

FIELD REPORT
On
“In School Support” in Upper Dolpa



Venue: Dolpa District, Karnali, Nepal



Prepared by: Rural Education and Environment Development Center

Table of Contents

Abbreviations

- 1.0 Executive Summary
- 2.0 Objectives of the Support
- 3.0 Anticipated Outcomes of Support
- 4.0 Activities Synopsis of Support
- 5.0 Status of Project Activities
- 6.0 Findings and Ways Forward
- 7.0 Conclusion

Annexes

Contact Details

Abbreviations

BS	-Basic School
CFS	-Child Friendly School
COP	- Community Orientation Program
DEO	- District Education Office
DOE	-Department of Education
HT	- Head Teacher
PTA	- Parent Teacher Association
RC	- Resource Center
RP	- Resource Person
SMC	- School Management Committee
SIP	-School Improvement Plan

1.0 Executive Summary

Follow-up after the professional development program is essential in all situations as it provides participants further onsite support and skill development opportunities. Whereas evaluation of the training course takes place during the training itself but follow-up comes after the training, and is often combined with quality control as well as enhancement of training inputs. Field based EDO went to each school of upper Dolpa region, and supported to the stakeholders in terms of different components, i.e. morning assembly, office and classroom management, greenery school environment, practicing of child friendly learning approaches, model resources development, data collection, making library functional, need assessment in align with supporting in overall school environment. EDO demonstrated the model classes and collected the data based on project objectives. After focus group discussion, observation and discussion with stakeholders, at the end of day, staff meeting happened in the schools to verify the learning of the whole day which was documented in the register of schools provided by REED Nepal. The project works provided during the training were collected after providing the instructional counselling and collected the needs for next levels' input. Clinical support to the stakeholders was the main objective of visit rather than administrative roles. During the follow up/mentoring, more than 50 classrooms were observed dated from May-October, 2019 and supported based on the in school support guidelines **(Attachement-1)** of REED Nepal. The program was financially supported by the different international donors as well as by Nepal Government and organized by REED Nepal.

Simultaneously, the “In School Support/Follow Up” in 15 schools has been running from field based Education Development Officer in upper Dolpa region of Karnali province at the moment as well.

2.0 Objectives of “In School Support”

- To consolidate the teachers' competencies to enhance the learning of students.
- To enable the teachers to use the curriculum based teaching learning materials/resources.
- To develop the positive attitude of teachers to use curriculum based child friendly teaching learning strategies as per the learning styles of students.

3.0 Anticipated Outcomes of Support

- Teachers' competencies prescribed by Nepal Government enhanced.
- Curriculum based learning resources developed and used in teaching.
- Increased students' retention and reduced drop-out rates in the schools.
- Differentiated curriculum based teaching-learning strategies practiced in the class.
- Locally available resources explored and used to enhance the learning achievement of students.

4.0 Activities Synopsis of “In School Support”

Field based EDO of REED Nepal reached the schools and did support to the teachers in different thematic areas of school education aligning each activity with learning outcomes of curriculum. Simultaneously, she conducted the ‘day briefing’ with stakeholders at the end of day, and collected needs of them for further support and planning. The areas of support include: model class demonstration, classroom management and organization, data collection and management which can be presented briefly below:

SN	Areas of Support	Duration	Expected outcomes	Activities/Remarks	Resources used
1	<p>-Support in terms of prepared checklist of CFLED training</p> <p>- Data collection based on REED project document's requirement</p> <p>-Support in classroom organization and management</p>	Whole day	Child Friendly Learning Environment set up in the schools.	1. Classrooms were observed based on prepared checklist.	<p>1. REED's school and classroom observation forms based on number of schools and lessons</p> <p>2. Checklist of provided training based on number of schools</p>
2	Support in making functional library	Whole day	Functional library in schools set up.	<p>1. Small library set up in the classroom</p> <p>2. Discussion on library routine/functionality</p> <p>3. Management of books based on color code</p> <p>4. Maintaining logbook of library usage</p> <p>5. Rules of library</p>	<p>3. Library usage book for reference</p> <p>4. Need collection forms</p>
3	Support in ECED classrooms	Whole day	Sensitization on integration of ECED approaches consolidated in ECED class.	-Support in terms of ECED curriculum	5. List of provided materials list
4	Classroom/School observation forms based support and data collection	3 periods	Pedagogical capacity of teachers enhanced.	1. Three lessons of 3 teachers in each school were observed/recorded based on prepared observation forms, and provided the constructive feedback individually.	6. Camera for photographs
5	Day briefing with all staff	30 minutes	Communication & coordination between subject experts and stakeholders consolidated.	<p>1. Share the findings gained from school observation and training checklist.</p> <p>2. Need collection for further professional development program.</p> <p>3. Sharing about REED's interventions and</p>	

				possibility for further collaboration 4. Writing in visitor's register.	
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5.0 Status of Project Activities

Activities	Status	Remarks
Baseline Study	Completed	
10 Days Child Friendly Learning Environment Development Workshop (CFLED)	Completed	For 60 Teachers
Learning resources support	Completed	To 15 Schools
Recruitment of field based Education Development Officer	Completed	On 12 th April
Event reporting	Completed	On 15 th April
In School Support/Follow UP/ Mentoring	Ongoing	April-October
Next 3 years' PDD	Submitted	On May
HT/SMC/RM representatives' leadership and management training	Still on discussion	Lack of funding to implement

6.0 Findings and Ways Forward

- The 10 days training cum workshop activities found really valuable to the participants who had not been involved in such type of skills based training before. However, it is found that 8 competencies of teachers require more theme based workshops in the context of upper Dolpa region. Future capacity enhancement programs are required to develop the comprehensive child friendly school environment.
- Most of the schools have been changing the classroom learning environments based on provided input during professional development workshops.

- It would be better to initiative the long term comprehensive partnership to make some meaningful changes in the area in terms of school education. Possible partnership with different funding partners will sustain the value of intervened program activities.
- To sustain the achievements of current interventions, the following initiatives would add the value :
 - Adaptation of Government training cycle via partnership with local government
 - Integrated and holistic teacher training approaches for at least 3 years
 - Conduction of community awareness/SMC/PTA program
 - Building capacity and mobilization of child clubs
 - Establish reward system for the best performing schools and teachers
 - Empower and develop local level resource team
 - Media partnership

7.0 Conclusion

The in school support/follow up/mentoring program is helping to schools to strengthen the learnt skills and knowledge during the training. Most of the schools have implemented the skills however there are still ways to explore more to consolidate the motto of inclusive quality education in the area. Parental education is required to sensitize the role of them in schools in terms of child friendly schools and their roles to materialize this concept. The school based support and partnership with local government is helping to strengthen the mission of funding partners in the area. For the sustainability of achievements, the technical and financial partnership with local government will definitely add value in the mission of change. The long term partnership will consolidate the vision of inclusive quality education.



Annexes

1. Data of Schools

SN	Name of Rural Municipality	Name of Schools	ECD			Grade 1-5 Total			Grade 6-10 total			Total (ECD to grade 10)		
			Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1	Dolop Buddha	Crystal Mountain Basic School, Dhoo	12	9	21	79	54	133	12	10	22	103	73	176
2	Dolpo Buddha	Siddhartha Kula basic school, Tinje	19	37	56	30	23	53	0	0	0	49	60	109
3	Dolpo Buddha	Indradhanush Basic School, Semon	17	20	37	14	15	29	0	0	0	31	35	66
		<i>Dolpo Buddha Total</i>	<i>48</i>	<i>66</i>	<i>114</i>	<i>123</i>	<i>92</i>	<i>215</i>	<i>12</i>	<i>10</i>	<i>22</i>	<i>118</i>	<i>168</i>	<i>351</i>
1	Shey Phoksundo	Shahid dashrath Chandra Basic school, Komasa	6	5	11	7	7	14	0	0	0	13	12	25
2	Shey Phoksundo	Shahid Dharmabhakta Basic school, Namdo	26	29	55	26	19	45	3	3	6	55	51	106
3	Shey Phoksundo	Shelridlugdra Basic school, Saldang	28	19	47	19	16	35	3	1	4	50	36	86
4	Shey Phoksundo	Mukut Himal Basic school, Tiling	8	7	15	14	10	24	0	0	0	22	17	39
5	Shey Phoksundo	Shree yenjergumba Basic school, Nysal	6	7	13	10	5	15	1	0	1	17	12	29
6	Shey Phoksundo	karong Gangjyong Basic school, Karang	17	9	26	22	19	41	0	0	0	39	28	67
7	Shey Phoksundo	Mukporong Himal Basic school, Vijer	10	7	17	25	36	61	0	0	0	35	43	78
8	Shey Phoksundo	Taprija secondary school, Taprija, phoksundo	12	13	25	35	53	88	48	45	93	95	111	206
9	Shey Phoksundo	Tashi Sundo Basic School, Kuhoo			0	0	0	31	0	0	0	0	0	0
		<i>Sai Foksundo Total</i>	<i>113</i>	<i>96</i>	<i>209</i>	<i>158</i>	<i>165</i>	<i>354</i>	<i>55</i>	<i>49</i>	<i>104</i>	<i>326</i>	<i>310</i>	<i>636</i>
		Grand Total	161	162	323	281	257	569	67	59	126	509	478	987

SN	Name of Schools	Teacher's information												
		Total no of Teachers			Qualification of Teachers				Trained Teachers			Un-trained Teachers		
		Project	Govt.	Total	SLC	I A	BA	MA	M	F	T	M	F	Total
1	Crystal Mountain Basic School, Dhoo	5	5	10	0	5	5		5	0		3	2	5
2	Siddrtha Kula basinc school, Tinje	9	2	11	0	1	1		2	0		9	0	9
3	Indsradhanush Basic School, Semon	7	2	9		7	2		2	0		5	2	7
4	Shahid dashrath Chandra Basic school, Komas	3	4	7		5	2		3	0		3	1	4
5	Shahid Dharmabhakta Baisic school, Namdo	6	3	9		7	2		2	0		7	0	7
6	Shelridlugdra Basic school ,Saldang	5	3	8	1	5	1	1	3			3	2	5
7	Mukut Himal Basic school, Tiling	2	3	5	2	3			3			1	1	2
8	Shree yenjergumba Basic school, Nysal	2	2	4	2	2			2			1	1	2
9	karong Gangjyong Basic school, Karang	5	3	8	1	7			3			3	2	5
10	Mukporong Himal Basic school, Vijer	7	3	10	2	7	1		3			4	3	7
11	Taprija secondary school, Taprija, Foksundo	4	11	15	2	2	7	1		8		4		4
12	Tashi Sundo Basic School, Kuhoo	3	1	4										0
	Total Teachers	58	42	100	10	60	21	2	28	8	0	43	14	57



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