD, as a leading institution for Human Resource Development (HRD) for the MOES, has been entitled responsible for training of schoolteachers, which is considered as a part of HRD intervention.

Presently, NCED is highly pressurized and enthusiastic to clear the backlog of untrained primary teachers by providing 10-month in-service training within the specified time frame that is within the project period.

B. The Context

Currently, NCED is in a challenging state in relation to primary teacher training mission. It has been made responsible, among others, to provide 10-month in-service training to all untrained primary teachers of Nepal within the stipulated time period. 7th amended Education Act 058, Education Regulation 059 and Approach Paper for the 10th 5 year Plan have already declared the government commitment towards teacher licensing provision. The Approach Paper has set target to provide permanent teaching license to 80,000 working teachers of the primary level in 5 years (10th plan period). The pre-requirement for the license happened to be defined liberally in the Act and Regulation **to'** be the 2.5-month module of 10-month in-service teacher training.

However the spirit of teaching licensing is retaining qualified, commetted and -well trained teachers in the teaching position in order to ensure improved level of student £ achievement in the school level, in this case primary schools. For this, mere 2.5-month training inputs to the teachers can not be perfectly enough, rather it definitely requires full training that is 10-month training. Therefore, Keeping the spirit in view the system should be prepared to make the 10-month training service available to all untrained ones. But obtaining teaching license is part of the role of individual teacher.

Out of 78000 primary teachers of public schools some 14000 (SLESN 2000, DOE) only have received 10-month training that is completely trained, though there are about .34000 teachers who have almost completed 3rd modules of the training course. The Teacher Education Project in loan assistance of ADB is set to be implemented by NCED from the running FY (059/60) for 6 years. Several provisions announced by the government could best describe the context of the issue, which are as follows.

1. NCED is to implement the Teacher Education project in loan assistance of ADB from the running FY for 6 years (2002-2007).
2. The project provides the resources required for operating teacher training to the in-service teachers.
3. 7th Amended Education Act has declared that all working teachers will be obliged to receive permanent Teaching License.
4. Similarly 10th plan has targeted to award teaching license to 80000 teachers within the 5 years to come.

Drawing observations from the context, NCED as a leading institution for the teacher-training program has unquestionably to take an initiative in making arrangement for trai"<mg the teachers within the stipulated time frame.

C. About the ETN

Improving the quality and efficiency of better access to basic education through provision of better qualified teachers is a prioritized mission of the government today.

In order for achieving the target regarding the primary teacher training within the stipulated time frame it has become imperative to build an Extensive Training Network (ETN). The ETN is all about implementation arrangement in relation to the primary (in-service) teacher-training program. It open up the avenues for the delivery of training in massive scale in the years to come in line with current commitment of the government towards immediate objective of Teacher Education Project-in-ADB assistance, and lesson learnt from the history of teacher training.

So-NCED has a presure to establish sustainable mechanism of teacher training in respect of its implementation arrangement. As a result, NCED came up with an attempt of building a ETN for which it has initiated prepare this guideline paper which is to be submitted to the Training and Instruction Committee (TIC), previously TMCC for the approval so that the ETN will be effective from the running FY 059/60.

Processes

In course of preparing this guideline **several processes have been applied so far, which are as follows.**

a. Review of existing documents
b. In-house discussion and consultation with DEC professionals
c. Meetings and Discussion with Dean ofTU-FOE
d. Meetings and Discussion with Higher Secondary Education Board (Director and colleagues of Curriculum Division)
e. Feedback collection from key officials ofMOES, DOE, DEC etc.
f. Incorporation of comments from TIC members
g. Consultation meeitng with senior officials from ADB (11 June 2002)
h. Discussion in the CORE Committee headed by Secretaty, MOES
i. Discussion in Meeting of Heads of 9 PTTCs

All the parties and personalities under the consultation and discussion have enthusiastically agreed the whole ideas in the guideline. Inception Mission (June 2002) headed by Ms. S. Brar, TEP officer from ADB-HQ has explicitly acknowledged the guideline and also assured for readjustment of the training schedule as indicated in the project. It is also anticipated that this initiative will be able to serve as bases for the Teacher Training Master Plan, which will have to be prepared in a due course.

Significance

The major significance of the ETN-concept paper is to guide the entire activities in relation to modalities of the implementation of teacher training under the framework of the TE project. As there are significant shifts in the government commitment/policies with respect to the teacher training for the past couple of years, some provisions related to the training targets, institutional arrangement for the implementation, and schedules made under project will no longer be in compliance with the current commitment of the government. Therefore the paper is expected to lead the whole training implementation initiatives under the project framework by considering the line of government policy.

The paper will also be sustainable contributive to the effective and efficient utilization of the resources available through the project by establishing public-private partnership in teacher training.

Limitation

The paper is prepared under couple of **limitations.** The paper limits to one of the 4 components of the project that is Providing Teacher Training. It primarily emphasizes on building an Extensive Training Network which includes institutional arrangement essentially required for delivering the 10-month in-service training programs for the primary teachers (in-service) in the possible earliest time period (next 6 years).

The guideline will get perfection in its projection of training quota for partner institutions only after using findings of 2 mini studies as proposed in the following chapter. Implementation of the guideline will be done in close guidance of the CTA recited by the ADB under the TA for capacity building for TEP.

D. Analysis of the Training Need

Having studied the statistics published and informal study conducted by NCED has established real numbsr of teachers to train. ATN done in the study

has also figured out the teacher population, which should be addressed by the flexible training program.

Table-1 Analysis of Training Need (ATN)

Teacher Status	Present 78000			
	4th Package	1st Package	2nd Package	3rd package
Present Training Status (trained)	13500	34000	34000	34000
Gross Training need	64500			
	1st	^nd	3rd	4th
Need to Train	3 ,"'00			
Temporary teacher population	25UOO			
Remaining	*5500			
Deduction of number of teacher by age and experience category by . 13%: 15+experience 45+age	700 (The population is expected to be provided with flexible training			
Remaining	4800			
Training need	29800			
Real training need for the project period	29800 (30000)	30000	30000	30000+34000 =64000
Real Training need during the project period as per the new curriculum structure	1st Phase 30000	2nd Phase (5-month) 30000		3rd Phase 30000+34000 (3rd completers)= 64000

Note:

1. *The estimation of training need based on the assumption that training the teacher increment will not be the government liability especially in relation to long term in-service training*

2. *The attrition rate of 2.5% for the next 5 year determined by the informal study seem to be very nominal that is 400/year, so it is not considered.*

3. *The age and experience category covers around 13% of total untrained teachers (1998, NCED)*

4. *The table also does not cover some 5000 teachers who are yet to be trained in 2nd and 3rd module upon the assumption that the number can be dealt with by the end of this FY or by the 1st trimester of next FY through the Distance mode.*

5. ** The deduction ^age and experience category is applied only to the teacher population who are currently woik ng permanently because the temporary teachers will be replaced by new entrants for whom the category is not applied.*

6. *If 16000 out of 25000 temporary positions are fulfilled by already licensed teachers the need for in-service training again comes down.*

The real training need of 10-month course is only 30000 where as 34000 teachers need to complete the 3rd phase training course (4th package as per the old curriculum). The 10-month training course is currently administered in 3 phases of 2.5-month for the 1st and 3rd phases and 5-month for the 2nd phase. According to the existing training strategy, the 2nd phase of training is delivered through distance mode by DEC and 1st and 3rd phases are delivered through face-to-face mode by 9 PTTCs.

Distribution of training liability by face-to-face and distance mode

Table-4

Face-to-face mode		Distance mode	Remarks
1st phase	3rd phase	2nd phase	
30000	64000	30000	
94000		30000	

The distribution shows that NCED is responsible to train 94000 teachers in either 2.5-month course and DEC is responsible to training 30000 teachers in 5-month training, c

Distribution of the number by year (project duration)

Table-5

Institution	*1st/02*	2nd/03	3rd/04	4th/05	5th/06	6th/07
NCED 1st phase 3rd phase	6000 6000	6000 10000	6000 10000	6000 11000	6000 11000	- 16000
DEC	-	6000	6000	6000	6000	6000

Note: The plan is in compliance with 10 plan projection. The number has been strategically devised less in the 1st year than in the next ones since it is also the preparation year.

The table indicates that NCED should create institutional strength of providing 2.5-month training to 17000 teachers every year, whereas DEC seems to have comfortable business in proportion to its strength.

Special Provision

Special Flexible Training Course will be developed and implemented for the teachers who have completed 150 hors training (about 9000), and teachers who are 15+years of teaching experience and 45+ years of age (about 700). The course will be delivered through RCs and distance mode blended with self-learning instructional materials. If need be, additional Mobile Teams will be regulated for the purpose.

F: Institutional Network (Framework)

The ETN Need

It is crystal clear that NCED with its home strength cannot cope with the requirement of organizing 2.5-month training to 17000 teachers per annum since currently it possesses the strength of producing 4700 trained graduates in a module of 2.5-month per annum. For this, an extended training network is required to be established by the initiation of NCED. Potential training providing institutions are to be explored and utilized with the systematic mechanism.

In this connection, several policy documents have stressed to make typical provisions as described bellow.

1. ADB, RRP for TEP 2001

In addition to government PTTCs, HSSs with education stream, PPTTCs, and FOE campuses will be utilized to assist in training in-service training programs.

2. MOES, NBETA Project, 2000

In addition to government PTTCs, Resource Centers, SEDUs, HSSs with education stream, PPTTCs, and FOE campuses will be utilized for training in-service training programs. This will also facilitate much needed training orientation in the academic institutions like HSSs and FOE campuses, and professional collaboration in promoting a training culture in Nepal.

3. SPPSTTN, MOES, 1998

For the 1st and 4th package of training beside NCED/9 PTTCs, other potential training providers like PPTTCs, FOE campuses and HSSs will be encouraged.

In addition to it, number of research studies and professional articles also has strongly raised the need for extensive collaboration to address the training need. As for example Shrestha (K.N.), 2002 states that utilizing the resources of private sector, FOE campuses and HSSs is imperative to achieve the targets of clearing backlog **of** untrained primary school teachers in a specified time frame.

The Mandate

NCED has provided with mandates to establish an extensive training network under the collaboration with HSSs, FOEs, and Private sectors through the approach paper for the 10th plan and Education Regulation 2058. The documents have made a provision of launching teacher-training program by utilizing the potentials of HSEB, FOE and private sectors.

Further, the Teacher Education Project document for which an agreement was signed between HMG/N and ADB on 28 January 2002 has explicitly indicated the need for utilizing the potentials of FOEs, HSSs and Private PTTCs for in-service teacher training.

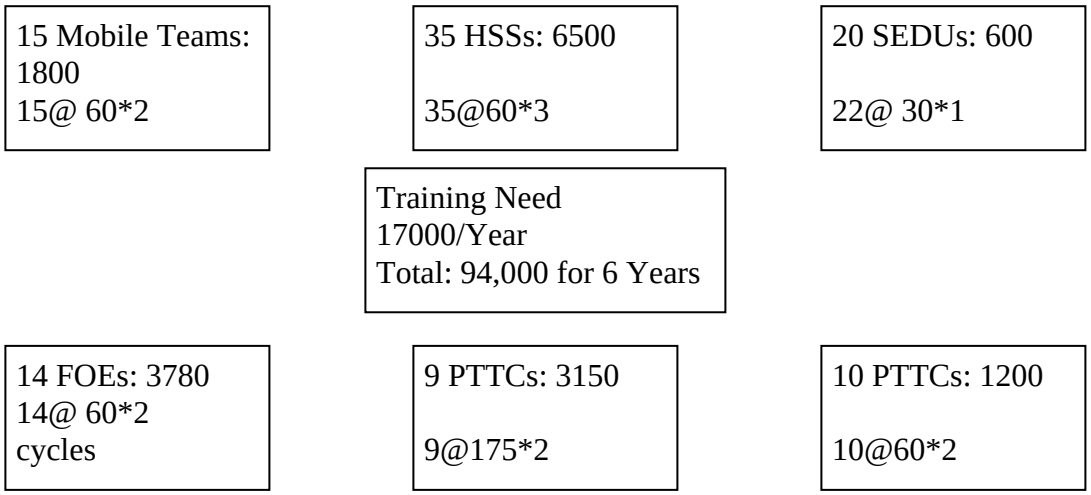
In addition, a Teacher Education: Policy Measure 2001 principally adopted by TMCC has one of the strategies, which includes mobilization of HSSs, FOEs and Private PTTCs to deliver extensive training services for clearing the huge backlog of untrained primary teachers.

Keeping in view the policy direction and the need, NCED intends to explore the possibilities of potential professional institutions as to establish an

extensive training network to render training services in a massive scale ultimately to clear the backlog of untrained primary teachers.

The diagram also describes annual strength of an individual institution.

Extensive Training Network



Note:

HSSs: Higher Secondary Schools

FOEs: TU-Faculty of Education Campuses

PPTTCs: Private Primary Teacher Training Centres

PTTCs: Primary Teacher Training Centres ruiming under NCED system

MTs: Mobile Tearr

The network indicate the fact that 5 types of institutions work as partner institutions of PTTCs, with this 6 types of institutions will be involved for the same mission that is training. Allocation of the training targets is only for 2.5-month training, which can be either phase.

Profile of the Partner institutions and entities

Primary Teacher Training Centres (PTTCs)

So far, 9 PTTCs are working under the direct control of NCED with the reasonable infrastructure and training facilities. These are also allied institutions of NCED which are supposed to implementing the NCED

program.

Faculty of Education, TV

Currently, there are 80 campuses running under the Faculty of Education, TU through out the kingdom, out of which 16 campuses are constituent ones and 64 are affiliated. The campuses launch academic courses in education and also pre-service professional training courses for the secondary and university teacher candidates. The ETN intends **to** select 10 best campuses in terms of location, resources, and willingness for the purpose.

Higher Secondary Schools

Altogether 775 higher secondary schools are presently in operation upon the affiliation provided by HSEB, out of which some 300 schools run education program. The schools-with-education runs academic courses in education or in-service professional training for the lower secondary teaching candidates. The ETN intends to select 10 best can.i^ 'ses in terms of location, resources, willingness for the purpose.

Private Teacher Training Centres (PPTTCs)

There are 17 PPTTCs affiliated with NCED working in the different location of the country that run primary teacher training programs for pre-service and in-service teachers. In addition, around 200 organization have applied for the affiliation this year only. So the total number of PPTFCs will definitely be higher by the middle of this year. The ETN intends to select 10 best campuses in terms of location, resources, willingness for the purpose ,; .

Secondary Education Development Units (SEDUs)

There are 25 SEDUs established under the direct control of SEDC with essential resources and training facilities in strategically selected location. They launch certification training for in-service secondary teachers in core subjects. The ETN **intends** to further collaborate wth SEDUs for the primary teacher training mission.

RC Based mobile teams

The teams comprise of training experts from among (especially) the school supervisors selected professionally by the NCED/PTTCs and designated administratively by the MOES as per the requirement recommended by NCED. The teams will work at or with RCs.

Cost Estimation for the Training

The study also attempted to estimate the tentative cost to be incurred for the 10-month training to the untrained teacher. The estimation has been distributed in 6 years since the Teacher Education Project runs for 6 years as indicated in the table.

Table-2

In Rs.000/-

Financial Implication in Long Term In-service Teacher Training

Institution	r/o2	2n<l/03	3"'/04	4tll/05	5tll/06	6tll/07	Total
NCED							
Physical target	12000	16000	16000	17000	17000	16000	94000
Financial target	108000	144000	144000	153000	153000	144000	846000
DEC	-	6000	6000	6000	6000	6000	30000
Physical target	-	42000	42000	42000	42000	42000	210000
Financial target							
Physical	12000	22000	22000	23000	23000	22000	124000
Financial	108000	186000	186000	195000	195000	186000	1056000

Note:

1. The calculation is based on the assumption that the 1 st and 4th packages will implemented through face to face mode and the rest ones will be through distance mode as it is at present.
2. 9000/- Unit cost for face-to-face mode and 3500/- for distance mode have been applied. (2001, DEC)
3. The duration of 6 years has been derived from the duration of forth coming Teacher Education Project funded by ADB

4. The number of teachers to be trained by packages is taken from the analysis reflected in the table 1.

The study discloses the fact that total amount 1056000000/- is required for completing 10-month training to the untrained teachers. Out of which the amount of 210000000/- is shared by distance training and 846000000/- is by face-to-face training.

G. Back-up to the ETN concept (2 MINI assessments)

Concept of present ETN calls for primarily 2 MINI studies, which establishes factual data validate the planning done in the present Concept Paper. Similarly the finding of the studies will provide bases for selection of the very partner institutions (under the network) and also establish the norms for financial allocation to those institutions for conducting the training programs.

Understanding is that, after the Education and Training Committee (ETC) approves the concept proposed, NCED will immediately initiate the following 2 MINI studies for the purpose.

1. *A study on assessment of technical strength of the potential institutions Vis 'a Vis population of the untrained teachers within the respective catchment areas.*
2. *A study on financial norms required implementing the programs through the proposed arrangement.*

H. Technicalities in the materialization of the ETN concept

1. Having considered the extended roles-specific roles required to be discharged in course of materializing the concept- in addition to the regular commitment (other than training) of 9 PTTCs, they will be refrained either from conducting one cycle (currently 3 cycles are run) of training in a year or from the training quota. Thus, now onward, the PTTCs will run either only 2 cycles of 2.5 month training every year of comfortable groups of training in order to spare especially human resources for the extended roles stipulated in this guideline.
2. The institutions for the ETN of ETN Institutions (ETNIs) will be strategically from the particular geographical territory considering the density of the teachers to train and strength of the particular institutions.
3. NCED will ini hte to reach a formal agreement with every ETNI for conducting the training with the set quota.
4. In order to build commitment of ETNIs towards the training delivery NCED will provide them various forms of inputs.

- Training materials (packages)
- Budget as per the norms approved
- Constant technical facilitation
- Financial resource for management support (institutional strengthening)

I. Administrative Mechanism

1. Coordination provision

There will be coordination committees at the central level and zonal level (PTTC level) which will be made responsible for effectively coordinating the activities and initiatives related to the implementation of training program through the network.

Composition of coordination committees

National Committee/or Teacher Training Coordination (NCTTC)	*Convener*
* *Executive Director, NCED*	Member
* Director, DEC	Member
* Director, Planning Division, DOE	Member
* Director, Primary Education Division, DOE	Member
* Director, Program Division, HSEB	Member
* Dean, FOE, TU	Member
* Director, SEDC	Member
* Representative, PPTTCs	

Role of NCTTC

- Provide high level of administrative support for the implementation of training program from the central level
- Mobilize own institutional set-up for delivery of the trainings binding with the ETN system
- Advise the training planning and training modalities to NCED

- Check deviation and overlapping in planning at the national level
- Report the progress to the ETC bi-monthly

Zonal Committee for Teacher Training Coordination (ZCTTC)	
A committee is established and functioned by the number of government 9 PTTCs	
• **Head, PTTC**	Convener
• Heads, HSSs under the network (within the area)	Member
• Heads, FOEs urc-sr the network (within the area)	Member
• Heads, SEDUs under the network (within the area)	Member
• Heads, PPTTCs under the network (within the area)	Member
• DEOs, DEOs within the area	Member
• RED, Within the Area	Member

Role of ZCTTC

- Provide high level of administrative support for the implementation of training program from the organization or district level
- Mobilize own institutional set-up for delivery of the trainings binding with the ETN system
- Advise training planning and training modalities for the zonal level training program to the PTTC
- Recommend for the selection of mobile teams to the PTTC
- Check deviation and overlapping in planning at the zonal level
- Report the progress to the ETC bi-monthly.

2. Extended role ofNCED

- Materialize the concept of ETN based on the findings **of** aforementioned 2 mini assessment studies
- Deliver financial and material (Training packages) resources to the ETN Institutions (ETNIs) on time

- Establish training quota considering the strength of the institutions and national level target, and circulate to the ETNIs.
- Provide constant technical facilitation (TOTs and other professional training) to the ETNIs and the respective training staff also through the 9 PTTCs
- Conduct examination of the training conducted in the ETNIs through the 9 PTTCs
- Develop and apply a practical guideline **for** monitoring and follow-up of the performance of ETNIs
- Assist and implement the suggestion produced by NCTTC
- Provide financial support to the ETNIs for the better management

3. Extended Role of 9PTTCs

- Each PTTC will be designated as a Lead Center which oversees the overall training activities for ETNIs
- Provide technical facilitation (TOTs and other professional training) to the ETNIs so as to ensure quality of the training delivery provision
- Establish training data base of own cluster
- Plan for the training program
- Prepare and implement training schedule through the ETNIs
- Conduct training examination of the training programs conducted by the ETNIs and mobile teams
- Select the mobile teams with the recommendation provided by the ZCTTC
- Undertake systematic monitoring and follow-up **of the** performance of ETNIs based on the guideline circulated by NCED
- Release budget to the ETNIs based on the norms approved
- Deliver training materials to the mobile teams

4. Roles of ETNIs

- Conduct training with the high level of commitment
- Ensure quality of the training
- Report to the lead centre and NCED

- Maintain effective communication with the lead centres and NCED
- Forward training data on time

6 years' Projection of Training Strength 059/60-064/65 (002-008)

S.N.	Year	Module (Face-to-face)		Institutions involved	Distance mode
		1st	3rd		2'"' phase
1	Year 1:059/60 (02/03)	6000	6000	PTTCs, FOEs, HSSs	-
2	Year 2: 060/61 (03/04)	6000	10000	PTTCs, FOEs, HSSs, PPTTCs, RCs, SEDUs	6000
3	Year 3: 061/62 (04/05)	6000	10000	PTTCs, FOEs, HSSs, PPTTCs, RCs, SEDUs	6000
4	Year 4: 062/63 (05/06)	6000	11000	PTTCs, FOEs, HSSs, PPTTCs, RCs, SEDUs	6000
5	Year 5: 063/64 (06/07)	6000	11000	PTTCs, FOEs, HSSs, PPTTCs, RCs, SEDUs	6000
6	Year 6: 064/65 (07/011)	-	16000	PTTCs, FOEs, HSSs, PPTTCs, RCs, SEDUs	6000
	Total	*30000*	*64000*		*30000*
	Grand Total		94000		30000

K. Quality Assurance

In order for assuring the quality of the product or trained teachers, following focuses will be materialized with the fullest commitment.

- The potential training institutions for the ETN will be selected and designated on the basis of prior feasibility studies as prescribed in the following chapter.
- Constant technical facilitation that includes TOT, supervision will be made available for the ETNIs institutions by the NCED and 9 PTTCs.
- Quality training packages and reading materials will be supplied by NCED.
- Reliable arrangement for continuous monitoring and supervision of performance of the ETNIs will be made through 9 PTTCs, REDs, DEOs and NCED.

L. Resource Allocation Mechanism

A Mini study will be conducted to establish per unit cost of training in an individual institution. Based on the unit cost a comprehensive mechanism will be devised to allocate and manage the funds.

M. Risk

In implementing the proposed ETN, there have been anticipated a couple of risk factors that are as follows.

A. Respective schools will suffer from long absence of teachers.

B. Even minor lapses in coordination and administration may cause decrease in quality of training delivered.

C. Insensitivity of poor commitment of authority and professionals involved leads to failure of the whole idea.

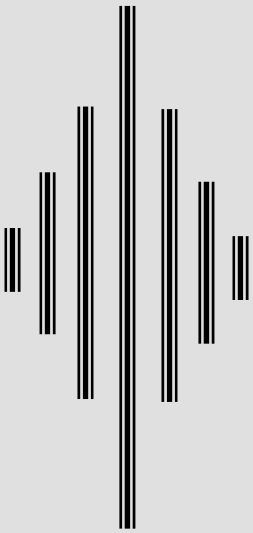
N. Potential Responsibility-Provision of Substitute Teacher

Since in an average 19000 teachers keep away from their regular work for the training every year for 2.5 months duration, provision of substitute teacher genuinely to be made for which possibilities can be explored within the resource arrangement under the TEP Project.

Annex-2

शिक्षक तालिम कार्यक्रम कार्यान्वयन अभियान पुस्तिका २०६७

(Guideline for Backlog Clearence Campaign 2009/10)



नेपाल सरकार
शिक्षा मन्त्रालय
शैक्षिक जनशक्ति विकास केन्द्र
सानोठिमी, भक्तपुर

Guideline for Backlog Clearance Campaign

१) सरकारको प्रतिवद्धता र लक्ष्य

चालू आव ०६५/६६ भित्र TEP अन्तर्गत सबै स्वीकृत दरवन्दीमा कार्यरत शिक्षकहरूलाई १० महिने तालिमको पूर्ण कोर्स (आधारभूत + दोस्रो + तेस्रो चरण) सम्पन्न गराउने नेपाल सरकारको निर्णय रहेको छ र आगामी आवको पहिलो चौमासिक भित्र (श्रावण-कार्तिक) व्यावहारिक रूपमा सबैलाई तालिम प्रदान गरिसक्ने व्यवस्था रहेको छ ।

२) जम्मा लक्षित सङ्ख्या

आधारभूत चरण - ३४४४

दोस्रो चरण - ४५००

तेस्रो चरण - १३६४१

३) लक्ष्य हासिल गर्ने रणनीति

क) अनुकूल तालिम तालिका र कोटा वितरणमा प्रभावकारिता

ख) तालिममा शिक्षक सहभागिताको सुनिश्चितता

ग) अभिलेख दुरुस्त गर्ने

४) रणनीति हासिल गर्ने कार्यविधि

क) अनुकूल तालिम तालिका र कोटा वितरणमा प्रभावकारिता

अ) सेवाकालीन प्राथमिक शिक्षक तालिम कार्यक्रमको समयतालिका

क्र. सं.	पटक	सञ्चालन हुने कार्यक्रम	समय-तालिका
१	प्रथम पटक	सेवाकालीन प्राथमिक शिक्षक तालिम (२.५ महिने आधारभूत पहिलो चरण र २.५ महिने तेस्रो चरण)	२०६५ कार्तिक २४ गतेदेखि २०६५ माघ ९ गतेसम्म परीक्षा : २०६५/१०/९, बिहान ११:०० बजे

क्र. सं.	पटक	सञ्चालन हुने कार्यक्रम	समय-तालिका
२	दोस्रो पटक	सेवाकालीन प्राथमिक शिक्षक तालिम (२.५ महिने तेस्रो चरण)	२०६५ माघ १९ गतेदेखि २०६६ बैशाख ३ गतेसम्म परीक्षा : २०६६/१/३, बिहान ११:०० बजे
३	दूर शिक्षा	सेवाकालीन प्राथमिक शिक्षक तालिम (५ महिने दोस्रो चरण)	२०६५ माघ २५ गतेदेखि २०६६ आषाढ २२ गतेसम्म परीक्षा : २०६६/३/२२, बिहान ११:०० बजे
४	तेस्रो पटक	सेवाकालीन प्राथमिक शिक्षक तालिम (२.५ महिने तेस्रो चरण)	२०६६ बैशाख १० गतेदेखि २०६६ आषाढ २१ गतेसम्म परीक्षा : २०६६/३/२१, बिहान ११:०० बजे
५	विशेष	सेवाकालीन प्राथमिक शिक्षक तालिम (२.५ महिने तेस्रो चरण)	२०६६ श्रावण २५ गतेदेखि २.५ महिनासम्म परीक्षा : तालिम सञ्चालन भएको मितिले ७५ औंदिनमा

नोटः *२०६५ कार्तिकको सहभागीहरूको Cohort सवैलाई २०६५ माघको दोस्रो चरण (दूर शिक्षा) तालिममा समावेश गर्नुपर्ने ।*

आ) कोटा वितरण व्यवस्था

- सबै शैताकेहरूलाई आधारभूत चरणका लागि कोटा वितरण गर्ने र लक्षित शिक्षकको सहभागिता यकिन गर्न शैताके 'क' बाट आफ्नो क्षेत्र भित्रका जिल्लाहरू बीच समन्वय गरी तथा आफ्नो क्षेत्र भित्रका ETCs मा कोटा समायोजन गर्नुपर्ने,
- २०६५ कार्तिकपछि आधारभूत (प्रथम) चरण तालिम नचल्ने भएकाले प्रथम चक्रमा तालिम सञ्चालन गर्ने संस्थाले आधारभूत (प्रथम) चरणलाई प्राथमिकता दिई सञ्चालन गर्नुपर्ने ।
- सबै शैताके 'क' ले (Population का आधारमा) आवश्यकतानुसार/माग अनुसार नै आधारभूत चरणको कोटा सुनिश्चित गर्ने ।
- कोटाभन्दा बढी लक्षित शिक्षक उपलब्ध भएमा तत्काल शैजविकको Pool कोटाबाट थप कोटा उपलब्ध गराउन सकिने
- तालिम केन्द्रहरूको तालिम क्षमताको पूर्ण प्रयोगको सुनिश्चिताको निम्ति प्रथम चक्रकै लागि पनि शैताकेमा तेस्रो चरणको कोटा उपलब्ध गराउन सकिने । प्राथमिकता प्राप्त लक्षित समूह (प्रथम चरण) को सहभागी सङ्ख्याका आधारमा

मात्र तेस्रो चरणको कोटा प्रथम चक्रका लागि थप गरिने । तर प्राथमिकता प्रथम चरणको तालिमलाई नै दिनुपर्ने ।

ख) शिक्षक सहभागिता सुनिश्चितता

अ) सूचना प्रवाह/प्रचारप्रसार

- छापा तथा विद्युतीय सञ्चार माध्यम (Radio, TV, FM) बाट प्रचारप्रसार गर्ने,
- शैताके मार्फत स्थानीय FM को परिचालन गर्ने,
- शिक्षा पत्रकार सम्मेलन गर्ने,
- पर्चा पम्पलेट समेत प्रकाशित गर्ने,
- जिशिका र शिक्षकहरूसँग निरन्तर सम्पर्क कायम गर्ने ।

सूचना नमूना सामग्री

१. नेपाल सरकारको नीतिअनुसार सबैका लागि तालिम (TFA) अवधारणा अन्तर्गत तालिम अप्राप्त सबै सेवाकालीन शिक्षकहरूलाई तालिम प्राप्त बनाउने (Backlog Clear गर्ने) अभियान जारी छ ।

२. उक्त अभियानअनुसार २०६५ कार्तिकमा सम्बन्धित तालिम केन्द्रमा आधारभूत चरण तालिमको अन्तिम भर्ना उपलब्ध र सेवाकालीन तालिममा प्रवेश गर्ने यो नै अन्तिम अवसर हुनेछ ।

३. त्यसरी भर्ना हुन स्वीकृत दरवन्दीमा कार्यरत पूर्णतः तालिम अप्राप्त सबै शिक्षकहरूले सम्बन्धित जिल्ला शिक्षा कार्यालयमा २०६५ भाद्र मसान्तभित्र लिखित माग आवेदन पत्र दर्ता गरिसक्नुपर्ने छ ।

४. उक्त २०६५ कार्तिक २४ गते देखि सञ्चालन हुने प्रथम चरणको तालिम लिने सबैको लागि २०६५ साल माघदेखि सञ्चालन हुने दोस्रो चरण दूर शिक्षा) को तालिम र २०६६ श्रावणदेखि सञ्चालन हुने तेस्रो चरणको तालिम लिई २०६६ साल कार्तिकभित्र १० महिना पूरा गर्ने अन्तिम व्यवस्था मिलाइने छ ।

५. उक्त समितिले माग आवेदन पत्र दर्ता हुन आएको बाहेकको हकमा सम्पूर्ण शिक्षकहरू तालिम प्राप्त रहेको स्थिति औपचारिक घोषणा गर्ने छ ।

६. यसरी माग आवेदन पत्र दर्ता गराउन तथा तालिममा मनोनयन गर्ने कार्यका लागि सम्बन्धित जिशिकामा जिशिअको संयोजकत्वमा 'तालिम अभियान कार्यान्वयन समिति (TCIC)' गठन गरिने छ ।

७. यस अवसरको अधिकतम उपयोग गरी गराई देशभर सबै विद्यालयमा तालिम

प्राप्त शिक्षकबाट मात्र बालवालिकाहरूलाई सुनिश्चितता गर्ने र गुणस्तरीय शिक्षा प्रदान गराउने यस महान अभियानलाई अभिभावक, विद्यार्थी, समाजसेवी, विद्यालय व्यवस्थापन समिति, शिक्षक-अभिभावक संघ, शिक्षाकर्मी, कर्मचारी, शिक्षक युनियन, सङ्घ, सङ्गठन, मञ्च, परिषद् आदिको सामुहिक सहयोग प्राप्त हुने अपेक्षा गरिएको छ ।

आ) परिपत्र/निर्देशन

- उपर्युक्त नमुनाको सामग्रीसहितको निर्देशन शिक्षा विभागमार्फत सबै क्षेत्रीय शिक्षा निर्देशनालय, जिल्ला शिक्षा कार्यालय, अगुवा स्रोतकेन्द्र, स्रोतकेन्द्र र विद्यालयसम्म पठाउने व्यवस्था गर्ने,
- शैजविकेबाट उपरोक्त अभियान एवम् तालिका कार्यान्वयन गर्न सबै शैताकेमा निर्देशन पठाउने ।

इ) विशेष संयन्त्र निर्माण

i) शिक्षा विभाग र शैजविकेको संयुक्त प्रतिनिधित्व रहने गरी देहायबमोजिम काम गर्ने गरी निम्न बमोजिमको ११ सदस्यीय तालिम कार्यान्वयन अभियान समन्वय समिति (Training Implementation Coordination Committee-TICC) क्रियाशील हुनेछ ।

१. महानिर्देशक (शिक्षा विभाग)
संयोजक
२. कार्यकारी निर्देशक (शैजविके)
सदस्य
३. निर्देशक, योजना महाशाखा (शिक्षा विभाग)
सदस्य
४. निर्देशकहरू (शैजविके)
सदस्य
५. उपनिर्देशक, शैक्षिक व्यवस्थापन शाखा (माध्यमिक) (शिक्षा विभाग)
सदस्य
६. उपनिर्देशक, शैक्षिक व्यवस्थापन, (प्राथमिक) (शिक्षा विभाग)
सदस्य
७. उपनिर्देशक, कार्यक्रम तथा बजेट शाखा (शिक्षा विभाग)
सदस्य

८.	उपनिर्देशक, विद्यालय शिक्षक तालिम शाखा (शैजविके) सदस्य
९.	शा.अ. शङ्कर थापा (शिक्षा विभाग) सदस्य
१०.	प्रा.अ. शिवकुमार सापकोटा (शैजविके) सदस्य
११.	शा.अ. तोयानाथ खनाल (शैजविके) सदस्य

तालिम कार्यान्वयन अभियान समन्वय समिति गठन प्रक्रिया

तालिम कार्यान्वयन अभियान समन्वय समिति (TICC) को कार्य विवरण (TOR)

१) शिक्षक तालिम Backlog Clear गर्ने सन्दर्भमा क्षेशिनि, जिशिका र ETC/LRC लाई आवश्यक निर्देशन दिने

२) Teacher Support Mechanism कार्यान्वयन सन्दर्भमा परीक्षण जिल्लाका जिशिकाहरूलाई निर्देशन दिने

३) SSR परीक्षणको रूपमा रहेका जिल्लाहरूलाई समेत निर्देशन दिने

४) शिक्षक गुणस्तर अभिवृद्धिका लागि एकीकृत रूपमा अभ्यास र स्रोत परिचालन गर्ने गराउने

५) Multi Lingual Education (MLE), ECD, Quality Education, समाहित शिक्षा तालिमलगायत अन्य तालिम कार्यक्रमसम्बन्धी नीतिगत खाका तयार गर्ने ।

६) उपरोक्त सबै कार्यक्रमको निरन्तर रूपमा अनुगमन (स्थलगत समेत) तथा सूचना अद्यावधिक गर्ने र प्रवाह गर्ने

७) शैजविकेले उपर्युक्त अनुसारको अभियान अन्तरगतका कार्यहरू सम्पादन गर्न प्रत्येक जिशिकालाई प्रचलित नर्म्स अनुसार खर्च गर्ने गरी रू. १०,०००।- का दरले उपलब्ध गराउने

८) कार्यक्रमलाई संवेदनशील भई गहनताका साथ सञ्चालन गराउने सबै तालिम अप्राप्त शिक्षकलाई तालिम प्रदान गरी पूर्ण तालिम जिल्ला

(Training Completion District) घोषणा गर्ने र त्यस्ता जिशिकामा कार्यरत कर्मचारीहरूलाई प्रोत्साहित गर्ने व्यवस्था गर्ने ।

ii) शिक्षक तालिम अभियानलाई निर्धारित कार्यतालिका अनुसार प्रभावकारी रूपमा कार्यान्वयन गर्न NCED र सेवा क्षेत्रका प्रत्येक जिल्ला शिक्षा कार्यालयसँग प्रत्यक्ष सम्पर्क र समन्वयमा रही अग्रणी भूमिका (Lead Role) सम्पादन गर्न प्रत्येक शैताके 'क' मा वरिष्ठ प्रशिक्षकको संयोजकत्वमा बढीमा ५ सदस्यीय Backlog Clearance Team (BCT) गठन गरी क्रियाशील गराउने ।

१) वरिष्ठ प्रशिक्षक संयोजक २) प्रशिक्षकहरूमध्ये वरिष्ठ प्रशिक्षकले मनोनयन गरेका ३ जना सदस्य ३) कम्प्युटर अपरेटर १ जना सदस्य

Backlog Clearance Team (BCT) को गठन प्रक्रिया

iii) प्रस्तुत तालिम अभियानलाई प्रभावकारी रूपमा निर्धारित कार्यतालिकाभित्र कार्यान्वयन गर्न देहायअनुसारको कार्य गर्ने गरी प्रत्येक जिल्लामा एउटा ५ सदस्यीय 'तालिम अभियान कार्यान्वयन समिति (Training Campaign Implementation Committee – TCIC)' स्थापना गरी क्रियाशील गराउने व्यवस्था गरिएको छ ।

१. जिल्ला शिक्षा अधिकारी संयोजक २. जिशिकाको तालिम हेर्ने शाअ/विनि (१ जना) सदस्य ३. तालिमसम्बन्धी काम हेर्ने प्रा.स. (१ जना) सदस्य ४. लेखापाल (१ जना) सदस्य ५. वरिष्ठ प्रशिक्षक वा कार्यक्रम संयोजक वा LRC संयोजक सदस्य सचिव

तालिम अभियान कार्यान्वयन समिति गठन प्रक्रिया

तालिम अभियान कार्यान्वयन समिति (TCIC) को कार्य विवरण (TOR)

१) प्रस्तुत Backlog Clearance अभियान सम्बन्धमा प्रचार प्रसार तथा सबै स्रोतकेन्द्र र विद्यालयहरूमा २०६५।०५।१५ सम्ममा परिपत्र गर्ने । यसरी प्रचार प्रसार गर्ने क्रममा शिक्षकका पेसागत सङ्घ, संस्थाहरू एवम् स्थानीय संचार माध्यमसँग सघनरूपमा सहकार्य गर्ने ।

२) स्वीकृत दरबन्दीमा कार्यरत पूर्णतः तालिम अप्राप्त प्राथमिक तहका सबै शिक्षकहरूबाट २०६५ कार्तिक २४ गतेदेखि सम्बन्धित तालिम केन्द्रहरूमा सञ्चालन हुने प्रथम चरणको तालिमका लागि माग आवेदन पत्र २०६५।०५।३० भित्र दर्ता गर्ने ।

३) प्राप्त माग आवेदन र जिशिकामा मौजुदा Database समेतका आधारमा तालिम लिन बाँकी शिक्षक सङ्ख्या यकिन गरी सो सङ्ख्या र बाँकी सबै शिक्षकहरू तालिम प्राप्त रहेको व्यहोरा सम्बन्धित मा २०६५।०६।०७ गते भित्र प्रतिवेदन पठाउने ।

४) तालिम अप्राप्त बांकी शिक्षक सबैले मिति २०६५ कार्तिक २४ गते देखि सञ्चालन हुने प्रथम चरणमा अन्तिम एक पटक मात्र अवसर पाउने भएको हुंदा सो कार्यक्रमलाई अभियानको रूपमा सञ्चालन गराउने ।

५) यस अघि आधारभूत (प्रथम) चरणको तालिम लिइसकेका प्राथमिक शिक्षकहरूलाई उपर्युक्त तालिका अनुसार सञ्चालन हुने दोस्रो चरण (दूर शिक्षा) तालिममा समावेश गराउन र यस अघि दोस्रो चरण पूरा भइसकेकाहरूले यसै आवभित्र सञ्चालन हुने तेस्रो चरण तालिममा सहभागिता सुनिश्चित गरी तालिम पूरा गराउने व्यवस्था गर्ने ।

६) निम्नमाध्यमिक तथा माध्यमिक तहका हकमा पूर्णतः तालिम अप्राप्त सबै विषयगत शिक्षकहरूलाई प्रथम मोडुल र दोस्रो मोडुलको तालिम यसै आवभित्र प्रदान गर्ने र प्राथमिक तहको जस्तै आगामी आव (२०६६ श्रावण) मा तेस्रो मोडुलको तालिम अन्तिम एकपटकका लागि मात्र सञ्चालन हुने भएकाले लक्षित सबै शिक्षकलाई जानकारी गराउने तथा तालिम सुनिश्चित हुने आवश्यक व्यवस्था मिलाउने ।

iv) यो अभियान सफल बनाउने क्रममा प्रचारप्रसार गर्न र अनुगमन गर्न शिक्षक यूनियन र शिक्षकका अन्य पेसागत सङघ, संस्थाहरू र शैजविके बीच संयन्त्र

निर्माण गरी जिल्लास्तरमा पनि सोही अनुरुपको विशेष सहकार्य (नियमित छलफल र अन्तर्क्रिया) सञ्चालन गर्ने ।

ग) अभिलेख दुरुस्त गर्ने (लगतकट्टी अभियान)

१) शैताके 'क' ले Backlog Clearance Team (BCT) ले २०६५।०६।०७ गतेभित्र प्रत्येक जिशिकाबाट तालिम अप्राप्त शिक्षकको माग आवेदन तथा सो माग बाहेकको हकमा तालिम अप्राप्त शिक्षक नरहेको स्थिति सङ्कलन गरी Compile गर्ने,

२) क्र.सं. (क) अनुसारको जिल्लागत विवरण विश्लेषण गरी प्रत्येक शैताके 'क' बाट मिति २०६५ आश्विन ३० गते भित्र शैजविकेमा प्रतिवेदन पेस गर्ने,

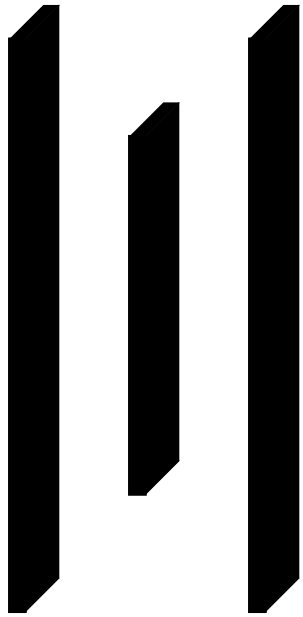
३) शैजविकेले शैताकेबाट प्राप्त प्रतिवेदनको विश्लेषण गरी Comprehensive Training Status Report (CTSR) तयार गरी तालिम कार्यान्वयन अभियान समन्वय समिति (TICC) समक्ष छलफल गराउने,

४) TICC ले उक्त CTSR शिक्षा विभागबाट प्रकाशन हुने Flash Report सँग एकीकृत गराउने ।

Annex-3

Teacher Training Status Report

2066



Government of Nepal

Ministry of Education

National Center for Educational Development

Sanothimi, Bhaktapur

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1. The Context

1.1. Introduction

National Centre for Educational Development (NCED) has been providing 10 months in-service training for teachers within TEP project and SESP. There are very few untrained teachers working in permanent position in primary level schools of Nepal. NCED has implemented backlog clearance campaign to provide 10 month training to almost all of the untrained teachers. Under the SESP, in- service teacher training has been being provided to secondary level teachers. NCED has prepared status report of trained teachers to support it in planning & managing teacher development program for teachers. The comprehensive teacher training status report has prepared based on information/received data from flash I and EMIS report 2008 of DOE, progress report of Nine ETCs and review of various relevant documents. This report will be useful to disseminate status of trained teachers of the community schools in Nepal.

1.2. Objectives of the report

- To compile evidences and information about status of trained teacher in the system
- To document experiences gained in a course of implementing the teacher training program.

1.3. Methodology of the report

The following methods and approaches were used in producing comprehensive status report.

- Compilation of trained teacher progress received from nine ETCs,

  Progress report of basic, 2nd and 3rd phase made by all ETCs on current fiscal year. NCED compiled all progress reports on training status in national level.

- Study and review the flash report I and EMIS 2008 -2009,

  Current fiscal progress reports used to verify status of fully trained, partially and untrained teachers' status of teacher training. Comprehensive report was finalized by triangulating with flash report I and EMIS 2008- 2009.

- Analysis of BCC implementation status reports of ETCs ,

Similarly, Status BCC implementation was assessed by using reports of BCC implementation development by nine ETCs.

- Verification of progress data with annual programme at NCED,

Comprehensive training status report was developed by using progress report of annual program and reports of BCC received by ETCs.

- Presentation and analysis of collected data on different themes and categories

Received and collected report/ data presented in different categories or disaggregated forms. They are presented in ETC wise, District wise and phase wise training status. Analysis of data was done in percentage and average progress against set target and compared with base line information on training status of teacher of flash I and EMIS report

1.4. Government priorities on TD and the interventions

Ten month training program has been made mandatory for all the teachers of all the school levels. It is regarded obligatory to get teaching license for teaching at the school. To provide update information and skills for teaching, short term training programs are designed and implemented under teacher development policy. To link training skills with teacher workstation, Teacher Support Mechanism (TSM) has been introduced in each district to facilitate teachers using the learnt skills in their job at school. The capacity building program of every institution is important to ensure effectiveness and efficiency of the teacher development program.

1.5 SSR Context

TEP and SESP with current fiscal year are expected to complete backlog clearance of the untrained teachers. In the fiscal year of 2065/066, NCED had set target 13641 teachers to be trained. So far, 10255 teachers have been trained. It is 75% progress in the annual target. After 2009, SSR will continue the teacher development program.

Qualification: The SSR has clearly stipulated that the minimum qualification for basic education is I.Ed. or higher secondary education certificate with relevant teacher preparation course. Untrained and unqualified persons shall not be eligible to become a teacher. However, the working teachers with a qualification of SLC or below will have the following options to chose: a)

teaching lower grades such as 1-3 grades until retirement, b) upgrading qualification to the minimum level in five years in which case NCED will work with the academic institutions to offer courses to upgrade teacher's minimum qualification, or c) opt for voluntary retirement in which case DOE will develop a voluntary retirement package.

The DEO should prepare a plan for teacher professional development in the district. The plan must include description on teacher's overall status in the district, number of teachers willing to upgrade their qualification, number of teachers willing to choose voluntary retirement, and number of additional teachers needed for future projection.

Training: All the teachers must have received teacher preparation course, and in every five years they must receive refresher course. Currently, untrained or partially trained teachers will be encouraged to complete TPC within next three years. DEO together with NCED should make such plan and provide training opportunity to the eligible teachers.

Other qualification: Teachers are also required to have basic computer skills and different forms of life skills including skills to negotiate peace and reconciliation, coping and self-management skills.

NCED provides an opportunity to upgrade qualification of teacher with 10 month training through special course in + 2 under HSEB. Under SSRP, It has started to design and implement modular based thematic course in six districts pilot basis throughout the country. From this fiscal year, NCED has phased out pre service training program in line with SSR TD policy. Government has developed new teacher development policy in teacher preparation course that will include university course regarding pre service training .NCED has envisaged continuous professional development of teacher.

2. Provision of the backlog clearance campaign

On 28 January 2002, an agreement of **Teacher Education Project (2002-2007)** was signed between GON and ADB. The project was also declared effective on 9 May 2002. NCED was made responsible as an implementing agency for the project whereas MOE remained executing agency. Accordingly NCED started required preparation for the project implementation. By name, major emphasis of the project rests on teacher education system, that is teacher training, but for the primary level only. Building an effective and sustainable system for teacher education and providing teacher training are 2 major ones among 4 components of the project. Key tasks for this are envisaged to be

delivering training services to the majority of untrained teachers through establishing and utilizing training network within the project duration. With the high consideration of project emphasis, NCED also placed priority on the preparation for effective materializing those components. As a result of its systematic initiation, NCED has built an extensive training network (ETN) aiming at implementing the project in line with the current government policy and commitment.

However, NCED could not achieve the aim of TEP to be trained all primary teachers 10 month in-service training within the period of TEP. Some teachers were left to be trained. So, TEP was extended for 1 year to clear backlog of all untrained teacher.

NCED has started backlog clearance campaign (BCC) to provide training to all the teachers by 2009. BCC was implemented with aim of training the untrained teachers working on approved positioned left in teaching force. To effective implementation of BCC, there were support mechanisms created centre level, in district level and ETC level.

2.1 . Summary of BCC mechanism

The following mechanism was used and mobilized in different levels:

a) Training implementation Coordination Committee(TICC)

This committee was headed by Director General of Department of Education and comprises ED of NCED with responsible senior officers of NCED and DOE. It was mobilized for developing guidelines for the campaign to provide clear instructions to the district and ETC level.

Major thrusts of TICC were as follows

- To provide essential directions and supports to RED/DEO/ETC/LRC/RC for backlog clearance campaign,
- To mobilize resources for improvement of teacher quality
- To declare training completion districts.

b) Backlog clearance Team (BCT)

This committee was headed by ETC senior instructor including responsible ETC three trainers nominated by senior instructor and computer operator. It was mended for operational level works.

C) Training campaign implementation committee(TCIC)

It was headed by DEO with composition of SO/SS, TA, Accountant and SI/PC/LRC/C member secretary . The roles of TCIC were as follows

- To lunch teacher training campaign in the districts
- To circulate the teachers in the participation of training,
- To collect application from the candidates
- To prepare training status data base report and submit to TICC,
- To ensure training opportunity in the districts.
- To update training status in the districts.

2.2. Target of BCC

Table 1

S.N.	Phases of training	Annual target
1	Basic Phase	3444
2	2nd phase	4500
3	3rd phase	10197

2.3 Strategies of implementation of BCC

Different strategies were adopted to implement training program such as

- Fixing schedule for teacher training
- Allocation of quota on the basis of the demand of ETCs
- The first phase training was made mandatory to each ETCs
- Media were used to communicate about training programme
- Centre level and ETC level monitors were used to monitor training program during training conduction.
- Each ETC submitted monitoring report and progress report to the NCED.

2.4. Interventions and Resource

- Teacher Education Project(TEP) 25 million US dollars have been spent on teacher training in primary level.
- Secondary Education Support Programme (SESP)
- School Sector reform Program (SSRP)
- Short term training program(Demand Driven training)
- ICBP for capacity building of trainers
- Teacher Support mechanism (TSM) program in 5 pilot districts

2.5. Experiences

In the implementation of TEP and BCC, the following learning experiences are recorded:

- Majority of the primary teachers working in approved positions were trained during TEP period.
- An extensive training network was built during the period. The network has covered professional institution like FOE campuses, higher secondary schools, ETCs, private PPTCs etc.
- During backlog clearance campaign, increased number of teachers in training programs,
- Established strong coordination mechanism centre (NCED- DOE) and local level (ETC -DEO).
- Identified the name of untrained teachers ,
- Updated training status in the districts particularly primary level teachers
- Progress of training under BCC is found remarkable in coordination, support and progress,
- Identified reasons and causes teachers not participating in training programs,
- Very few districts could not submit the training status report, there is no more teachers untrained in permanent position in the primary level.

2.6. Reporting and monitoring mechanism of BCC

Different committees were formed from centre level to local level to coordinate and support backlog clearance campaign. DEOs were requested to report progress at ETC and ETCs reported NCED as BCC reports. Besides these, mechanism for regular monitoring of NCED and ETCs were mobilized to ensure effectiveness of training program at district level. ETC has made a lot of effort in the period of backlog clearance campaign to make it successful. In the initiation of ETCs, several efforts were made to achieve the aim of BCC. Some of them are: mobilization of BCT (Backlog Clearance Team), strong coordination with DEO, conducting workshop of training focal person, advocacy of teacher training, working with teacher organization etc. Now we can claim that the ETC has achieved the aim of BCC.

2.7. The Report of the BCC

The backlog clearance campaign has prepared the report of untrained teacher after the execution of BCC. The DEO has issued the clearance letter with their training status containing the name of untrained teacher after BCC. The summary of the report is follows:

Table 2

ETCs	**No of untrained teachers reported in BCC by DEOs**
Kavare	260
Tanhun	229
Bara	88
Sunsari	440
Bhojpur	139
Rupandehi	249
Surkhet	24
Dhanusa	87
Dipayal	94
Total	1610

3. The Training Status of Primary teachers

Teacher training status from flash I , the flash I report 2008-2009 published by DOE was the main report of the EMIS in Nepal It mainly covers the EMIS information including teacher population with training status. NCED has not published TMIS report separately for three years. It means the TMIS system of NCED has merged with EMIS of DOE. We have to depend on Flash report and EMIS for training status information with reference to the context of preparing comprehensive training status report, the data of EMIS and

progress report of NCED during FY 2064/065 and 2065/066 are used and presented in this section.

3.1 Status of trained teacher reported in Flash I 2008/09

The flash report I 2008/09 has reported the following status of teacher. It has captured the data of trained teacher till Baisakh 2065.

Table 3: Status of trained teacher (flash I 2009)

Types of training	Primary		
	F	M	total
Fully trained	26316	51009	77325
Partial trained	5338	11406	16744
Untrained teacher	4314	10059	14373
Total	35968	72474	108442

In primary level 71.3% with 73.2% female and 70.4% male teacher are fully trained.

3.2 Progress of NCED in primary teacher training status during FY 2064/65 and 2065/66

NCED has progressed the following status shown in the table in the primary teacher training as it was not captured by Flash 2008/09.

Table 4

Types of training	FY 2064/65	Fy 2065/66
Fully trained	5925	7362
Partial trained	5657	4367

See in Annex 1

3.3 The status of primary teacher training after the input of NCED

The following status seems after the adjustment of NCED progress during Fy 20064/65 :

Table 5

Total teacher population reported in Flash	Full trained teacher after NCED	Partially trained teacher after NCED	Untrained teacher after NCED input	Number of Rahat teacher	Number of approved position in	Untrained teacher reported in BCC

	input	input			primary level	
108442	90612	8194	9636	17594	81314	1610

Interpretation

1. The tables in the preceding pages show that the number of fully trained teacher is 90612. It means 84% teachers are fully trained in comparison to total no of primary teachers. Out of 108442, 84% teachers are fully trained, 8% are partially trained and 8% are untrained after the adjusting of NCED progress during Fy 2064/65 and 2065/66.

2. The flash report I 2008-2009 reported that the number of partially trained teachers is 8194, it means 8% teachers are partially trained which includes basic, 2nd, B level, 150 hrs and 180 hrs types of training. In the past it was supposed to be fully trained teacher. So, the majority of partially trained teachers could not participate in long term training awing to flexible training policy.

3. This report indicates that the total numbers of untrained teachers are 9636. But untrained teachers reported by BCC with their name are 1610. There is a gap between flash report and BCC report .The BCC report deals with only approved position teachers but flash report deals with all types of teachers in the primary level. The DEOs claimed to have reported the names of untrained teachers. That means more than 98% of approved position teachers are trained. It means 1.98% in comparison to the total approved position teachers, working in primary level is untrained.

4. The total numbers of approved position teachers are 81314 and rahat 17594 and 9534 are others (on the basis of total teacher population 108442). In the past even though the training has been mandatory for teaching license, the government has liberated in license provision for women, working teacher and disabled. Majority untrained teacher's falls under this category.

5. The government has no provision of long term training for the rahat and others teachers for three years. It is to be noted that DEOs submitted backlog clearance letter to NCED by mentioning the name of untrained teachers working under approved position. The numbers of such types of untrained teachers is 1610. It means

total no of untrained teacher is 1.98% which can be seen as nominal.

6. The DEOs have mentioned the following factors for non-attending of teachers in the training programme as mentioned below:

   - Due to the nearest their date of retirement,
   - Due to their health conditions
   - Due to unwillingness in the training
   - Due to partially train it assumed as fully trained in the past.
   - Due to their disabilities(blind, disable, etc)
   - Due to their old age
   - Due to the flexible training policy

   It means the teachers, working on approved positioned but untrained could not continue in long term in-service teacher training. Such teachers should be trained through alternative modes.

4. Reflections and Recommendations

The BCC has achieved its target under the extension of TEP. The reflection, recommendation and lesson learnt are presented in the following subheadings

4.1 Reflections and Recommendations and Lessons learnt

1. BCC has shown the fruitful achievement in primary teacher training. It achieved more than 75% progress in the physical year 065/066.
2. BCC has established a strong co-ordination between DEO and ETC. The mechanisms, provided under BCC were found very active and effective. So such types of mechanism should also be provisioned for future teacher training programme.
3. It was found that the progress of NCED under teacher training program was 75%. It means 25% quotas could not be fulfilled though it was last opportunity for the participation of long term in service teacher training program. It indicates that the long term in-service teacher training program will not be continued in future.

4. Most of the DEOs have submitted the report of BCC with the name list of untrained teachers. But some DEOs could not submit the report in spite of ETCs efforts. It means the district does not have an update teacher training status information. it would be better to install a software, containing detail information including training status in DEOs and ETCs.

5. It was found that most of the untrained teachers reported under BCC were found old age, weak health and partially trained, it means the aim of the extension of the TEP to clear backlog of untrained teachers was considerably successful. The number of teachers 7362 completed the ten month teacher training program under the extension of the TEP during Fy 2065/66. It is assumed that 5000 primary teacher will have completed 10 month training by the end of October 2009.

6. Future need of teacher development could be short term and demand driven training program. The SSRP short term training program is essential.

7. Flash report carries a lot of information about teachers including training status, but it can not cover the disaggregated information about teachers, we can not find number of different categories of the teachers such as approved position, rahat, PCF, and others. In future, the flash report should cover the disaggregated information regarding teacher training.

4.2 Future steps

After implementation of BCC, Current fiscal year 2065 B.s. made 97% progress in teacher training in different phases. Most districts have declared that they do not have untrained teachers in permanent positions. And some districts have requested NCED to provide basic training for 1610 untrained teachers. After analysis current flash report I 2009 and ETC training status reports and ETC BCC reports provided by DEOS, there are less than 2% untrained teachers involved in education system. Backlog clearance campaign was useful to make effective coordination centre and districts in implementation and monitoring teacher training programs. From 2009, remaining teacher development tasks will be undertaken by school sector program. Future interventions of training programs will be limited in modular based training program. All these modular training programs will be implemented as per demand of teacher in every year. All teachers should take modular training within five years after implementation of SSRP. Trainers and training institutions capacity have been improved. Further training

program will be implemented in effective manner by using existing capacity of NCED system. Nevertheless, the remaining teacher will be provided access to 10 month training under distance mode upon their return demand compiled through nine ETCs.

5. Overall impression

5.1 Intended to deliver

All phases of teacher training programs were implemented as they expected. All mechanism was fully utilized to clear backlog of untrained teacher working in permanent positions. Most of training centers were able to meet annual target set by NCED.

5.2 Delivered

Training programs for teacher were delivered effectively and efficiently. Strong coordination mechanism was developed to fulfill the training quota in different phases. Participatory training delivered method was used and materials and capable trainers were deployed to implement training program. The resources from TEP and SESP used effective and efficiently. To use training skills into classroom, teacher support mechanism was developed in pilot based six districts. Collaborative process was used in delivery training program.

5.3 Major problems

1. To provide training to hard core group(2% teachers) was still problems in teacher training, in this group teachers pointed different reasons and causes to remain untrained . One of the major causes is flexible teacher training policy.

2. Different reasons for low participation in training from districts are as given below. Most of the districts reported that untrained teachers could not participate in the training due to nearest date of retirement and their weak health.. Some of them could not participate in the training as they were supposed to be fully trained in past.

3. BCC reported that only less than 2% teachers, working in approved position are untrained, but the flash reported that 13.3% is untrained , it is clear that the flash report could not contain disaggregated information about teacher such as it does not indicate the approved position , rahat and other . So the majority of untrained teachers indicated by flash are rahat, PCF and others.

4. Teaching license for teacher is debatable issue at political level, it means the government has frequently changed in provision of liscening .It directly affects training. Because training is compulsion for license and license is compulsion for being permanent teachers.
5. Training importance has risen by linking the teacher incentives and performance appraisal. Government has not provided incentives and facilities to teachers based on their performance.
6. There is no provision of continuous professional development of teacher. TEP has not intiated short term training.
7. DAG representation has increased in teaching force but trained trainee is not getting an opportunity to be teacher.
8. Provision under TEP in the in service teacher training was one shot mode. No alternative mode has been in the training such condense course and golden hand shake provision.
9. Post training support has not made effective aligned with teaching learning process. It is not fully supported by concerned agencies in the implementation of training into the classroom.
10. There are different types of teachers working in teaching force. The training is available only for approved positioned teachers. So no of untrained teacher seems high in rahat and other categories of teachers in comparison to approved position teachers.

6. Reference

1. Flash I Report 2065 (Department of Education (DOE)
2. Teacher population by types of the tenures
3. Training status against the baseline established during 2001
4. Copies of the BCC declaration letter collected from each of the 75 districts
5. Progress of NCED during Fy 2064/65

Annex

Backlog clearance report

S. N 1.	Name of the ETCs	Name of the Districts	Number of untrained teachers			Causes of remaining Untrained	Evidences
			P	LS	S		
2.	Bhojpur	Bhojpur	65	32	13	due to 150 hours	Letter from DEO dated 2066\1\13
3.		Khotang	74	24	10	unwillingness	Teachers' name certified by DEO
4.		**Total**	139	56	23	unhealthy conditions	
5.	Sunsari	Morang	189	52	19	unhealthy conditions	letter fron DEO dated 2066/01/27
6.		Jhapa	33	9	8	unwillness	
7.		Sunsari	0	0	0	All trained	
8.		Illam	21	9	4		
9.		Panchthar	48	2	3		
10.		Terathum	29	1	3		
11.		Taplejung	38	8	2		
12.		Sankhuwasabha	41	10	1		
13.		Dhankuta	41	8	3		
14.		**Total**	440	99	43		
15.	Dhanusha	Dhanusha	6	2	2		Report from ETC dated 2066/1/31
16.		Saptari	0	0	0		
17.		Udayapur	17	16	1		
18.		Okhaldhunga	16	0	0	study in the B ED	
19.		Mohattari	0	0	0	unhealthy conditions	
20.		Siraha	na	na	na		
21.		Sarlahi	28	0	0		
22.		Sindhuli	20	2	2	unwillingness in the	

S. N	Name of the ETCs	Name of the Districts	Number of untrained teachers			Causes of remaining Untrained	Evidences
23.		**Total**	87	20	5		
24.	Bara	Bara	12	0	0		
25.		Parsa	10	5	2		
26.		Rautahat	5	0	0		
27.		Makanwanpur	7	0	0		
28.		Chitawan	17	0	0		
29.		Dhading	37	4	8		
30.		**Total**	88	9	10		
31.	Kavre	Kavre	0	0	0		
32.		Sindhupalchowk	14	10	1		letter from DEO dated 2065/11/28
33.		Ramechhap	16	8	5		letter from DEO dated 2065/11/28
34.		Dolakha	6	3	1		letter from DEO dated 2065/12/23
35.		Kathmandu	204	125	80		letter from DEO dated 2066/02/18
36.		Lalitpur	8	10	8		letter from DEO dated 2065/11/28
37.		Bhaktpur	2	11	5		letter from DEO dated 2066/02/21
38.		Rasuwa	0	0	0		letter from DEO dated 2065/11/28
39.		Nuwakot	10	1	2		letter from DEO dated 2066/02/26
40.		**Total**	260	168	102		
41.	Rupandehi	Rupandehi	21	8	9		letter from DEO dated2066/02/13
42.		Kapilvastu	27	25	1		letter from DEO dated2065/12

S. N	Name of the ETCs	Name of the Districts	Number of untrained teachers			Causes of remaining Untrained	Evidences /14
43.		Arghakhachi	42	13	4		letter fron DEO dated 2066/01/15
44.		Rolpa	22	14	3	unwillingness in the	letter from DEO dated 2065\12\7
45.		Gulmi	0	0	0	oldage	letter from DEO dated2066/1/13
46.		Palpa	38	33	11	lack of information	letter from DEOdated2065/12/10
47.		Dang	21	38	16		letter from DEO dated 2066/2/18
48.		salyan	16	7	7		letter from DEO dated 2066/01/16
49.		pyuthan	22	11	5		letter from DEO dated 2066/01/02
50.		Nawalparasi	40	13	3		letter from DEO dated 2066/2/10
51.		**Total**	249	162	59		
52.	Tanahu	Tanahu	42	23	7	72	report from etc
53.		Gorkha	16	0	0	16	
54.		Lamjung	43	0	0	43	
55.		Kaski	23	6	6	35	
56.		Syanja	0	0	0	0	
57.		Mustang	10	2	0	12	
58.		Manang	5	5	5	15	
59.		Balglung	28	15	2	45	
60.		Parwat	62	22	22	106	
61.		**Total**	229	73	42	344	
62.	Surkhet	surkhet	1	0	0		letter from DEO dated 2065\9\1
63.		Rukum	0	0	0		letter from

S. N	Name of the ETCs	Name of the Districts	Number of untrained teachers			Causes of remaining Untrained	Evidences DEO dated 2065\9\8
64.		Jajarkot	0	0	0		
65.		Dailekh	0	0	0		letter from DEO dated 2065\8\30
66.		Banke	3	3	3		letter from DEO dated 2065\8\30
67.		Bardiya	11	13	7		letter from DEO dated 2065\12\27
68.		Kalikot	0	0	0		letter from DEO dated 2065\8\25
69.		Jumla	0	0	0		letter from DEO dated 2065\9\7
70.		Humla	0	1	1		
71.		Dolpa	8	0	2		letter from DEO dated 2066\1\14
72.		Mugu	1	0	0		letter from DEO dated 2065\8\26
73.		**Total**	24	17	13		
74.	Dipayal	Kailali	11	0	0	near to retirement	letter from DEO dated 2065\12\19
75.		Kanchanpur	0	0	0	unhealthy conditions	letter from DEO dated 2065\9\7
76.		Dadeldhura	14	0	1	unwillingn ess in the	letter from DEO dated 2065\11\22
77.		Baitadi	25	0	0	training	
78.		Darchula	8	0	0		letter from DEO dated 2066\1\3
79.		Accham	9	0	0		letter from DEO dated 2066\1\13

S. N	Name of the ETCs	Name of the Districts	Number of untrained teachers			Causes of remaining Untrained	Evidences
80.		Bajhang	24	0	0		
81.		Bajura	0	0	0		letter from DEO dated 2065\12\26
82.		Doti	3	0	0		letter from DEO dated 2066\1\14
83.		**Total**	94	0	1		
84.		**Grand Total**	1610	604	298		

Annex-4

FUNCTIONAL GUIDELINE FOR MULTI-GRADE TEACHING

Part-1: Conceptual Clarity

1. Clarification of Definitions

Currently the term '*multigrade*' is applied, without distinction, to two quite different situations and this leads to confusion. It could, in the long term, lead to a situation where policy choices are limited because the options are not fully explored. As this is a major issue in terms of the recommendations this report will make, clarifications of the definitions are given below.

Multi-grade' systems in small schools'?

Contrary to popular opinion Multigrade teaching systems are not primarily systems to get around shortages in human and material resources. Multigrade is used in all parts of the world, both rich and poor, to serve small and often isolated communities. There are multigrade schools on Scottish Islands, the hinterland of Australia and beside Norwegian Fjords just as there are multigrade schools in the mountains of Vietnam, rural Colombia and many other countries. The one room, one teacher, multigrade school was the mainstay of educational growth in the USA as the west was slowly populated. Multigrade systems are proving to be a key policy in ensuring *Education for All* as it enables full primary basic education to be offered to village children.

In thinly populated areas, providing grade teaching with a teacher for each grade can only be done in the larger centres of populations where there might be perhaps at least 25 children in each age group. Thus a 5 grade school would need a child population of 125 to support the school. There is often an assumption that children will travel quite long distances from the surrounding villages, usually on foot, to reach the school each day. But distance reduces both enrolment and continued attendance for many children. It particularly impacts on the poor as these children usually have an economic role in the family. Devoting perhaps 2 hours per day (an hour each way) for the journey to school may be expected in addition to the daily chores of minding younger siblings, fetching water or feeding animals. It is unrealistic to assume that both children and their parents will continue to make these time and effort sacrifices throughout the primary grades unless families are very strongly aware of the need for education and have the resources to allow children this time. Both conditions are unlikely to met by poor and often illiterate rural families. Distance has even more impact for those children thought to be most vulnerable - younger children and girls. On the one hand this leads to late enrolment (and thus the increased likelihood that the child will not complete the basic education cycle) and on the other hand to greater gender imbalance.

Distance also separates the teacher from the local community from which the children come. This separation prevents people feeling that the school is theirs that the school is for the benefit of community. The school may be viewed with suspicion. This effect is greatly increased, of course, where there are ethnic divides and this, alone, may reduce enrolment and completion.

Thus distance from school actively excludes many children from education and has a disproportionate effect on those most likely to be denied education, girls, the poor and ethnic minority children.

In approaching this problem various alternatives have been tried. Boarding schools are one such attempt, but whereas they may be used successfully at secondary levels especially if the cost is borne by the state, taking young children from their families is not in the child's or the community's, best interests.

Providing for grade 1 and 2 in the local village after which children travel to the centre village for grades 3-5 is also used in some places, but the net result is usually a high level of dropouts which may not even show on the statistics as children, having completed one school, just fail to register at the next.

The answer is not more large primary schools with wide catchment areas covering many small villages, but taking education to the children through the use of small schools. And, if small schools are to provide full basic education they must use multigrade systems.

characteristics of Multi-grade schools

Multi-grade may be defined as **teaching two or more age groups or grades together in the same classroom by the same teacher**.

Common characteristics of well-organised multigrade are:

- The multigrade class is not larger than a standard grade class and is often smaller – in isolated areas of Nepal the TSR is 35:1 – multigrade classes here should not be larger than this.
- Combined grades are generally next to each other in ages – i.e. (G1+G2) or (G4 + G5) or (G3+G4) or (G2+G3) or (G1 + G2 +G3) might all be multigrade classes but (G1+G5) would not be chosen.
- The class follows a joint timetable; there are no separate timetables for each of the grades.
- Generally the timetable should assume that children are working in the similar curricular subject area at the same time although the level is different.

- Generally the traditional classroom layout of the teacher at the front facing rows of children is not used. Furniture is placed in groups and moved as necessary for different types of activities. Classrooms built specially for multigrade are generally larger than normal allowing for more movement of children and teacher and more flexible arrangements of groups of children.
- For many activities (e.g. sport, music, arts and humanities etc) the class may often work together although children of different grades, ages and abilities may have different roles or tasks.
- For some activities (usually mathematics and literacy) the class may be split into different grade groups following different levels in the curriculum.
- The children will have a greater level of individual or small group working than might be the case in a traditional classroom and so multigrade classes need more teaching and learning materials.
- With the greater involvement of children in their own learning comes a more active, participatory approach where the teacher's role is less directive and more facilitative. Teaching and learning strategies can move away from the traditional teacher centre model towards a more child centred methodologies.
- Children are expected to take more responsibility for their own learning than in traditional mono-grade classes.
- Cooperation levels are high and competition is low as the diversity of levels within the class is accepted and recognised.
- Older children may help younger children with their learning and so consolidate their own learning.
- Daily planning is required so that the learning of children in each grade moves forward smoothly and that the teacher's time is shared fairly amongst the children. At certain times the teacher may concentrate for a while on certain groups of children having set up activities for the others but remains supervising all children and dividing her time equitably between groups.
- Record keeping is vital so that teachers are able to follow the development of all the children and so plan accordingly
- Flexibility is maintained. Slavishly following the textbook for each grade is neither possible nor useful. General outlines and learning aims are

followed and the teacher selects activities and may supplement or alter activities to suit the range of children in the class.

The flexibility, the different levels of work, the encouragement to take responsibility for their own learning, and the cooperation all have positive effects on learning and so multigrade is also sometimes chosen, even when there are enough children for mono-grade systems. That is, it becomes a positive pedagogical choice. For example, the educational success of the Escuala Nuevo schools in Columbia, started as a response to the needs of isolated communities, has led to the adoption of the system in many schools in all types of communities. Both teachers and families have noticed that children in these schools generally achieved more than children working in traditional classrooms and this has led to a demand for more schools working in this way and thus a positive choice in favour of the Escuala Nuevo multigrade system.

Dealing with chronic staff shortages

Multigrade as defined above is not the automatic answer to temporary or chronic staff shortages. Combining two full size classes to cover a shortage would result in a huge class, which would probably not even manage to fit into one classroom. It would also be much too difficult for one teacher to teach the class.

Instead, generally, the teacher maintains 2 classes in different rooms and divides her time between the two, leaving one class with some activities to do while she attends to the other class. Usually monitors are appointed or volunteers used in supervisory role. Unlike multigrade this is never a pedagogical choice as both children and teachers suffer. It resembles multigrade only in the level of individual work and the need to have careful planning. Teachers may vary in how much they bring the two classes together for sport or cultural activities.

In high resource systems this solution would be very temporary. Any long-term staff shortage would be filled with an itinerant teacher who would be sent to the school until staff levels were restored.

As detailed above, chronic staff shortages exist in many schools in Nepal and the systems of appointing staff or providing a teacher for each grade have yet to be fully implemented. Moreover, there is no system of replacing a teacher when s/he is absent temporarily. The practice of teaching two classes at the same time is thus likely to continue.

Current confusions and the need for clarity in this matter

Currently, the term '*multigrade*' is used to cover both situations - multigrade in small schools and 'multigrade' in the sense of covering two full size classes. In one sense this does not matter. All Nepali teachers need to be able to handle two classes and so need to know how to plan individual learning, plan workable timetables and use volunteers and monitors. This training is needed whatever it is called.

On the other hand, by confusing the concepts, discussion about how to reach isolated communities and ensure that EFA reaches children in rural areas is held back as there can be no real discussion about the uses and organisation of small schools.

These two situations require different, but related, working methodologies. By recognising this policymaking is informed and a full range of options are open to decision makers. Clarity also allows training to be targeted to those that really need it and enables useful advice to be given which approaches the particular problems facing each teacher.

Classroom sizes

Currently the standard classroom size is based on 0.76m^2 per pupil in principle. However, as most of the school construction and physical rehabilitation programs are run with the community participation it is difficult to have standard classrooms. According to the government policy there is a variation in Teacher Student Ratio (TSR). For many years the TSR was 1:55 in Terai and urban, 1:45 in Hilly regions and 1:35 in Mountain regions. The TSR has been reduced to 1:50 in Terai and urban, 1:40 in Hilly regions and 1:30 in Mountain by the Seventh Amendment of Education Act (which is a positive good for isolated rural children). It inevitably means rural classroom are likely to be smaller than urban classrooms. Multigrade schools function better if classrooms are larger. A small school with two larger rooms could function well as a multigrade school. If the partition walls were easy to change, so much the better, as the space could be reordered if the population of children changes in the future.

Materials and equipment

For multigrade to function well more teaching and learning materials are needed. Merely having the teachers' guide and the textbooks does not provide the teacher with the range of group and self-learning materials for the children to use. In addition to these children need access to:

- Additional reading materials

- Additional reference materials
- A range of self learning and group learning worksheets and activities
- Practical equipment (for example equipment for mathematics)
- Supplies of paper etc for group activities which require shared work and are therefore best completed outside of personal notebooks

In responding to the learning of the children teachers would also be expected to devise and make games and activities. For this s/he needs card, paper, scissors, rulers, glue, pens etc. In urban areas much of this can be supplemented by using scrap (e.g. cardboard boxes) but country areas there is likely to be only natural material available free and therefore the school would need a greater supply to be available from the authorities.

Secure storage is required if the teachers materials and equipment is to be kept safe. A lockable cupboard might be required and shelving for games and activities.

In multigrade classrooms extra blackboards are very useful as is furniture, which can be rearranged easily as classroom activities, and groupings are changed for different parts of the curriculum.

In the long term multigrade should not prove more expensive than grade teaching, particularly as it should lead to greater efficiency in terms of reduced drop out and repetition. Slightly increasing the level of equipment and materials is cost effective if children stay on and complete their primary education

Teacher skills

Even those teachers currently working in small schools are weak in terms of their knowledge of real multigrade practices. They tend to continue with two-class teaching and maintain a greater separation of activities than is necessary. This situation is inevitable as the current training for multigrade deals only with the 'Two Class' situation. No advice is given about how to combine the grades and form a new multigrade class, how the planning and time tabling should be, how to build cooperative working amongst children or how to provide activities, which meet the needs of children at different levels.

In the 10 day Recurrent Training Course (Multigrade) time is spent on developing materials, which is useful in both situations, but teachers from small schools are not properly prepared for the range of tasks ahead.

At the same time as all Nepali teachers need to manage the 'Two Class' situation. Teachers without the 10-day course may be unprepared. Possibly

the elements of planning, preparing and teaching two classes need to be fully integrated into standard teaching training and the 10 day Recurrent Course (Monograde)

The issue here is how to separate multigrade training so that it can be redesigned and targeted to teachers from small schools, whilst, at the same time, ensuring that all Nepali teachers have the basic skills to deal with the 'Two class' situation in periods of staff shortfall.

Policy choices

Acknowledging the needs of isolated communities and placing these more centrally in terms of the commitment to EFA would require a policy decision and discussion at the highest levels. This report could form part of the policy formation process. In taking it forward more research and experimentation would seem to be necessary. The TEP could be an opportunity, not just to increase general training required by the many, but to consider future needs and commence some experimental work and training which will be required if the EFA targets are to be reached.

Currently there is a lack of policy on the issue of small schools. This means that schools cannot be designated multigrade or supported in multigrade practices.

Support and supervision

Teachers and schools cannot work well in situations where they are unsupported by management or where managers are not clear on the methodologies required and the steps that are needed to ensure smooth and efficient quality education.

Small schools may be additionally disadvantaged by their isolation. Support and inspection systems, which are based on the needs of small schools, are required. This in turn presupposes additional training in the management of small schools within districts and for head teachers who will necessarily have to take all day-to-day decisions and lead their less experienced colleagues.

Experimentation on community management of schools is currently underway within the COPE project. Small schools, in particular, need the support and involvement of the community. In setting up multigrade schools in isolated areas a similar system would be advisable.

The promulgation of Local Self Government Act and the Seventh Amendment of Education Act have to a great extent delegated authority of establishing, running and monitoring primary education to the local government

authorities and local communities. The delegation of authority to local communities is certainly a good legal provision for the communities to establish and run multigrade schools in rural, remote and isolated communities where it is more needed. Moreover, the government's current policy of enhancing community ownership in the management of primary education and on going program of handing over about one hundred primary schools to the local communities during this year can be considered as positive policy and program for starting multigrade schools.

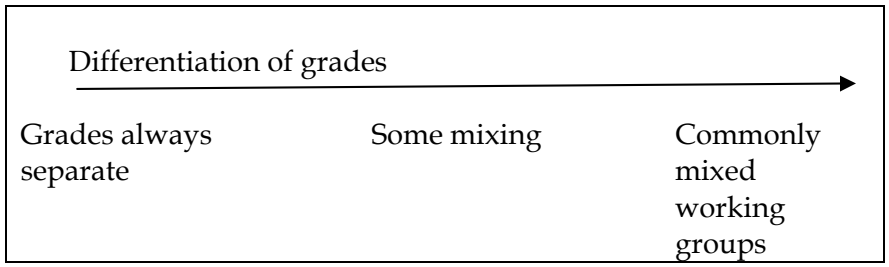
Part 2 FRAMEWORK AND RECOMMENDATIONS

ALTERNATIVE MODELS OF MULTIGRADE IN SMALL SCHOOLS

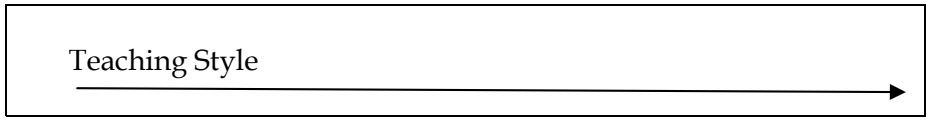
A range of solutions

Different education systems have chosen different models of multigrade. Each model includes most of the elements mentioned in 8.2 to various degrees. They differ in the following ways:

- The extent to which the grades are differentiated. In some models each grade works relatively independently and keeps within the standard grade curriculum. In others the curriculum is more integrated but children work at different levels depending on their age, ability and previous learning.

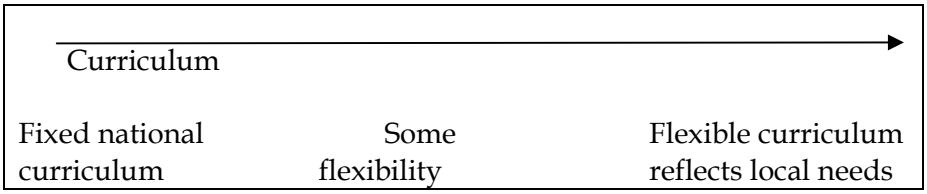


- The extent to which children rely on the teacher's direction. In some models children pattern of activities is set out in self-learning materials, which they follow with the guide of the teacher but at their own individual pace. The teacher's role is one of facilitation rather than 'traditional classroom teacher'.

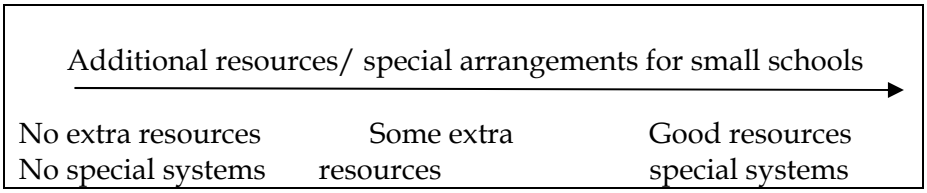


Teacher directed learning. Teacher in traditional role	Some group work	Self directed learning Teacher as facilitator

- The extent to which the school must mirror the standard curriculum used in urban monograde classrooms. In some models the multigrade curriculum is different to the standard national curriculum in that it allows the school more freedom to reflect local needs. The education system recognises that most small schools are in isolated situations and may provide a service for a different community than would be the case in an urban setting. In acknowledging this likelihood the small school is allowed to reflect the needs of the local, possibly ethnic minority, population. In this situation it is vital that community management of schools is part of the system



- The extent to which resources are set aside to support the development of small schools – both in terms of physical environment, equipment, teaching and learning materials, training, support systems, and the development of suitable management systems. This may reflect the overall problem of educational budgets, the ability to allow for flexibility within the education system and political climate, especially with regard to the needs of more isolated areas and minority communities.



In such a model one might expect that working groups for many less academic areas cross the grades but inside the groups children are assigned different tasks reflecting their ages and abilities. During the early stages

teachers will need help in accomplishing this. For more academic subjects it will be more difficult for teachers to work in these ways, especially if the resources teachers have available remain low, and it is likely they will need to maintain separate grade groups working in different parts of the classroom. This assumes that teachers will (with training) work in flexible ways and using different group formations at different times of day.

Teaching style in many schools is still traditional with teachers standing at the front of the class directing the learning. Generally the whole class is treated in the same way. However more child centred approaches, with active learning and differentiation, in the classroom are being recommended within the new training courses. These methodologies will greatly enhance multigrade classrooms and move the teacher towards a more facilitative style. As skills and classroom resources (teaching and learning materials) increase, teachers should be able to further in this new direction. Trainers and researchers should be seeking evidence of such changes.

New regulations and policy will be required if small schools are to become more receptive to local needs in terms of the curriculum. At this time it would be expected that teachers would need to follow the national curriculum. As time goes on one would expect greater flexibility to be introduced.

Special resource and systems of management and support are the major current problems to be faced. Classrooms may not be large enough. Certainly schools lack sufficient resources, particularly teaching aids (models, pictures, maps, games, activities, practical materials) and teaching and learning resources (work books, reference material, supplementary readers, paper and supplies), which enable greater independent learning and differentiation according to age and ability. Any experiment in the use of multi-grade and small schools will require at least some extra resources. In the long term the resource base needs to be built up. In terms of management systems and support systems any experiment would need to include consideration of the particular needs of small schools.

Such a model would require testing out in the real situation.

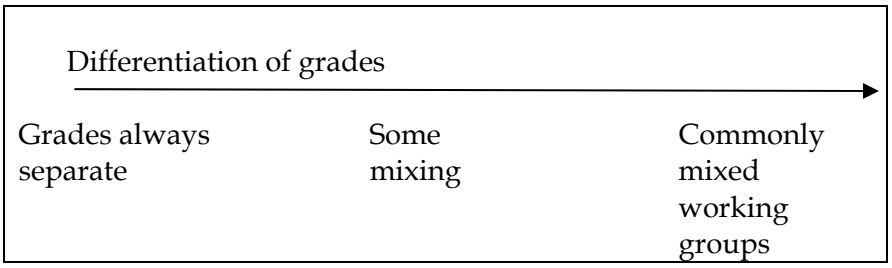
In looking at the detail of such a model a booklet has been prepared going through various aspects of organisation and various aspects of the teaching method. This is a companion booklet to deal with the concepts of multi-grade. The texts of these draft materials are attached as Annex 1 and 2.

Multi-grade is not an answer to staff shortages in large schools – instead teachers will have to continue with dividing their time between classes.

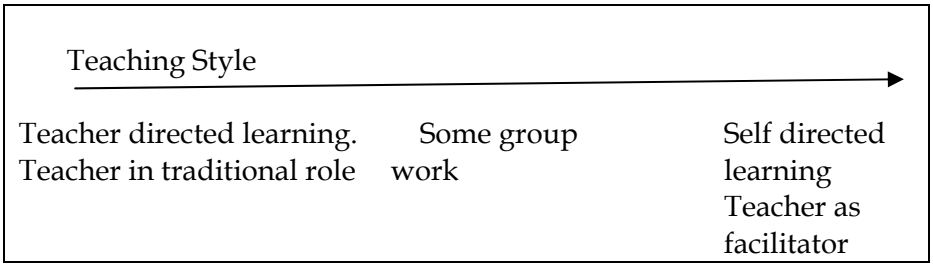
A range of solutions

Different education systems have chosen different models of multi-grade. Each model includes most of the elements mentioned in above to various degrees. They differ in the following ways:

- The extent to which the grades are differentiated. In some models each grade works relatively independently and keeps within the standard grade curriculum. In others the curriculum is more integrated but children work at different levels depending on their age, ability and previous learning.

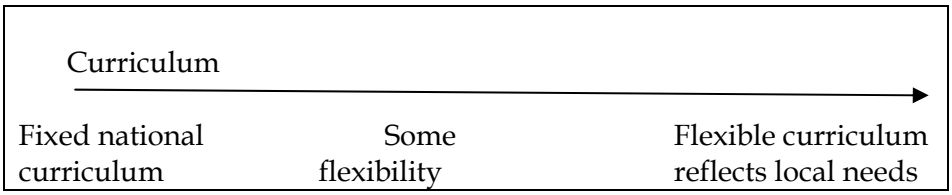


- The extent to which children rely on the teacher's direction. In some models children pattern of activities is set out in self-learning materials, which they follow with the guide of the teacher but at their own individual pace. The teacher's role is one of facilitation rather than 'traditional classroom teacher'.



- The extent to which the school must mirror the standard curriculum used in urban monograde classrooms. In some models the multigrade curriculum is different to the standard national curriculum in that it allows the school more freedom to reflect local needs. The education system recognises that most small schools are in isolated situations and may provide a service for a different

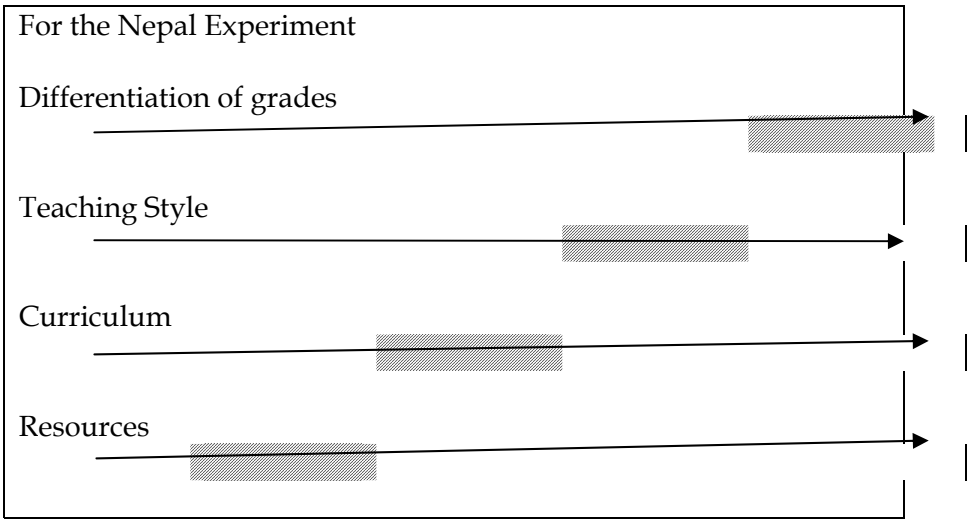
community than would be the case in an urban setting. In acknowledging this likelihood the small school is allowed to reflect the needs of the local, possibly ethnic minority, population. In this situation it is vital that community management of schools is part of the system



- The extent to which resources are set aside to support the development of small schools – both in terms of physical environment, equipment, teaching and learning materials, training, support systems, and the development of suitable management systems. This may reflect the overall problem of educational budgets, the ability to allow for flexibility within the education system and political climate, especially with regard to the needs of more isolated areas and minority communities.

A possible model for Nepal

Currently, with skills low and resources undeveloped a simple model would seem to be most appropriate for experimentation. In terms of the suggested differences shown above, the Nepali system, at this point in time might choose to do the following:



In such a model one might expect that working groups for many less academic areas cross the grades but inside the groups children are assigned different tasks reflecting their ages and abilities. During the early stages teachers will need help in accomplishing this. For more academic subjects it will be more difficult for teachers to work in these ways, especially if the resources teachers have available remain low, and it is likely they will need to maintain separate grade groups working in different parts of the classroom. This assumes that teachers will (with training) work in flexible ways and using different group formations at different times of day.

Teaching style in many schools is still traditional with teachers standing at the front of the class directing the learning. Generally the whole class is treated in the same way. However more child centred approaches, with active learning and differentiation, in the classroom are being recommended within the new training courses. These methodologies will greatly enhance multigrade classrooms and move the teacher towards a more facilitative style. As skills and classroom resources (teaching and learning materials) increase, teachers should be able to further in this new direction. Trainers and researchers should be seeking evidence of such changes.

New regulations and policy will be required if small schools are to become more receptive to local needs in terms of the curriculum. At this time it would be expected that teachers would need to follow the national curriculum. As time goes on one would expect greater flexibility to be introduced.

Special resource and systems of management and support are the major current problems to be faced. Classrooms may not be large enough. Certainly schools lack sufficient resources, particularly teaching aids (models, pictures, maps, games, activities, practical materials) and teaching and learning resources (work books, reference material, supplementary readers, paper and supplies), which enable greater independent learning and differentiation according to age and ability. Any experiment in the use of multigrade and small schools will require at least some extra resources. In the long term the resource base needs to be built up. In terms of management systems and support systems any experiment would need to include consideration of the particular needs of small schools.

Annex-5

Teacher Education Project: 1840

Fellowship Effectiveness Plan

Under Comp-4

National Centre for Educational Development

16 February 2010

A. Context of the Proposal

The Mid-Term Review (MTR) Mission while reviewing the overall performance of implementation of the Teacher Education Project during 17-21 December 2006 expressed serious concern about the effectiveness of the Fellowship Program being implemented under Component Four of the project. It was noted that employment rate of graduates from this Fellowship Program was still at a dismal level of 16% despite the government policy of encouraging recruitment of teachers from female and disadvantaged groups and assurances given by MOES and DOE to earlier ADB missions. The mission concluded, in this respect, with deep realization of the need for a concrete proposal/roadmap with agreed targets on ways to translate government policy of increasing the representation of females and disadvantaged groups by recruiting the 2,500 graduates in the primary teaching force. .

Besides, the mission sought the detailed justification for expanding the number of districts from 12 to 22 districts upon the IA proposal to expand the Fellowship Program to additional 10 districts for the remaining period of the project with sole intention of maximizing opportunity for the trained candidates to get absorbed in the teaching positions.

The present proposal has been put forth to discuss various relevant aspects of the concerns raised during the MTR and to present a future plan for enhancing effectiveness of the Fellowship Program under the TEP.

B. Brief Introduction of the Fellowship Program

One of the specific objectives of the project is to increase representation of disadvantaged groups (DAG), particularly females, in the teaching force. In order to achieve the stipulated objective in its true spirit, the project contains a separate component titled "Educating teachers to better serve the needs of girls and other disadvantaged groups" under the 4th program component. The main intention of this component is to improve access to basic education for disadvantaged groups, including women, by **encouraging increased recruitment of teachers from these groups;** by sensitizing teachers to the special needs of pupils belonging to DAG especially females, and by providing Fellowships for pre-service training for prospective teachers from the disadvantaged groups, particularly women. Accordingly, the project has been implementing several activities, as presented in the box below, to achieve that objective:

Main Activities
a. Distribution of pre-service teacher training fellowship for

prospective teachers from disadvantaged groups, particularly women to ensure their empowerment on entering the teaching force.

b. To sensitize stakeholders about gender and culture there by reducing the discriminating behaviours towards female and so called LOWER CASTE, THE DALITS.
c. To mobilize the people from the local community for the education of the children from disadvantaged community.
d. To attract the children from DAG community towards the school system by empowering their learning achievement arranging special tutorial program for them.

Notwithstanding the various activities currently under execution, this proposal is mainly confined to cover certain aspects of the Fellowship Program in congruence with the significance of the issue.

C. Management of the Fellowship Program

The Central Publicity and Fellowship Management Committee (CPFMC) headed by Director NCED provides policy guidelines with regard to the criteria supplied in the box below for selection of candidates for the Fellowship award and for coordination for creating awareness about the program among relevant stakeholders. Likewise, the District Publicity and Fellowship Management Committee (DPFMC) headed by the respective DEO has been instituted in each of the 12 project districts. The DPFMC takes a lead to select candidates by applying appropriate methods and to oversee the training implementation. The NCED carries out planning, budgeting and monitoring at the national level and the respective ETC-As perform same role at the regional level.

Criteria for Selection of Candidates for the Fellowship Program

1. Dalit + poor female at the first priority
2. Dalit+Poor male at the second priority
3. Janajati poor female with disability at the third priority
4. Janajati poor female at the fourth priority

Note: If first priority holders are not enough to meet the quota, second priority will be effective and accordingly the third and fourth. Candidates residing in remote corners of the district will be considered always first in each priority

D. Implementation Status of the Fellowship Program

Teacher Education Project, as one of its targets, seeks to provide pre-service primary teacher training Fellowship of 3,000 to 2,500 candidates of DAG group specially women from 12 project districts. Furthermore, the project has expected to provide employment opportunity to successful candidates in teaching job in order to eventually ensure the participation of the children from these groups in the school education.

In the first three years (2004-2006), a total of 1,490 Fellowships have already been distributed to the candidates (about 97% female and 57% Dalit only) of the target groups in the 12 districts. Originally, fellowship is planned to be awarded to 700 candidates in the current fiscal year (2006/07) and to 310 in the next year but there is slight change in the plan that is presented in the last table below.

By and large, the candidates have considered this training opportunity as a useful exposure to become teachers at the primary level. Availability of trained candidates in the market has created pressure on DEOs/SMCs to recruit teachers from amongst the trained candidates. Although the new teacher selection advertisement has not been opened for fresh candidates for the last 11 years, yet an opportunity to get recruited to the temporary positions is available in each district. The tracer study of the first batch showed that 12.3% Fellows (out of traced 171 Fellows) were working as teachers and 14.5% Fellows (out of 489 traced Fellows) from the second batch were able to join the teaching force.

The rapid assessment[3] of the deployment of Fellows up to third year in sample districts shows that 16% of them are employed in teaching profession, 32% of them are engaged in tutorial program and 7% of them are working as ECD facilitators. This reveals that more than 50% Fellowship Graduates are already engaged in teaching business in one or the other way and majority of them are ready to compete for the teacher selection exam with licence.

Profile of the Fellowship Program Graduates

Districts	License holder	Working as tutors	Working as teachers	Working as ECD Facilitator
Taplejung	56%	39%	12%	

[3] The Rapid Assessment was undertaken by relevant project officer in December 2006

Sunsari	92%	36%	15%	
Tanahun	-	27%	25%	
Dang	38%	25%	12%	
Average	**62%**	**32%**	**16%**	**7%**

It has been noted that people from DAG community are motivated to send their children to school and are interested to see their children complete high school education so that they could become eligible for any job at the local level.

E. Bottlenecks

During the implementation of the Fellowship Program component, a few bottlenecks, briefly described below, have been encountered. These would need to be removed to effectively implement this component that seeks to address the issue of low representation of DAG/females in the teaching force.

Low rate of employment: Some 85% of the Fellowship Program graduates have yet to enter the teaching force as desired by the project objective. Those of the employed ones are also temporary in tenure that means they have not yet become permanent teachers due to government constraint of not being able to open new advertisement for permanent teaching posts for the last 11 years.

Causes of the problem: Firstly, the DOE did not include concrete criteria for priority-recruitment of the Fellowship Program graduates in the guidelines for selection of teachers in the Temporary Quota under distribution for the last three years. Secondly, the local community and respective NGOs/organizations could not create adequate pressure to persuade the SMC/DEOs to recruit the Fellowship Program graduates even on temporary positions. Thirdly, the candidates themselves have been less eager to pursue job selection, as they not show up and were reluctant to face the competition, perhaps due to the feelings of their own inadequacy for the job during the annual teacher selection process at the school level. And fourthly, the stock of Fellowship graduates concentrated in the 12 project districts alone could not functionally match with the vacant teaching positions.

It seems obvious that in order to overcome various bottlenecks, some responsive strategies and programs would need to be developed to properly address various factors likely to hamper the implementation of this component.

F. Proposed strategies

Keeping in mind the complexity of the problem and the challenge to address various bottlenecks confronting the implementation of the Fellowship

Program, as identified in the last paragraph, the following three action strategies are proposed to provide guidelines for taking appropriate practical actions:

Action Strategies

1. Intensifying the coordination for constant policy support
2. Spreading the Fellowship program to widen the employment opportunity
3. Re-designing the quality-support for during training and post training stage. An option may be explored to arrange training of Fellows at ETCs A and ETCs B preferably.

G. Proposed Actions

1. Setting agreed targets for the recruitment of the Fellowship graduates:

NCED has worked with DOE to set projected targets for the next three years to recruit the fellowship graduates in the teaching force. The targets indicate a plan for employing the graduates in temporary teaching force and expected number to be selected in the permanent position. The projection is based on the existing status of training, trends of their success in teaching license test and their inclination to opt for a teaching job. The plan target agreed as commitment by the NCED and DOE is subject to full adherence while developing and implementing relevant activities. Assumption for the projection is that some 10% Fellowship graduates would drop out of the system due to various reasons such as having no interest in teaching job. Besides, the DOE will continue to supply the additional quota over the next years as well that will be utilized to consume the candidates to meet the target. In the old project districts, such quota, which are not included in the table below, were distributed and many of the graduates were employed in during the past three years.

Projected target for Employment of the Fellowship Graduates in the Teaching Force

S. N	Districts	No. of gradua	DEO granted	No. of graduates	Target for the employment			
					2007	2008	2009	Total

		tes by 2008	Rahat Quota[4] in 2007	employed in teaching till 2006				
1.	Jajarkot	60	43	0	0	20	30	50
2..	Dailekh	60	102	0	0	20	30	50
3.	Pyuthan	45	50	0	0	20	20	40
4.	Aachham	60	48	0	0	20	30	50
5.	Bara	75	97	0	0	30	35	65
6.	Sindhuli	90	188	0	0	40	40	80
7.	Siraha	70	76	0	0	30	30	60
8.	Khotang	45	70	0	0	20	20	40
9.	Baglung	45	47	0	0	20	20	40
10.	Parbat	40	1	0	0	20	15	35
11.	Bhojpur	158	42	21	50	40	40	145
12.	Taplejung	86	39	7	30	15	8	73
13	Sunsari	258	147	37	80	70	50	230
14.	Mahottari	280	70	35	65	80	80	250
15	Sindhupalchok	195	50	22	45	40	70	177
16.	Tanahun	173	4	37	15	60	50	155
17.	Myagdi	109	30	12	25	30	20	93
18.	Dang	139	88	14	50	30	30	125
19.	Banke	198	87	28	60	50	50	184
20.	Surkhet	180	85	19	60	40	40	160
21.	Humla	34	1	3	3	10	10	28
22.	Doti	100	107	6	50	30	20	115
	Total	**2500**	**1472**	**241**	**533**	**735**	**738**	**2245**
	In %		**59**	**16**	**21**	**29**	**30**	**90**

2. **Revision of criteria for teacher-recruitment in RAHAT QUOTA**:

After the MTR held in December 2006, NCED and DOE have unanimously agreed to constitute a Team[5] comprising relevant officials from DOE and NCED to continuously plan and monitor the criteria development process and

[4] The quota includes three categories of Rahat Quota viz Female Quota (3000 to all 75 districts), High PTR Quota and Quota for the Management Handed-Over schools (CSSP).

[5] The Team comprises Mr. KP Kapri and Mr. PK Shah from DOE; Mr. VP Thaiba, SK Sapkota, BK Chapagain, DK Shrestha, BK Khanal from NCED; and CTA and Dr. KN Shrestha from TA team.

its implementation at the school level. So far, the teacher-recruitment criteria (see annex-1) has been already developed and circulated to the district with a special priority clause to consider Fellowship graduates while recruiting teachers by SMCs under the RAHAT Quota. A mechanism has been agreed to monitor and report the recruitment process by mobilizing REDs, DEOs and ETCs.

3. **Collaboration with MOES, NPC and TSC:**

NCED has planned to officially request MOES and NPC by 05 February 2007 for adopting an agenda for reporting the status of recruitment in a Monthly Meeting to be organized under the chairmanship of Hon,bl Minister in presence of, among others, NPC high officials. DOE and NCED will be made responsible to report the status every month.

4. **Expansion of the district coverage from 12 to 22:**

Original 12 project districts will be expanded to 22 by adding 10 more districts to implement the Fellowship program only. The sole intension of the proposed expansion is to spread the stock of potential teacher candidates trained under the Fellowship Program thus maximizing the opportunity to be absorbed in the teaching force. Additional 10 districts have been selected using the following criteria. As ethnic group (Janajati) has relatively better representation in primary teaching (20%) as against 1% of Dalit and better enrolment rate that is 36% of Janjati as against 22% of Dalit children in primary education, therefore criteria for this purpose has been solely confined to address the Dalit under representation. This is also consistent with the revised criteria under operation for the selection of candidates for the Fellowship Program as presented in the earlier section.

The Criteria for selecting additional 10 districts:

a. Top ten districts having biggest population share of Dalit community

b. Top ten districts excluding original 12 districts having largest number of schools without female teachers as per the government policy of at least one-school-one-female teacher

c. Ecological balance

d. Districts having SLC graduates from the target group (Dalit female) ready for the pre-service training course

e. District having least representation of Dalit in teaching profession

A table at *Annex-2* shows the statistical scenario of the 10 additional districts by combining the information to be considered for the selection.

The following table lists the total 22 districts together with the 10 additional ones and depicts the proposed plan for the distribution of the fellowship quota over the next two years (2007 and 2008).

Plan for Allocation of the Fellowship Quota for the Next Two Years

S.N.	Districts	No. of trained graduates upto 2006	Proposed Quota for 2007	Quota planned for the year 2008	Total
1.	Jajarkot	0	30	30	60
2..	Dailekh	0	30	30	60
3.	Pyuthan	0	20	25	45
4.	Aachham	0	30	30	60
5.	Bara	0	35	40	75
6.	Sindhuli	0	45	45	90
7.	Siraha	0	35	35	70
8.	Khotang	0	20	25	45
9.	Baglung	0	20	25	45
10.	Parbat	0	20	20	40
11.	Bhojpur	146 (12)[6]	6	6	158
12.	Taplejung	74 (12)	6	6	86
13	Sunsari	252 (10)	5	5	262
14.	Mahottari	250 (30)	15	15	280
15	Sindhupalchok	165 (30)	15	15	195
16.	Tanahun	161 (12)	6	6	173
17.	Myagdi	91 (20)	10	10	111
18.	Dang	127 (12)	6	6	139
19.	Banke	188 (10)	5	5	198
20.	Surkhet	150 (30)	15	15	180
21.	Humla	26 (2)	1	1	28
22.	Doti	70 (30)	15	15	100
	Total	**1700 (210)**	**390**	**410**	**2500**

5. **Adoption of Effective Measures for Enhancing Training Quality:**

[6] The figures in parenthesis indicates the quota distributed in late 2006, meaning 210 candidates are receiving training at the moment.

Based on the experience, certain measures have been taken to raise the quality of training during the course. The training delivery process will be improved to enable the participants upgrade their competitive capacity so that they will be able to exploit the potential opportunity in their practical life. Following are the immediate measures to be introduced by NCED and respective ETCs.

a. Only better performing PPTTCs will be selected to host the training under the Fellowship scheme

b. At least three round of visit by expert team will be mobilized by the respective ETCS in each training cycle (semester) for monitoring and follow up support

c. Training manual (TRM) will be provided by NCED free of cost to every participant and that will be delivered through respective ETCs well in advance

d. Special collaboration will be initiated between respective ETCs and Local NGOs for identification of the targeted trainees from hard core area of the districts.

6. **Implementation of Post-Training Support activities:**

In order to build collective and competitive capacity in the Fellowship graduates, following actions will be undertaken in a systematic way.

a. Database of all participants will be maintained in the respective ETCs and made ready for regular reporting to NCED after each course

b. Already graduated candidates will be traced and mobilized in massive scale for the tutorial classes

c. Budgetary provision will be made in respective ETCs to organize 2-week *"Licensing/Teacher Selection Test Preparation Training"* for the graduated candidates in appropriate time schedule

d. Special collaboration will be initiated between respective ETCs and Local NGOs for planning and providing post-training support to the fellowship graduates.

H. Overall outcome

Upon successful implementation of the proposal, the following outcome of the program will be achieved.

a. Quality of training will be enhanced

b. Competitive and collective power will be developed in the graduates

c. Total of 90% of the graduates will be employed in teaching force

d. Eventually, effectiveness of the program will be ensured

I. Financial Implications

Budgeting of the proposed actions has not been carried out with the assumption that original project allocation for the specified component will be utilized to cover the cost for implementation of the proposed actions meaning no additional financial liability is required. However, the required amount of budget can be figured out by taking the set norms for the major activity that is distribution of fellowship to remaining 800 candidates, total of $ 0.333 million is required. Likewise, other actions are planned to consume around $ 0.122 million by the end of the project.

J: Risk Analysis and Assumptions

It has been assumed that the DOE commitment will be continued to make sure that give special priority will be placed to meet the planned target of employing the trained in the teaching positions under the Rahat Quota over the next three years. The trained graduates will be enthusiastic to join the post-training activities so that all of them will receive teaching license and acquired competitive capacity to compete for the teacher selection examination for the permanent positions. Every trainee will pay full attention and show aggressive involvement in learning process during the training for achieving high level of performance in examination.

There will full risks in outcome anticipated if the assumed situations are changed or not maintained properly. Although the project will make every effort for effective implementation of the proposed actions, policy back up and preparedness of the recipient ends are critical factors to determine success of the proposal.

K: Implementation Modality and Time Frame

The table below illustrates implementation modality and timeline for implementation of the proposed actions. In the meantime, the table summarizes the proposed activities for remaining period of the project in relation to execution of the fellowship program.

Operational Plan

S.N.	Actions	Implementation Modality	Time frame
1	Setting agreed targets for the recruitment of the	Collaborative work between NCED and DOE	Feb 2007

S.N.	Actions	Implementation Modality	Time frame
	Fellowship graduates		
2	Revision of criteria for teacher-recruitment in RAHAT QUOTA	DOE includes a priority-criteria in the guideline (circular) for teacher selection in the Rahat Quota	Jan 2007
3	Collaboration with MOES, NPC and TSC	The monthly meeting at MOES under the chairmanship of Hon,bl Minister seeks reporting of the status of the planned employment	2007-2009
4	Expansion of the district coverage from 12 to 22	After concurrence from ADB, fellowship quota will be distributed to the additional 10 districts	April 2007
5	Better performing PPTTCs will be selected to host the training under the Fellowship scheme	Respective ETCs will be instructed to identify better performing PPTTCs and assign them to run the training under contractual arrangement	April 2007-2009
6	At least three round of visit by expert team will be mobilized by the respective ETCS in each training cycle (semester) for monitoring and follow up support (MFS)	MFS team will be mobilized from ETCs as planned	2007-2009
7	Training manual (TRM) will be provided by NCED free of cost to every participant and that will be delivered through respective ETCs well in advance	Required number of TRMs will be printed and delivered to the participants prior to the training begins	2007-2009
8	Special collaboration will be initiated between respective ETCs and Local NGOs for identification of the targeted	ETCs will be instructed to work with the local NGOs to ensure that candidate selection process will	2007-2009

S.N.	Actions	Implementation Modality	Time frame
	trainees from hard core area of the districts.	bring into the coverage from hard core corners of the districts	
9	Database of all participants will be maintained in the respective ETCs and made ready for regular reporting to NCED after each course	Respective ETCs will be mandated to maintain and report the information	2007-2009
10	Already graduated candidates will be traced and mobilized in massive scale for the tutorial classes	School Support Groups from the original project districts will be followed up by the respective ETCs to ensure that fellowship candidates are engaged in running the tutorial classes	2007-2008
11	Budgetary provision will be made in respective ETCs to organize 2-week *"Licensing/Teacher Selection Test Preparation Training"* for the graduated candidates in appropriate time schedule	Respective ETCs will be granted required amount of budget to plan and run the training	2007-2009
12	Special collaboration will be initiated between respective ETCs and Local NGOs for planning and providing post-training support to the fellowship graduates.	ETCs will be instructed to work with the local NGOs to provide post-training support to the trained graduates.	2007-2009

The End

Annex-6

Implementation of Improved Teacher Preparation Program under FOE/TU

A Special Collaboration between NCED/ MOES and FOE/TU

Joint Submission of a

Bilateral Agreement on the Proposal (BAP)

To the CEHRD/MOES for Approval

……	…….……
Dr. Prakash Man Shrestha	**Dr. Ram S. Sinha**
Dean, Faculty of Education,	**Executive Director**
Tribhuvan University	**NCED**

……..

Mr. Ram Bdr. Khadka

Member Secretary, HSEB

15 April, 2008

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6	Collaboration Execution Schedule	10
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8	Coordination and Facilitation	10

1. Introduction

Historical context of the university

Tribhuvan University (TU) is the oldest and largest university of Nepal. There are 4 faculties and 5 institutes under this university. Among them Faculty of Education (FOE) is the second largest faculty in terms of member of constituent and affiliated campuses and the number of students studying in them. FOE produces human resources, which works in various sectors of education from teaching to formulating educational policies. Specifically, it produces teacher educators and teachers to teach students at different levels viz. primary, secondary, higher secondary and university level. In addition to preparing teachers, teacher educators, researchers, curriculum specialists, evaluation experts, administrators, etc. are produced through Master of Education (M. Ed.), Master of Philosophy (M. Phil.) and Doctor of Philosophy (Ph. D.) programs.

Brief profile of education programs

FOE runs different programs viz. Proficiency Certificates Level (PCL) in Education, one year Bachelor in Education (B. Ed.), Three Years B. Ed., and Master of Education (M. Ed.), Master of Philosophy (M. Phil.) and Doctor of Philosophy (Ph. D.). The entry requirement for three years B. Ed. is proficiency certificate level (PCL) whereas the entry requirement for one year B. Ed. is Bachelor's degree in other specialization area of other faculties. Similarly, B. Ed. is the entry requirement for M. Ed.

The main purpose of PCL in Education and B. Ed. programs are to produce trained teachers for lower secondary and secondary schools respectively to teach various subjects in which they specialize. In addition to producing teacher educators, producing human resources for education sector is the purpose of M. Ed. At present, there are several specialization areas offered at different levels. These specialization areas are Education Planning and Management, Curriculum and Evaluation, English Language Education, Science Education, Mathematics Education, Health Education, Physical Education, Population Education, Geography Education, History Education, Economics Education, Business Education, Home Science Education, Industrial Education, Primary Education, Early Childhood Development and Special Needs Education.

Addressing the emerging needs

Information and Communication Technology (ICT), at present, is revolutionizing the way in which we live and work. In every walk of life, a person is expected to be able to use computers. ICT is about the new ways in

which we communicate, inquire, make decisions and solve problems. It has given mankind the ability to treat information with mathematical precision, to transmit it at very high accuracy and to manipulate it at will. As our society becomes more computerized and technologically sophisticated, the need for highly skilled computer professionals increases accordingly. For this, computer education must flourish at all levels of education and in order to implement these courses successfully, there should be trained human resources in Information and Communication Technology Education (ICTE). Hence, trainers should be produced to teach and train teachers to teach ICT in the primary and secondary schools. This will require trainers' manual, teacher's handbooks and other resource materials, which must be developed for the successful implementation of ICTE. Besides, the computer awareness program or basic computer literacy program will be launched for educational managers and teachers of both campus and school levels in order to enable them to use various teaching recourses and apply modern techniques in teaching learning process.

A decade ago, Government of Nepal introduced Computer Education as one of the optional subjects in the secondary school curriculum. The course was also introduced in the lower secondary level of private sector. However, no formal program has yet been developed for the Computer Education or ICTE. Consequently, the course is being run by the teachers who have taken just a few month package course. So, there is an urgent need to include ICTE specialization in B. Ed. Program so that the problem of the shortage of trained teachers in this area can be addressed properly. Therefore, ICTE curriculum should be immediately developed and implemented in the B. Ed. program.

2 Rationale for the Special Collaboration between NCED and FOE/TU

Secondary Education Support Program (SESP) 2003-2008, Teacher Education Project (TEP) 2002-2008, and Training Policy 2005 provisioned sets of policies and activities in order to improve the pre-service teacher education program under the FOE, TU. The improvement committed to be accomplished within the SESP/TEP life has intended to revise and develop new professional course for better preparation of secondary school teachers corresponding to the school subjects. Likewise, the program and policy emphasized to revise the existing M. Ed. curriculum in such a way that they are made comparable with international standards in both the academic and professional constituencies. Likewise, one year professional degree program (i.e. the first part of three year B.ED) for the non-ed PCL and one-year professional degree program (i.e. one year B. Ed. program) for the non-ed Bachelor candidates were envisioned for the good sake of having as the regular program for better preparing teachers for the respective levels of teaching at the school. Meanwhile, the programs

have earmarked budget to be made available to the FOE for executing the planned improvements. However, some (5%) share of entire budget for the stated activities will be born by FOE/TU to lead the collaboration in a true spirit. Following paragraphs explain the rationale more specifically.

Emerging diverse needs and aspiration: People's movement in Nepal brought significant changes in the structure of the state and the social and national needs have changed accordingly. The education system should also reflect the hope, aspirations and needs of the country in this changed context addressing diversified demands for education by the people.

Need for the revision of the existing programs: Courses at different levels such as one-year B. Ed., 3-year B.Ed., and 2-year M.Ed. run under the FOE have not been revised for quite a long time. They need to be revised and updated to meet the needs of the learners in the globalized community. They should be more learner-centered than teacher- centered, focus more on learner's autonomy and innovative methods, follow reflective approach, and include new technologies in education/training i.e. ICT. The courses are anticipated to responsively serve the changing requirement of the teaching profession, among others, at the school level.

ICT education as an evolving area of study: National development depends largely on education development of a country. New vision, new ideas and new technologies must be incorporated to educate the young citizens of the country. In the meantime, pressing demands for ICTE are coming up from different corners of clientele communities. This will come into action when ICTE is formally integrated into regular programs such as PCL in Education and B. Ed. Program and into the new programs that are to be developed in response to the demands and interest of the relevant sectors.

Nepal cannot remain aloof from the process of globalization. She must be aware of what is happening around her and learn from the changes, which are taking place worldwide. Her education system should compete with the other neighboring countries so that her children should not be devoid of the benefit of the global trends and changes. This is the age of ICT. Advanced technologies are more pervasive today than they have ever been and their uses are expanding continually. ICTE is significantly enhancing and altering human activity, and enabling us to live, work and think in ways that most of us never thought possible. Technology has an increasingly significant effect on individuals, groups and entire nations. Hence, students must be prepared to understand, use and apply ICT in effective and efficient ways.

3. Objectives

1. To revise the courses of B. Ed. and M. Ed. levels to standardize them with adequate academic and professional proficiency
2. To develop ICTE as one of the specialization course in B.Ed degree
3. To develop trainer's manual and other resource materials for the programs
4. To conduct faculty development training program
5. To supply material support to **some selected** campuses for the implementation
6. To adjust the FOE/TU policies to implement the above mentioned revised and newly developed programs as its regular program

4. Detailed Activities under the Collaboration

Firstly, the existing courses of one-year B. Ed., 3-year B. Ed and M. Ed. will be revised so as to make them comparable with the international standard with adequate inputs in terms of academic and professional strength. Meanwhile, the courses, among others, will be customized to cater the changing needs of the teaching field by preparing better teaching candidates to effectively deliver teaching in all the school subjects. More specifically, courses of all the levels will be developed as professional degree for teacher preparation by revision of the contents, instructional methodology and evaluation system. Restructuring of their contents, instructional methodology and evaluation system will be part of the revision in order to make them competency-based and learner-friendly.

Secondly, an independent professional program (i.e. the first year of three year B. Ed) named One-year Teacher Preparation Course (TPC) targeting to prepare trained candidates for Basic Level teaching force will be developed and implemented for graduates of non-ed PCL and Higher Secondary Level. The course will be developed and offered as regular program under the FOE. It is designed in such a way that credit of this degree will be linked to three-year B. Ed in order to ensure vertical (higher qualification) mobility of the graduates. For this, FOE will immediately initiate the process.

Thirdly, specialized ICTE courses will be developed and offered as regular program under the FOE targeting to train both the in-service and pre-service teaching force for the secondary level. At the end of the course, the graduate will be awarded B. Ed. in ICTE. The course will be developed in such a way that it will allow candidates of different categories like Non-ed Bachelor, Ed-Bachelor, and PCL graduates. It is also envisioned that the B. Ed. in ICTE will gradually be expanded to the Master level upon its successful implementation. This will be

executed in a proper sequence of events such as ICTE curriculum and material development, faculty development, lab establishment in five identified regional FOE campuses and implementation. It is planned that special lab with full of required sets of equipments will have been established by DOE/SESP by the time the program development work is completed by the end of July 2009.

Fourthly, a one month ICT awareness program for the teachers and the administrative staff (school supervisors, HTs, DEO and RED staff) will be developed and implemented under the FOE through the identified five regional campuses. This will be a basic ICTE literacy course with the aim of creating awareness about ICTE among the trainees and to qualify them to operate basic facilities of the computer programs. In addition, the program will be made accessible to the pre-service candidates as well. The program will be supported by sets of teaching learning materials and trained faculty for the training providing campuses.

Accomplishment of the above mentioned activities involves the education expertise, subject teachers and the Faculty Board Members. To summarize, special Curriculum Development Process as presented in the *Box*-1 below will be followed as guiding process as and when the course revision and development works are applicable.

In addition, entire process of the curriculum development and revision will employ expertise available with NCED, MOES and other departments.

Box-1

Curriculum Development Process under FOE

The process of curriculum development has a set pattern in the FOE, TU. There are several steps to be followed. These steps are to ensure that there is no chance of making slips and that everybody related to the course are included. The stepwise processes are given below.

- Organizing Faculty Board Standing Committee (FBSC) meetings for course development.
- Organizing Faculty Board (FB) meeting (Full body).
- Organizing Workshop for Course development to be attended by the members of Subject Committees (SC) and experts.
- Organizing Subject Standing (SSC) Committees meetings for assigning courses to concerned teachers for development.
- Organizing Full Body SC meeting with selected subject teachers for collecting problems, issues and

suggestions.
- Developing courses.
- Organizing Full Body SC meeting for feedback and comments on the developed courses from members and subject teachers.
- Organizing SSC meetings for course approval.
- Organizing FBSC meetings for approval of the courses.
- Organizing FB meetings for approval.
- Forwarding the courses to Academic Council of TU for final approval

Budgeting and Funding arrangement

There are certain principles adopted while budgeting for the activities. Firstly, approved expenditure norms, which is prevalent at the FOE was considered as bases for costing the items. Secondly, cost-able activities were identified on the basis of program execution process and practice commonly applied under the TU system. Thirdly, the budget has been estimated for the key activities, which are critical during the establishment stage.

Summary of the Budget and Spending Plan Nrs. 000/-

S.N.	Activities	Base Cost	Over Head	Total Cost	Spending plan by FY		
					064/65	065/66	066/67
A	**Specialized ICTE courses for the secondary teachers (1-yr & 3-yr B.Ed)**	**9000**	**900**	**9900**	**0**	**3988**	**5913**
1	Curriculum development	0	0	0	0	0	
2	Faculty development training	4000	400	4400	0	2200	2200
3	Training manual and resource materials	1500	150	1650	0	825	825
4	Material support to the campuses for the implementation	3500	350	3850	0	963	2888
B	**Revision of existing one-year B. Ed, 3-year B. Ed and M.Ed. program**	**13340**	**1334**	**14674**	**1082**	**11667**	**1925**

S.N.	Activities	Base Cost	Over Head	Total Cost	Spending plan by FY		
					064/65	065/66	066/67
5	Curriculum Revision (including S.N. 1 activity: development of ICTE curriculum)	9840	984	10824	1082	9742	0
6	Faculty development training (including S.N. 8 activity)	3500	350	3850	0	1925	1925
C	**ICT awareness program (basic literacy)**	**500**	**50**	**550**	**22**	**275**	**248**
7	Curriculum development	100	10	110	22	83	0
8	Faculty development training	0	0	0	0	0	0
9	Training manual and resource materials	100	10	110	0	110	0
10	Material support to the campuses for the implementation	300	30	330	0	83	248
D	**One-Yr. TPC for the non-ed. PCL and HSL Graduates**	**4200**	**420**	**4620**	**1045**	**3575**	**0**
11	TNA research-based curriculum development	1000	100	1100	550	550	0
12	Faculty development training	1000	100	1100	0	1100	0
13	Trainer's manual development	1500	150	1650	495	1155	0
14	Material support to the campuses for the implementation	700	70	770	0	770	0
A-D	**Total**	**27040**	**2704**	**29744**	**2149**	**19504**	**8085**
	FOE/TU Share (5%)	1352	135	1487	107	975	404
	Amount of grant support to FOE by NCED/MOES (95%)	**25688**	**2569**	**28257**	**2042**	**18529**	**7681**

Note: This Budget and Spending Plan does not include the budget for the construction and study visits

Funding arrangement

Ongoing education reform program-SESP and TEP- will be the major source of funding the budgeted activities separated by nature of activities originally planned in the individual programs. In addition, School Sector Reform (SSR) funding will also be utilized for financing the third year activities since the SESP and TEP will be officially phased-out by the end of the second year of the collaboration. Of the total estimated budget amounting Nrs. 2, 97, 44, 000/-, 5% budget amounting Nrs. 14, 87,000/- will be born by FOE/TU itself. Likewise, of the total "grant support to FOE/TU by NCED" amounting Nrs. 2, 82, 57, 000/-, budget estimated for the Activity-D (Nrs. 46, 20, 000/-) will be funded under TEP source and the remaining will be funded under the SESP source.

For the practical purpose, execution of the collaboration has been spread over the next three years' period of time that accordingly corresponds to the budget spending plan. NCED will manage to release the budget in form of lump-sum grant to FOE by adhering to the following payment schedule upon delivery of the time-bound outputs.

Payment Schedule tied up with the reporting and work progress.

- Nrs. 20, 42, 000/- as planned to be spent within the running fiscal year will be released to FOE in form of mobilization/advance upon approval of the proposal by the higher authority (MOES/CEHRD)
- Up to 50-66% of the total cost of program will be released on the basis of the progress in terms of the program accomplishment (curriculum/material development, revision and faculty development) within FY 2065/66
- Remaining amount of the total cost of program will be paid at the end of the 1st three months of the program implementation through the campuses

Nevertheless, the spending plan as presented in the table above will be maintained with regard to releasing the fund to FOE/TU by NCED. FOE will bear full responsibility of furnishing NCED with audited report of expenditure under the collaboration.

5. Collaboration Implementation Schedule

Timeframe and Sequencing of activities

S.N.	Milestones of the Activities	Time frame by FY		
		64/65	65/66	66/67
A	**B.Ed in ICTE (BICTE)**			
1	Curriculum development			

S.N.	Milestones of the Activities	Time frame by FY		
		64/65	65/66	66/67
2	Material/manuals development			
3	Establishment of Lab in five campuses by DOE			
4	Faculty development			
5	Implementation			
B	**ICT literacy (Awareness) course**			
6	Curriculum and materials/manuals development			
7	Faculty development			
8	Implementation			
C	**One-year B. Ed; 3-year B. Ed and M. Ed. Programme**			
9	Revision of the course			
10	Faculty development			
11	Implementation			
D	**One-year TPC for the non-ed PCL**			
12	Curriculum development			
13	Material/manuals development			
14	Faculty development			
15	Implementation			

6. Practical Technicalities

This agreement hereby opens up the high potential of the NCED-FOE collaboration for longer term in future. The execution will adopt flexibility along the process by embracing the adjustment (s) as a result of potential changes in the teacher education policies in the days to come. Therefore, the content of the collaboration will remain the same but scope of the undertaking might be amendable during the course of execution.

Besides, the collaboration has been conceived as the permanent and official forum for continuous professional dialogue between the NCED and FOE.

To summarize, this is considered to be a first stage of the collaboration of this kind with having full possibility of its extension to the next stage for the new agenda. Ongoing technical exercise for School Sector Reform Program (SSRP) has already proposed such policies that demands continuation of this collaboration in various occasions in future.

7. Coordination and Facilitation Mechanism

The Technical Teams already formed and functioned to make this agreement happen will be authorized to continue their technical roles in order to

facilitate the collaboration process by coordinating and providing technical inputs to the entire execution process. Formation of the teams is presented below.

FOE Technical Team

I. Prof. Dr. Hira Bahadur Maharjan
   Team Leader

II. Prof. Radha Sharma
   Member

III. Mr. Kul Nar Sing Shrestha
   Member

IV. Dr. Shiva Sharan Maharjan
   Member

V. Dr. Vishnu S. Rai
   Member

NCED Technical Team

I. Mr. VP Thaiba, Director
   Team Leader

II. Mr. Kamal Pd. Pokhrel, Dy. Director
   Member

III. Mr. ……, Dy. Director
   Member

IV. Mr. Madan Nath, Technical officer
   Member

V. Mr. Shiba K. Sapkota, Dy, Director
   Member

Addendum to the original agreement

A Special Collaboration between NCED/ MOES and FOE/TU

3rd year Activity Plan

1. Introduction

This document is meant for a documentation of bilaterally agreed activities for the 3rd year (FY 2066/67) of special collaboration between NCED and FOE/TU, which has been in effect since 15 April, 2008. The activities have been detailed out based on a principle that the already agreed activities will be continued to finish up the outputs planned and new activities that have become urgent to comply with the School Sector Reform Program (SSRP) provisions in relation to teacher preparation and qualification upgrading of working teachers will be added. Such adjustment and rationalization in planning for the activities has been done by observing a clause mentioned in the bilateral agreement that reads as "the execution will adopt flexibility along the process by embracing the adjustment (s) as a result of potential changes in the teacher education policies in the days to come. …….the content of the collaboration will remain the same but scope of the undertaking might be amendable during the course of execution". Following sections of this document covers brief explanation of the activities, implementation process and the outputs. Meanwhile, budget estimation, expenditure procedures and implementation schedule are also important text of the document.

2. Brief description of the activities

A. *Course orientation training:* It is planned that faculty members of the constituent and affiliated campuses of the FOE will be provided 3-5 days long orientation training on curriculum of TPC, one year B.Ed) (in form of advanced TPC), 3 year- B.Ed and M.Ed program revised during last fiscal year under the collaboration. For the facilitation, respective subject-specific experts will be mobilized.

B. *Material support to the campuses:* It is targeted that reference materials and compendium of relevant materials essentially useful for teaching newly developed programs like B.Ed in ICTE, TPC and one-year B. Ed.; and aforementioned revised education programs will be prepared and supplied to the campuses where the programs are run.

C. *Qualification upgrading program for in-service teachers:* To be consistent with the policies and qualification standard stipulated in the SSRP, two different programs are required to allow the in-service teachers with I.Ed and B.Ed and equivalent qualifications in order for them to

be become eligible to comply with the new qualification criteria. Meanwhile, time and cost affordability capacity of the target teachers also ought to be taken into consideration while developing the program. Upon the context, special professional B.Ed program will be designed for teachers having I.Ed and equivalent qualification. Likewise, special professional M.Ed. Program will be designed for teachers having B.Ed or equivalent. The professionals programs will be developed in such a way that the target students will have opportunity to utilize flexible, open and distance mode to complete the degree; and to get the professional experience accredited towards the certification of the course. The FOE/TU will work with NCED/MOE in order to make sure that existing professional experience, technology and infrastructure will be shared between the institutions for the stated purpose.

D. *Piloting of 4-yr B. Ed. program:* For the purpose of preparing the system to fulfill the requirement of SSR policy, a four-year B.Ed program will be designed with a provision of two-subject specialization (Nepali and Social Study). This will be piloted with course framework and indicative institutional guidebook in a group of 40 students in a selected Education Campus within the Kathmandu Valley. It is assumed that the piloting experience will prove to be useful; thereby the program will be expanded to rest of the subjects and to the higher level-M.Ed in future.

E. *Faculty development and refresher training in ICTE:* It has been observed that many of the affiliated campuses are tempted by the experience of the five regional campuses to run the B.Ed in ICTE program. As a result, demand for organizing one-year faculty training has been expressed to prepare expert teachers for them. Thus, a one-year faculty development course will be conducted for developing trained teachers in the interested affiliated campuses. Similarly, having realized some deficit in functional skills of the faculty members/teachers assigned for teaching B.Ed in ICTE program, a refresher training course will be designed and organized in the five regional ICT campuses. The training is aimed at developing advanced level skills and professional techniques in teaching such a practical subject-ICTE.

F. *Curriculum research:* It is targeted that a rapid study will be undertaken to conduct assessment of curriculum for various academic programs that are under implementation within the FOE system. The study is meant to find out horizontal and vertical linkage, gaps and issues

across the curricula and to recommend technical action steps for the improvement.

3. Details of outputs

Upon implementation of the 3rd year activites as described, following items of outputs will be produced and submitted to NCED by the end of the running fiscal year.

i. A report of need assessment for professional B.Ed and M.Ed degree programs

ii. An approved curriculum structure and implementation modality for professional B.Ed degree program

iii. An approved curriculum structure and implementation modality for professional M.Ed degree program

iv. An apporved comprehensive curriculum structure for piloting of 4-year B.Ed program

v. Totoal of 16 faculty members from the relevant campuses completed refresher course in ICTE

vi. Total of 20 faculty members nominated from selected campuses completed 3 months of one-year faculty development course in ICTE

vii. A report of technical audit of curriculum for three education porgrams (TPC, B.Ed and M.Ed)

viii. 400 books and reference materials for the use of teaching new/revised curriculum (TPC/B.Ed/M.Ed) supplied to the constituent campuses

4. Budgeting and Funding arrangement

Budgeting

There are certain principles adopted while budgeting for the activities. Firstly, approved expenditure norms, which is prevalent at the FOE was considered as bases for costing the items. Secondly, cost-able activities were identified on the basis of program execution process and practice commonly applied under the TU system. Thirdly, the budget has been estimated for the key activities, which are critical during the establishment stage.

Summary of budget estimate for the 3rd year activities

In 000/-

S.N.	Activities		Target	Unit cost	Budget

Summary of budget estimate for the 3rd year activities

In 000/-

A	**Course orientation training**	**Unit**			**1650**
1	Course material development	type	1	150	150
2	Actual training (2-5 days) conduction by panels of subject-specific experts in different venues	person	100	15	1500
B	**Material support to the campuses**				**900**
3	Procurement of reference materials	book	300	0.5	150
4	Preparation of compendium of the reference materials	book	100	2	150
5	Reproduction and delivery of the material set	book	400	2	600
C	**Qualification upgrading program for in-service teachers**				**1400**
6	Need assessment study	type	2	500	1000
6	Development of curriculum structure and implementation modality for professional B.Ed Degree	type	1	200	200
7	Development of curriculum structure and implementation modality for professional M.Ed degree	type	1	200	200
D	**Piloting of 4-yr B. Ed. program**				**450**
8	Need assessment study	type	1	200	200
09	Development of comprehensive curriculum structure	type	1	50	250
E	**Faculty development and refresher training for ICTE:**				**750**
10	Refresher training (2 weeks) for faculty members from 5 regional campuses	persons	15	10	150

Monitoring Process

Summary of budget estimate for the 3rd year activities

In 000/-

11	Faculty development training (one year) for teachers from campuses nominated for the ICTE program	persons	20	30	600
F	**Technical audit of curriculum for the education programs**				**700**
12	Study design	type	1	100	100
13	Execution of the study to cover curriculum for TPC, B.Ed and M.Ed programs	study	3	200	600
A-D	**Total**		**0**	**0**	**5850**
	FOE/TU Share (5%)		0	0	293
	Amount of grant support to FOE by NCED/MOE (95%)		**0**	**0**	**5557**

Funding arrangement

Ongoing School Sector Reform Program will be the major source of funding the budgeted activities planned in the individual programs. Of the total estimated budget amounting Nrs. 55,57,000/-, Nrs. 10, 50, 000/- will be managed with unspent amount of the grant support provided to the FOE last year. Thus, total of **Nrs. 45,07,000/-** will be released by NCED as porvisioned in the "**Annual program Implementation Plan"** to the FOE as per actual expenditure status or expenditure plan submitted in consistent with the estimated targets. However, the FOE, during implementation, might reallocate the budget across the cost items for the purpose of optimizing the quality of outputs planned.

…… ……

Dr. Prakash Man Shrestha **Harka Prasad Shrestha.**

Dean, Faculty of Education, **Executive Director**

Tribhuvan University **NCED**

March 15, 2010

The end