

Summary Report

2067/68 (2010/11)



Dailekh School Project

2066–2070

Background

The Dailekh School Project (DSP), established under the Rato Bangala Partnership in Outreach Program (RBPOP) in 2009 and run by the Rato Bangala Foundation (RBF) and Rato Bangala School (RBS), operates with the central aim of creating a child centered teaching and learning environment at the primary level of all schools in the Mid-Western District of Dailekh. To achieve this goal there are 6 specific objectives that we have planned. Our first objective is to secure a functional relationship with key stakeholders in the district, thereby building up a partnership with them. An increase in the participation of parents and local level stakeholders, the cultivation of knowledge and skills among primary level teachers, an improvement of classroom facilities and the development of more responsible and pro active students are the different goals that this project has tried to deliver. This project has implemented its major interventions during the first and second year. In this report, we have put forth our evaluation and assessment of the several achievements and transformations brought about in partner schools.

Vision

To improve the quality of education in all Basic and Primary schools of Dailekh to commendable national standards.

Mission

We (RBPOP and RBF) strive to heighten classroom ethics in all basic and primary schools in Dailekh for a better school life of children.

Purpose

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

Brief description

Dailekh School Project (DSP) has completed its second year of implementation and has successfully met the targeted plan. 170 primary teachers have received two months residential training in Kathmandu and 136 teachers have graduated with ten months training. Furthermore, 1658 primary level teachers have graduated with 5 months' skill development training and one teacher has received yearlong training. In addition, 350 schools in the district received teaching materials that are not easily available in the local markets but are nonetheless important items for teaching conceptual topics in the primary grades. 351 schools have formed child clubs and these clubs conduct diverse extracurricular activities every month. 74 clusters have also started subject wise Friday meetings where teachers get together and devise methods to teach the curriculum in an interesting and effective way. 14 field officers also took part in a 3-day orientation program in Teacher's Professional Development (TPD).

Joint monitoring plan with the DEO is also a program under the initiative of DSP and this program has extended its reach to 76 schools in the district. RBPOP's board chairperson and members, high officials from the Department of Education (DOE), the National Council for Educational Development (NCED), the Regional Education Director and the Education Training Center of Surkhet (ETC) visited the site to monitor this program (*See annexure for details*)

On a more positive note, it has been observed that in 448 schools, children adhere strictly to different classroom rules and abide by the job chart every day. As a result, students are more active in maintaining a healthy classroom environment and in maintaining class order. We have seen improvements in at least ten schools present in each resource center. Among other things, print rich classroom, increased time for classroom teaching, the use of basic teaching materials and a focus on annual planning are the major achievements made this year. To summarize, the average achievement score has increased by at least 5 % in some selected schools. (*See annexure for details*).

Summary of the project activities

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

Outputs	Completed activities	Result	Remarks
Output -1 Interactive and child friendly facilities in all classrooms of all schools are in place	1.1 Field Officers and other staffs made school visits at least two times this year. 1.2 At least 300 SMC meetings were attended by FO where they were told about the need to improve school facilities. 1.3 Parent awareness classes were organized by FO in at least 250 schools. 1.4 Radio programs were conducted based on project activities and the various needs and possibilities at school level. 1.5 Joint monitoring with DEO was organized 5 times where visits were made to 76 schools with a focus on school management and implementation of training activities.	1.1 About 15,420 students have benefited from child friendly seating arrangement and improved classroom facilities. 1.2 About 38,500 students are benefiting with cleaner environment in schools. 1.3 About 20,400 students have easy access to a safe and clean toilet. 1.4 About 2000 students are benefiting with comfortable furniture in their classroom. 1.5 257 schools have experienced slight improvement of facilities in the lower grades particularly 1 and 2. 1.6 385 schools are cleaner 1.7 204 schools have a safe toilet facility. 1.8 41 schools have set age appropriate furniture, particularly in grade one and two.	Schools are receiving funds from the district education office and from their local sources. The school authorities have started to realize that school facilities need to improve in order to maintain a healthy learning environment in their schools.
Output- 2 Participation of SMC, parents and volunteers in academic and management development of the schools has increased	2.1 Village Education Committee has been formed in 35 VDCs 2.2 3 meetings were organized with VDC secretary and DEO team with an emphasis on developing Village Education Plan (VEP). 2.3 School authorities have been encouraged to organize Parent's day in school 2.4 Trained teachers were encouraged to organize parent classes in their schools 2.5 Encouragement was given to school authorities to organize regular meetings of the school management committee with an active role of the PTA.	2.1 Village Education Committees have started taking initiative in mobilizing other stakeholders in their schools. 2.2 A draft copy of village education plan is nearing completion 2.3 The frequency of school visits by parents has increased. 2.4 Parent education classes have started 2.5 The frequency of SMC meetings has increased in at least 200 schools. Different CCTLA activities are discussed in the meeting.	Due to the Education act 2028 sixth amendment 2066, article no. 11, village education committee is important for improving the quality of education at VDC level. Also, we believe that there should be a collaborative effort for improving the quality of education in community schools. With the development of a joint plan with VDC, the village education committee and the village education plan are nearing completion.

<p>Output-3 Pro-active role of students in curricular and extracurricular activities assured</p>	<p>3.1 During their visit to different schools, Field Officers encouraged schools to form different child clubs. 3.2 Several child club meetings were held where different activities were planned. 3.3 Child club members were suggested to lead the extracurricular activities in their schools. 3.4 Students were given advice on the proper implementation of Job chart and Classroom rules during the class observation by FO.</p>	<p>3.1 1,115 child clubs are formed in 341 schools 3.2 89 schools organized exhibitions where students conduct the exhibition programs 3.3 382 schools organized extracurricular activities through the child clubs. A total of 5,576 events were organized. 3.4 Schools are cleaner and classrooms are better managed</p>	<p>A child club was formed with the vision that it will encourage self learning and self initiative among students. Even the teachers have taken an initiative to form such clubs.</p>
<p>Output -4 District-based teachers and likeminded stakeholders collaborated to manage CCTL approach in all schools</p>	<p>4.1 4 months self implementation and improvement practice package was launched for 1849 teachers. 4.2 A three days follow up session was conducted for 1658 teachers who have completed the 4 months practice package 4.3 2 months session of ten months package was conducted for 171 primary teachers. 4.4 Six days follow up and graduation session was conducted for 136 teachers who have completed the 7.5 months practice package. 4.5 Teachers were encouraged to conduct cluster and Friday meetings. The meetings were attended by FO and other staffs. 4.6 Supervision from central level, regional level as well as district level team was made in order to monitor the implementation of training activities.</p>	<p>4.1 Teachers have started full time teaching in classroom. 4.2 1658 primary teachers participated in 3 days follow up and graduation program. 4.3 171 primary teachers received 2 months training (first phase of SDTPT) 4.4 136 primary teachers have graduated with 10 months SDTPT certificate 4.5 215 events of cluster meetings were organized in 74 different clusters. 4.6 315 schools organized Friday meetings in their schools 4.7 89 schools organized exhibition in their schools. 4.8 The use of teaching and learning materials has increased 4.9 Annual planning of lessons is practiced in all schools</p>	<p>Teacher's needs are observed and the training package was developed focusing on local level needs, different possibilities and the recent interventions in teaching and learning.</p> <p>The training was carried out in three different phases where teachers from a school participated in the same group and the same plan.</p> <p>A long term practice package was delivered to all teachers, thus helping them graduate as successful teachers.</p>
<p>Output – 5 Model schools developed for wider replication</p>	<p>5.1 An event of participatory planning has been completed among the principal, teachers, SMC and PTA heads.</p>	<p>5.1 A quality improvement plan is under finalization.</p>	<p>RBPOP network has selected three schools as lead schools and the DSP is helping them with limited interventions based on local needs, resources & possibilities.</p>
<p>Output – 6 A lean management system to deliver quality services is in place</p>	<p>6.1 Log Frame of the project is developed 6.2 Annual plans of the project are in practice. 6.3 14 field staffs are working in 12 different resource centers and 101 clusters 6.4 A project team is working with necessary equipments and managerial back up. 6.5 Field Officers have made a point to collect photographs whenever they visit a particular school in the district.</p>	<p>6.6 Detailed information of 469 schools has been collected 6.7 We have collected photographs of almost all schools in the District except for 37 schools 6.5 Annual report is produced and disseminated at central level and distributed at district level.</p>	

List of visitors

#	Name	Designation	Organization
1	Dr. Shanta Dixit	Chairperson	Rato Bangala Foundation
2	Mr. Khagaraj Baral	Joint secretary	Department of Education
3	Dr. Jagadish Agrawal	Member	RBPOP
4	Mrs. Dev Kumari Gragain	Joint secretary	NCED
5	Mr. Shiva Kumar Sapkota	Under secretary	„
6	Mr. Ram Prasad Sharma	Senior trainer	ETC Surkhet
7	Mr. Damber Bdr Thapa	For. Diretor	RED Surkhet
8	Mr. Nim Prakash Singh	Trainer	ETC Surkhet

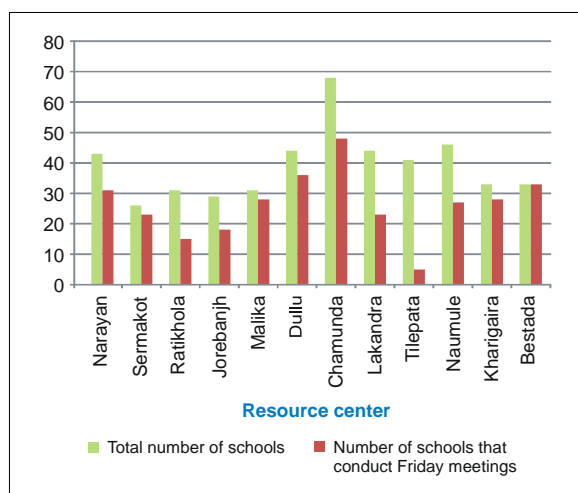
Changes in major variables according to resource center

#	Resource center	Major variables							Remarks
		Child clubs	Teachers		No of Friday meetings	No of schools using job chart and class room rules	No of CCTLA decisions made by SMC	No of cluster meeting	
			Trained	Untrained					
1	Narayan	104	166	24	269	42	218	27	
2	Sermakot	76	107	18	131	25	258	11	
3	Ratikhola	81	123	23	57	31	122	15	
4	Jorebanjh	32	107	17	92	28	347	8	
5	Malika	95	137	12	288	31	255	27	
6	Dullu	140	195	30	279	42	210	18	
7	Chamunda	106	244	23	316	64	171	28	
8	Lakandra	53	131	19	193	36	509	18	
9	Tilepata	92	129	31	49	38	409	15	
10	Naumule	148	152	18	123	45	159	21	
11	Kharigaira	78	125	15	282	33	141	12	
12	Bestada	110	110	29	226	33	183	16	
Total:		1115	1726	259	2305	448	2782	215	

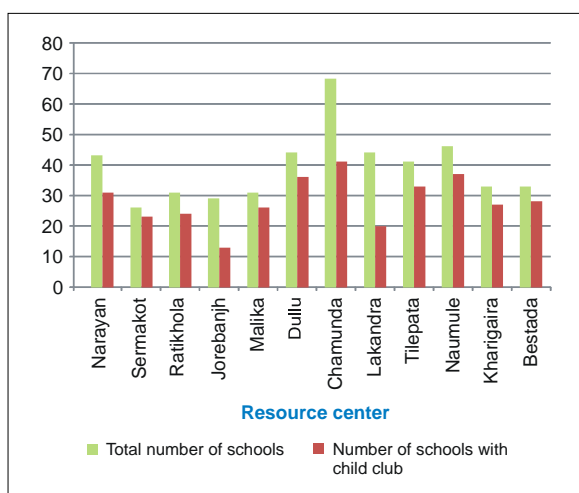
Diagrammatic Representation

Number of schools that conduct Friday meetings

Friday meetings serve a very important role as teachers get together and talk about the progress of the curriculum and devise new methods of teaching. Apart from schools in one or two resource centers, it can be seen that the majority of schools in each resource center conduct Friday meetings.



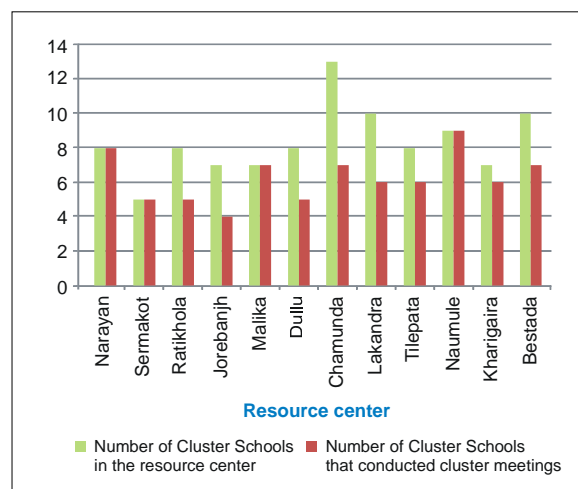
Number of schools with child clubs according to resource centers



The formation of child clubs was a new concept initiated from the year 2066 B.S. Even though the number of child clubs is fairly even among the twelve resource centers, we still plan to increase the number of child clubs. However, we believe that it is more important to make sure that these child clubs do not lie dormant but actively engage the young students in the different activities they are interested in.

Number of cluster schools that conducted cluster meetings

Out of a total of 101 cluster schools, only 74 schools conducted cluster meetings. A total of 215 meetings were held by these 74 cluster schools. The remaining 27 schools conducted none. Since cluster meetings play an integral role in bringing together teachers from various schools to discuss about the curriculum, it should be made sure that the remaining 27 schools conduct meetings as well.



Achievement scores in selected schools

#	Resource Center	Name of School	2065					2067				
			Eng.	Nepali	Math	Sci.	Social	Eng.	Nepali	Math	Sci.	Social
1	Ratikhola	Sharada PS	39	39	38	33	33	42	50	43	46	51
		Nepal RLSS, Baraha	41	39	37	34	32	40	45	42	33	35
2	Jorebanjh	Laxmi LSS, Lalikanda	56	55	45	44	39	51	46	41	37	48
		Jana Sahayog PS	43	45	39	44	34	32	39	40	37	43
3	Sermakot	Janata PS, Badabhairab	38	46	75	46	49	35	37	35	43	47
		Bhairabdevi PS, Paiyachaur	50	46	40	40	36	48	47	43	55	53
4	Bestada	Jwala PS, Paganath-3,	43	43	37	35	29	42	51	46	58	59
		Kalika SS, Jaganath	27	30	24	34	31	32	33	34	41	43
5	Naumule	Nepal RLSS, Thandanda	36	41	33	41	37	40	39	36	39	44
		Bhairabnath PS, Naumule	33	42	34	40	61	38	43	35	44	41
6	Narayan	Janajagriti LSS, Pyuse	51	51	55	49	53	50	46	47	47	47
		Bhairab LSS, Narayan-7	32	31	33	37	36	49	47	47	52	45
7	Kharigaira	Nepal RLSS, Raniban,	32	41	33	35	46	34	42	33	35	39
		Nepal RLSS, Badakhola	37	44	34	39	34	38	48	39	43	46
8	Malika	Pancheswori PS, Chheudi	31	34	36	43	40	30	37	33	42	40
		Saraswoti NRPS, Malika	31	43	30	44	42	36	41	33	44	46
9	Dullu	Janakalyan LSS, Dullu-6	43	45	37	38	42	39	38	36	41	43
		Shanti Srijana LSS, Dullu	37	45	42	43	43	44	47	42	49	47
10	Chamunda	Ananda SS, Chapagaun	42	43	41	40	43	42	44	40	43	37
		Bhagawati LSS, Kusapani	35	40	38	39	37	40	44	41	47	44
11	Lakandra	Bageswori PS, Tolijaisi	37	36	37	37	40	40	45	41	43	44
		Nepal Rastriya PS, Bishala	41	43	36	39	43	39	45	39	45	48
12	Tilepata	Bhairab LSS, Rata	45	43	45	47	46	62	65	62	64	66
		Deependra PS, Rakam	40	45	48	43	39	43	47	44	44	47

Diagrammatic representation

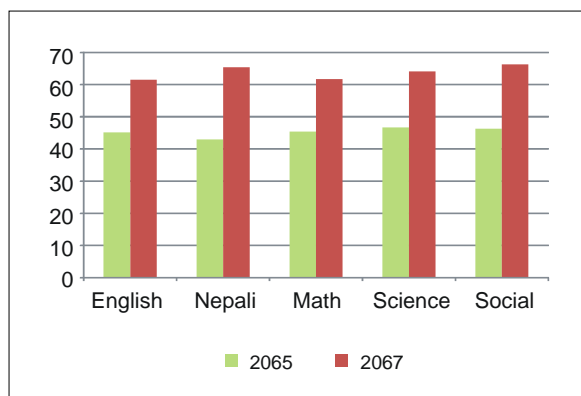
Name of Resource Center

Tilepata

Name of School

Bhairab Lower Secondary School

Rata



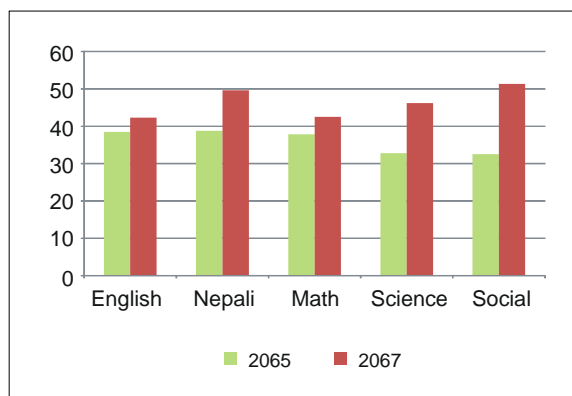
Name of Resource Center

Ratikhola

Name of School

Sharada Primary School

Chalsa



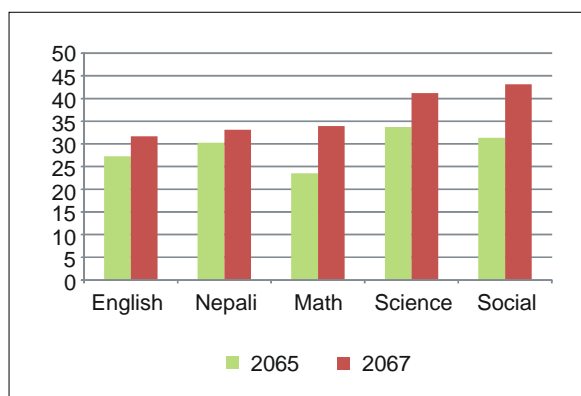
Name of Resource Center

Bestada

Name of School:

Kalika Secondary School

Jaganath



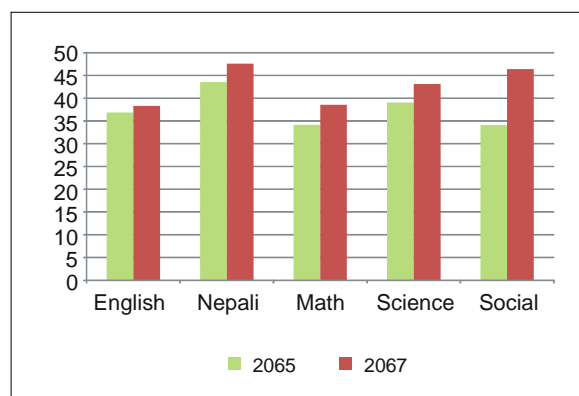
Name of Resource Center

Kharigaira

Name of School

Nepal Rastriya Lower Secondary School

Badakhola-4



The above four figures show the average marks obtained by students of four different schools in five subjects. We can see clearly that the average marks obtained by students in 2067 were higher than that obtained in 2065. Even though we cannot attribute this improvement solely to the Dailekh School Project, we believe that the increased availability of teaching resources and availability of different facilities to students played a pivotal role in bringing about this change.