

Independent Technical Review of Teacher Education Project 2002-09

Final Report



Government of Nepal
Ministry of Education

National Center for Educational Development

Sanothimi, Bhaktapur
December 2009

Forewords

As a normal practice of end-of-project evaluation, an independent technical review (ITR) of Teacher Education Project 2002-2009 was conducted by mobilizing third-party consulting experts as soon as the project came into closer back in July 2009.

The review study was designed to carry out intensive and extensive assessment of the project performance against planned outcomes, objectives, outputs and inputs. In addition, the study aimed at assembling research-based evidences related to project execution in terms of implementation process, performance, contributions, lessons and recommendations for the use of policy mapping and designing of School Sector Reform (SSR). It was also anticipated that the study would facilitate a smooth transition from current achievements to future engagement.

With regard to rationale of the review exercise, it would provide important information for the “project impact study”, which will be taking place after some years in future and baseline information for designing new programs on teacher development in Nepal.

Expert team headed by Dr. Ishwor Prasad Upadhyaya and comprised of Dr. Vishnu Singh Rai and Prakash Singh Adhikari was recruited to undertake the review study under implementation consulting services project, which was mobilized under TEP by Consia Denmark and Total Management Services (TMS).

At this juncture, I would like to acknowledge every effort of the study team without which this document would not have come out in the present shape. Meanwhile, inputs and guidance of Dr. Kedar Nath Shrestha and Dr. Nasir Jalil was equally appreciable while designing and finalizing the study. Likewise, I would like to thank Mr. Vishnu Prasad Thaiba, Usha Dixit and NCED professionals for their enthusiasm and inputs to finalize the report.

Finally, TEP coordinator, Mr. Shibakumar Sapkota deserves good deal of thanks for his untiring professional contribution especially in preparing TOR, designing the study framework and finalizing the whole exercise.

Harka Prasad Shrestha
Executive Director
December, 2009

Table of Contents

Abbreviations

Executive summary

Chapter I Introduction	16
1.1 Background	16
1.2 Objectives	16
1.3 Scope of the study	17
1.4 Limitations of the study	17
1.5 Methodology	18
Chapter II Historical Development in teacher training system	20
2. Context of teacher education development in Nepal	20
2.1 Teacher education policies and practices	20
2.1.1 Between 1971-1990	20
2.1.2 Between 1991-2001	22
2.2 Teacher training provision under the Education for All (EFA)	23
2.3 Teacher training under school sector reform program	24
2.3.1 The policies	24
2.3.2 Strategic options	25
2.4 Emergence of NCED under MOE system	27
Chapter III Descriptive Presentation of Teacher Education Project	30
3.1 Introduction	30
3.2 Objectives of the project	30
3.3 Program components	31
3.3.1 Component 1	31
3.3.1.1 Inputs	31
3.3.1.2 Process	32
3.3.1.3 Products	33
3.3.2 Component 2	34
3.3.2.1 Inputs	34
3.3.2.2 Process	35
3.3.2.3 Products	36
3.3.3 Component 3	37
3.3.3.1 Inputs	37
3.3.3.2 Process	37
3.3.3.3 Products	38
3.3.4 Component 4	40
3.3.4.1 Inputs	40
3.3.4.2 Process	40
3.3.4.3 Products	41

Chapter IV Analysis of the Information	42	7.2 Recommendations for future course of actions	72
4.1.1 A study on requirements for classroom transformations (CERID 2005)	42	7.2.1 Professional development program	72
4.1.2 A study on implementation of school improvement plan, identification of successful cases (CERID 2006)	42	7.2.2 Sustainability and institutional development program	74
4.1.3 A study on enabling condition for school effectiveness (CERID, 2007)	43	References	76
4.1.4 Access of DAG children to education, (2005 EFA Formative research project, CERID)	43		
4.1.5 Effectiveness study of the primary teacher training in Nepal (NCED 2005)	44		
4.2 Analysis of information collected data from the fields	45		
4.2.1 At APs/PPs level	46		
4.2.2 At ETCs level	49		
4.2.3 At DEO/ RED level	51		
4.2.4 At NCED/DOE and other central agencies (Ministry) level	53		
4.3 Analysis of financial allocation and expenditure	55		
Chapter V Technical Analysis and Assessment	57		
5.1 Relevancy	57		
5.2 Efficiency	57		
5.3 Effectiveness	58		
5.4 Dynamism/ Flexibility/ Coherence	60		
5.5 Sustainability	61		
Chapter VI Exemplary experiences and milestones	62		
6.1. Exemplary experiences	62		
6.1.1 Extensive training network	62		
6.1.2 Nation wide Backlog Clearance Campaign	62		
6.1.3 Professional credibility of the workforce	63		
6.1.4 Hard ware provision	64		
6.1.5 Inter project coherence and influence	65		
6.2 Milestones of the project achievement	66		
Chapter VII Findings and Recommendations	68		
7.1 Findings	68		
7.1.1 At school level	68		
7.1.2 DEO/ RED level	69		
7.1.3 At ETCs level	69		
7.1.4 At the central level	71		

Abbreviations

ADB	Asian Development Bank
AIT	Asian Institute of Technology
APP	Alternate Private Provider
B. Ed.	Bachelor of Education
BPEP	Basic and Primary Education Project
BMER	Benefit Monitoring & Evaluation Report
CDO	Chief District Officer
CEHRD	Council for Educational Human Resource Development
DAG	Disadvantaged Groups/Dalit and Girls
DANIDA	Danish International Development Agency
DEC	Distance Education Center
DOE	Department of Education
DFA	Dakar Framework for Action
EFA	Education for All
EMIS	Education Management Information System
EPC	Education Policy Committee
ETC	Education Training Center
ETN	Extensive Training Network
FGD	Focus Group Discussion
FOE	Faculty of Education
HRD	Human Resource Development
HSEB	Higher Secondary Education Board
HSS	Higher Secondary School
HT	Head Teacher
I. Ed.	Intermediate of Education
IOE	Institute of Education
LRC	Local Resource Centre
M. Ed.	Mater's in Education
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MTR	Mid - Term Review
NCED	National Center for Educational Development
NESP	National Education System Plan
NORAD	Norwegian Agency for Development
NPA	National Plan of Action
PEDP	Primary Education Development Project
PP	Private Provider
PPSR	Project Performance Status Report
PPTTC	Private Primary Teacher Training Center
PTTC	Primary Teacher Training Center
RC	Resource Center

RED	Regional Education Directorate
RP	Resource Person
SEDEC	Secondary Education Development Center
SEDP	Secondary Education Development Project
SEDU	Secondary Education Development Unit
SLC	School Leaving Certificate
SMC	School Management Committee
SSG	School Support Group
SSR	School Sector Reform
TEP	Teacher Education Project
TMCC	Teacher Management Coordination Committee
TMIS	Teacher Management Information System
TOR	Terms of Reference
TOT	Training of trainer
TRM	Training Resource Material
TRO	Teacher Record Office
TSC	Teacher Service Commission
TU	Tribhuvan University
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

Executive Summary

Introduction

Teacher Education Project (TEP) was effective since June 2002 until 15 July 2009. Primary mission of the project was to build the professional capacity of teachers and to strengthen the teacher education system in Nepal.

The objectives of this study report included the review of project progress, its effectiveness and efficiency, and future directions of the training in the light of School Sector Reform Program.

The scope of the study covered, among others, a review of historical development of teacher education, assessment of project performance in terms of institutional capacity, training materials development, quantitative coverage of teacher trainees and participation of Disadvantaged Groups (DAG) in the primary education.

Purposive sampling technique was used to select sample training centers and schools. Considering both ecological and development regions, 4 Education Training Centers and 16 schools were selected for the study. Study tools included literature review, semi-structured questionnaires, Focus Group Discussions (FGD) guidelines, Interview schedule and observation forms. The respondent groups were made up of project beneficiaries and key actors such as teachers, head teachers, students, communities, educational managers.

The tools administered to students, teachers, and School Management Committees (SMC) was designed to include some teacher competency related common questions with a view to cross verify the information from respondent groups. Similarly, a checklist of project physical inputs was also prepared to check them on the ground while the consulting team was on a visit to the training centers.

Teacher Education Development in Nepal

In 1971, National Education System Plan (NESP) introduced mandatory provision of certification training of 10 months duration for the teachers in order to get a permanent tenure in the profession. In-service training courses were designed and delivered to the teachers with different qualification backgrounds. Distance education modality was also introduced in 1980s. After full term review of NESP, the mandatory requirement of training

to obtain permanent tenure was withdrawn in 1980. The requirement of training for permanent tenure was restored again in 1992. Projects such as Basic and Primary Education Project (BPEP) and Primary Education Development Project (PEDP) were launched with a focus on the training of primary teachers for ten months. The National Centre for Education Development (NCED) was established to manage the primary teacher training activities for the requirement of entire country. A Teacher Management and Coordination Committee (TMCC) was formed to facilitate the Ministry with regard to formulation of training policies and strategic guidelines. Under the PEDP project, 9 primary teacher training centers were established and these subsequently came under the NCED.

The World Education Forum on Education for All (EFA) held in Dakar, Senegal in April 2000 adopted the Dakar Framework for Action (DFA) to achieve the EFA goals. Subsequent to this, EFA National Plan of Action (2001-015) and EFA core document 2004-09 were prepared by the Ministry.

In 2007, the government formed an Education Policy Committee (EPC) with the Minister of Education as its chairperson. Under the guidance of the policy committee, School Sector Reform (SSR) policy was adopted by the government in 2008. The policy includes restructuring of school education into two levels (8 years of basic and 4 years of secondary education) and a review of entry requirements to teaching jobs such as upgrading of entry qualification and introduction of teacher preparation course.

NCED, entrusted with the responsibility of training teachers and educational personnel, underwent a restructuring in 2004. Consequently Distance Education Centre (DEC) and Secondary Education Development Center (SEDEC) working as separate entities were merged into NCED's organization structure. Also the TMCC was upgraded to Council for Educational Human Resource Development (CEHRD) headed by the Minister for Education.

In 2005, MOE approved a training policy with respect to Human Resource Development for the Ministry of Education that further defined mandates and roles of NCED and allied training institutions. The policy document focused training major policy components such as training requirement at the entry point, teacher development program, training quality and standards, and equity considerations.

Teacher Education Project

TEP was launched with an overall objective of the institutional capacity building, teachers' skill improvement and increasing the representation of female and dalit in the teaching force. In order to help attain the above objectives, the project identified four components, viz. (1) to build an effective and sustainable system of teacher education, (2) to develop effective teacher education curriculum and materials, (3) to provide teacher and management training and (4) to better serve girls and other disadvantaged groups (DAG)

Summary of the findings

Progress status

Under the component-1, a hostel, a training resource room and a cafeteria were built at NCED and 9 ETCs. Also, refurbishing and renewing of recording facilities in DECAs was completed. A total of 159 NCED staff benefited from various international trainings organized under the Institutional Capacity Building Plan (ICBP) implemented as an alternative to the staff development plan of the project. However, the ICBP was outside the TEP framework but concurrently implemented. The project resources were utilized to train 218 educational personnel with in-country courses designed on various job competencies such as advanced and refresher training, financial management training, program implementation training, personal capacity development training etc.

A network of nine ETC-As, 20 ETC- Bs and 5 sub centers are located across the country under the NCED. Further, it established 99 private training providers for delivering the pre-service primary teacher training. NCED and the ETCs were supplied with essential sets of office equipment and a media lab. NCED and its constituent training centers also have been undertaking training related research and study activities.

Sets of activities were carried out under the component-2: In total, 20 sets of training curricula and materials were developed which accounted for 100% target achievement. Furthermore, these materials were regularly updated and revised, often with inputs from the trainees.

Similarly, major activities planned were delivery of in-service/pre service and management training packages to concerned groups of trainees under the component-3. The Extensive Training Network (ETN) scheme successfully pooled possible training resources located at the local levels for the delivery of training in a massive scale. The Project Performance

Status Report 2009 (NCED 2009: 3) mentioned a progress of over 99% achievement (114,900) against the original project target of training 115,700 teachers.

The major activities under the component-4 aimed to provide 2500 pre-service training fellowships to women and other DAG candidates as well as to sensitize teachers and administrators about gender and cultural issues. Project status report indicated that all 2500 DAG fellowships were distributed. Gender and culture sensitization activities were organized for more than 6500 stakeholders such as district level officials, SMC members, parents and community leaders. It was highlighted that 43% of the candidates were absorbed in the teaching force.

The analysis of reports with regard to project allocation and disbursement revealed that the project disbursement rate was more than 90% and the same trend was found with regard to utilization of fund as provisioned in the project. Similarly, the achievement with respect to overall physical indicators rose to 97% from that of 50% in March 2007 (BMER 2006).

Field experience

At the school level, sharing sessions with teachers, HTs, SMC members and students at schools indicated the limited application of training skills in the classrooms. Further, teachers' participation in school development activities included organization of events such as games and sports, literary and other competitions. Similarly, teachers organized meetings with parents and participated in social awareness activities as part of their training in promoting community relations.

HTs were found to be using the skills learned in the management training, particularly in keeping accounts and other school records. In the schools visited, the display of materials such as school calendar, student achievement charts and other instructional materials were some visible evidences of impact of the management training. Some HTs' responses held that they also undertook the class supervision and observations. But cross check of such claims revealed that these activities were, at the best, performed casually and perfunctorily.

The main reasons for not applying the training skills were identified as inadequate physical facilities, short supply of furniture, heavy teaching schedule, low motivational levels, and lack of monitoring and follow up activities, poor parental support and lack of reward and punishment based on the performance assessment.

Suggestions for effective use of the training skills included the provision of RC- based teacher support activities, short term subject specific modular training, clear policy on grade or subject-teaching, supply of teachers according to the prescribed norms, better working and physical environments, incentives for better performance, consistent monitoring and support.

At the AP/PP level, the respondents were happy with basic TOT courses and refresher trainings both in terms of quality of materials and delivery process. However, they complained against the lack of any follow up and monitoring of the training by ETCs. Complaint was also about the low incentives paid to the trainers and updating of materials after changes in the curriculum.

At ETCs level, the Focus Group Discussions with teacher trainers revealed that the training materials for all categories of training were satisfactory. Further, it was pointed out that trainers' heavy engagement schedule on campus spared them little time, if any, for monitoring and supervision for APs/PPs based programs. They also admitted the underutilization of the media lab because of inadequate skills in the use of the electronic gadgets of the medial lab. Weak academic background of teachers, difficulty faced by teacher trainees in attending contact sessions because of their distant locations, inappropriate broadcasting time for radio lessons etc. were some of the concerns expressed in the discussions. In a sharing session with the teacher trainees at ETCs, they expressed their appreciation of the training materials and on campus training delivery process. However, with the second phase training of distant mode, they expressed their dissatisfaction, in particular about its delivery process.

At DEO/RED level, DEOs in their interviews admitted that the 2nd phase contact sessions could not be effective as expected because of inadequate preparation of teachers, distant locations of contact sessions. On the issue of selection criteria for the DAG students the DEOs responded that subsequent improvements in the selection criteria and procedures had minimized the complaints otherwise found during initial years of their applications. However, the placement of the DAG candidates in public schools and communication and coordination with training centers still persisted as problems.

At NCED/ DOE/ other central agencies, sharing session with the NCED officials asserted that NCED performed an enormous task of providing about all (98.2%) the primary as well as secondary teachers a certification course of 10 months duration. However they added enabling conditions needed to be in place in the schools in order to realize full impact of the training.

Above findings and suggestions matched in many ways with those included in the Effectiveness Study of NCED and Formative research studies of CERID such as limited class room application of training skills, lack of an enabling environment in schools, low motivational levels amongst teachers, provision of field level monitoring and teacher support mechanisms, overstretching of ETCs' human resources etc.

Cross cutting issues and challenges

Issues such as relevance, effectiveness and efficiency of the training system are described below:

- Integration of TEP project with EFA plan of action, coherence and quality of training materials established the relevance of the project with on going training policy of the government.
- High retention and completion rates (98.2 percent) of teacher trainees demonstrated the internal efficiency of in service training programs. Further 2nd phase of training delivery with distance mode added to the cost efficiency of the training program.
- Improvements in the Net Enrollment and retention rates at primary education, narrowing down of gender disparities, increased participation and grade promotion rates including those of excluded groups such as Dalits and Janajatis were some of the evidences of the improved effectiveness of the system. Further, evidence of effectiveness, to certain extent, also reflected in the Project Performance Status Report 2009 (NCED 2009) which claims a 50% rate of training skills application into the classroom. The attainment of project objectives of capacity development of training centers is also an indicator of project effectiveness.

However, greater relevance of training materials and further improvements of internal efficiency and class room effectiveness continue to pose challenges to the training system.

Practical concerns

- Establishment of a high level policy committee, good infrastructural facilities, a regular cadre of trained and qualified professionals, a functional TMIS system, an extensive network of training centers, institutional linkages with national and international training institutions etc constitute credible indicators of NCED enhanced capacity.
- Lack of its own organizational structure at the district and local levels, distant locations of contact sessions and inappropriate broadcasting time, negligence/ delay in updating of training materials etc are some of concerns that need attention.
- To ensure the optimum effect of training skills in the class room delivery, enabling factors such as physical and working environments of schools, management leadership, motivation for better performance, teacher support system etc need to be addressed.
- Concerns such as coordination amongst the central level agencies, greater mobilization of the field agencies, regular monitoring, follow up of teacher performance, capacity building of Private Providers etc need to be addressed.
- The current practice of conducting grade 3 and 5 examinations by the competing teacher unions should be reconsidered.
- A firm policy on employment of pre service DAG trainees needs to be formulated to help them gain access to the teaching job.
- Capacity build up of NCED and its constituent training centers , formation of a high level committee with clear mandates , government financial support combined with the potential of generating its own resources etc all these factors ensure the institutional sustainability of the training system.

Future roadmap

Keeping in view the SSR policy recommendations and the NCED's own statement of training policies of 2007, following paragraphs describe the future policy actions in the area of training with respect to both teachers and educational personnel.

Teacher training

- NCED, with its enhanced capacity and accumulated experiences of operating teacher training program for last several years, should consider designing and developing the courses equivalent to 12th grade and accredit it to I.Ed. or its equivalent. Similar arrangements for teacher preparation course could be made in joint collaboration

of NCED and the University. The NCED, with added facilities and expertise in distance education through radio, has an added advantage to deliver these programs on its own. The distance education mode could also be used to address the training needs of 2% untrained teachers.

- Another important task of NCED for future is the continuous professional development of trainers required to organize multiple short term trainings relating to subject teaching, multi grade teaching, bilingual instruction , job induction training etc.
- The DOE, with its organization units of RCs, should undertake the responsibility of providing continuous professional development activities to teachers and HTs while NCED will concentrate on similar continuous professional development activities to the trainers.

Management training

- Under TEP, some 3000 head teachers were trained out of total of 27000 across the country. Providing training to the rest of HTs and educational personnel should form another important task of NCED.

Diploma/ Degree awarding programs

Education sector needs services of numerous specialists such as curriculum specialist, planning and programming specialist, evaluation specialist, distance education specialist etc. Given the mandates, expertise and experiences over the years, NCED and Faculty of Education (FOE) of the University could jointly work towards offering Bachelor of Education (B. Ed.) and Masters of Education (M. Ed.) courses for teachers serving the schools.

Others

Research and development for the renewal of training activities, capacity building of field offices such as RCs and schools, professional development of PPs and APs, capacity development of future provincial governments' training institutions and promotion of DAG participation in the educational services/opportunities constitute possible agendas for future activities of NCED including its restructuring .

Chapter I: Introduction

1.1 Background

Teacher Education Project (TEP) was made effective since June 2002 until 15 July 2009. Initially it was designed and planned for the period 2002-08 but subsequently it was extended for one more year with the obvious intention to enable it to provide training to the rest of the untrained teachers in the stock. The main focus of the project is primarily to enhance the professional competence of teachers and to strengthen the institutional capacity of NCED and its constituent training centers.

TEP focused on providing certification training to all in service teachers irrespective of terms of their appointments. Equally important aspect of the project is to establish effective pre-service training system to produce and supply certificated teachers to the school system of the country.

1.2 Objectives

With the prospect of the project terminating in July 2009, a four member consulting team was commissioned to carry out an Independent Technical Review (ITR) of the project performance. The Terms of Reference (TOR) of the review identified following objectives.

- I. To critically examine logical link, relevance and complementary values across major elements of the project design.
- II. To thoroughly study component wise implementation covering inputs, process and outputs, and highlights benefits achieved against planned interventions.
- III. To intensively review flexibility, dynamism and coherence maintained during the entire course of project execution with reference to planning, mobilization of resources, implementation and production of outputs/products aligned with macro priorities of the government.
- IV. To find out evidence of the project contributions such as strengthening of teacher education policy, program and materials; arrangements of institutional capacity; human resource development; supply of better qualified teachers and representation of DAG candidates in the teaching force.
- V. To consolidate successful experiences and exemplary lessons drawn by carefully and detailed scrutiny of entire execution process in a chronological sequence.
- VI. To recommend a concrete road map for the future, teacher development policy, programs, provision of institutional and human resource capacity in line with the broader framework of the School Sector Reform (SSR) policy.

1.3 Scope of the study

The TOR defined the scope of work as follows:

- I. Review the teacher education policy, government investments and outcomes in the field of teacher education for the past 37 years
- II. Study the project design, baseline situation, policies, outcomes, objectives, program components, targets, inputs, in order to critically examine logical link, relevance and complementary values across all of them.
- III. Analysis of the project component wise achievements in terms of target compliance, benefits and institutionalization of the reform process.
- IV. Study of relevance, effectiveness and efficiency of the project implementation process in qualitative terms (e.g. flexibility, dynamism and coherence to yield interesting and replicable course captured during the entire project execution period).
- V. Onsite verification of effectiveness of major project interventions –training of trainer (TOT), teacher training and use of infrastructure/facilities
- VI. Assessment of project contributions reflected in various indicators such as student achievements, school management, teacher's capacity, and overall capacity of teacher education system, professional credibility of the training institutions, better qualified teaching force, and empowerment and representation of Disadvantaged group (DAG) candidates.
- VII. Comparison of the institutional capacity of the National Center for Educational Development (NCED) system in the base year and beyond.
- VIII. Road mapping for sustaining the project achievements in future for ensuring smooth transition of teacher development to the new development framework called School Sector Reform (SSR) and for replicating lessons and successful experiences of the project implementation to the whole education sector.

1.4 Limitations of the study

The study mainly followed the guidelines provided in the TOR of Independent Technical Review (ITR) in respect of the objectives and scope of work. The methodology described below essentially guided the field work. However, the time allotted to study obliged the review team to make minor adjustments in respect of sample size selection without compromising the quality of the report. The information and data for the

review being mainly drawn from the secondary sources influenced the extent of analyses and interpretations of the review report. Considering the thrust of the project on teacher training and limited time available for review, the study obviously skewed towards an assessment of teacher training and HTs' management training.

1.5 Methodology

The nature, extent and scope of the study demanded a methodical approach to and careful choice of sampling techniques, study tools, and respondent groups. Purposive sampling technique was therefore used to select sample districts, training centers and schools in order to give them representative character in terms of both ecological and development regions. Keeping these considerations in view the following four training centers out of nine were identified for field study.

- a) Education Training Centre (ETC)-A, Kabhre
- b) Education Training Center –A, Tanahu
- c) Education Training Center –A, Sunsari
- d) Education Training Center –A, Surkhet

Apart from these training centers with exclusive role for primary teacher training, it was decided to include in the sample another category of training centers called Education Training Centers (ETC) –B with dual responsibilities of training for both primary and secondary level teachers. These training centers were previously called SEDUs by virtue of being a part of Secondary Education Development Project (SEDP). Care was also taken to select these training centers from adjoining districts of sample training centers, that is, ETC-A. This was done with a purpose to use the field visits with optimum effect. Sample community/public schools were selected in consideration of the following criteria

- a) Primary schools from the same districts as selected for sample training centers, i.e., ETCs.
- b) Two schools from both rural and urban environments
- c) Schools within locations of a couple of hours' walk from the road way
- d) Schools with trained teachers and post training experiences for a couple of years to 4/5 years.

Keeping these criteria in mind altogether 16 schools, 4 from each sample district were selected in consultation with ETC chiefs and DEOs.

Study instruments/tools included literature review, semi structured questionnaires, Focus Group Discussions (FGD) guidelines, interview schedules, and observation and enrolment forms. In addition to these, Participatory Rural Appraisal (PRA) tools such as preference ranking, problem tree (named as "TEP Tree" for review purpose) and time line were executed to gather information. The respondent groups included project beneficiaries and key actors such as trainers, consultants, teachers, head teachers, students, parents, communities, educational managers, policy makers etc.

Since the study was qualitative in nature, its quantitative analysis was mainly limited to the evaluation of the achievements as against the physical inputs and targets of the project components. Apart from this, following case studies were also undertaken:

- A case study of two schools - one each from rural and urban areas with a focus on the analysis of training skills practices in the classroom teaching.
- A case study on NCED's experiences gained in the course of project implementation and its perspectives on future challenges with respect to SSR
- A case study on ETC's experiences in process of the project implementation including their perspectives on aligning the institutional capacity with the policy objectives of School Sector Reform (SSR).

In addition, photo shots of some physical infrastructures of ETCs and experiences of the trainees were also collected as evidences of verification. Also findings of the report were compared with other relevant studies undertaken by the NCED and other research organizations in order to cross verify them. A pre-field work plan was prepared before the actual review study took off with the following activities:

- Introductory visits to relevant institutions and officials
- Collection of relevant materials and documents
- Development of study tools/instruments
- Identification of schools for field work
- Pre-testing of the instruments/tools

As per the plan, introductory visits were made to the ETC-A in Kabhre and also to the sub centre. Study tools and instruments were developed in consultation with the project officials. The review team administered and tested them in two schools of the Kabhre district. Later, the instruments and tools were refined and then finally printed.

Chapter II: Historical development of teacher training system

2. Context of teacher education development in Nepal

Until 1990, ten years of school education (5 years of Primary, 3 years of Lower Secondary and 2 years of Secondary), and a minimum of six years of tertiary education (2 years of Certificate/Intermediate, 2 years of Bachelor and further 2 years of Masters Degree) formed the educational structure of Nepal. Around 1990, the Higher Secondary Education Act came into effect which sought to extend 10 years of school education by additional two years. Thereafter, Higher Secondary Education is managed by the Higher Secondary Education Board (HSEB) while the Certificate or the Intermediate as a historical legacy continued to be the part of university education. School Sector Reform (SSR) approved by the government of Nepal in 2008 provided for twelve years of school education with 8 years of basic and 4 years of secondary education. Under this reform policy, the minimum qualifications of teachers for two levels of education were stipulated as Intermediate in Education (I.Ed.) and M.Ed. respectively. The qualifications for the head teachers of those two levels of schools were upgraded to B.Ed. and M.Ed. respectively.

2.1 Teacher Education policies and practices

A milestone in teacher education was put up with the establishment of College of Education in 1956. The College offered 4-year degree program in education while the primary teacher training program was offered in a separate training centre in Katmandu. At the same time, training activities for primary teachers were also launched through a network of mobile centers in districts. This arrangement continued until the introduction of New Education System Plan (NESP) in 1971.

2.1.1 Between 1971-1990

With the implementation of NESP, the Institute of Education (IOE) of Tribhuvan University (TU) was designated as the agency for undertaking all different kinds of training degree level programs. Consequently, IOE emerged as the single agency responsible for all types (e.g. long short, pre-service and in-service) of primary teacher training programs.

The NESP introduced legal obligation for all primary teachers to receive training in order to get a permanent tenure in the profession. It also introduced pre service programs in IOE to supply trained teachers to schools in order to prevent the further entry of untrained teachers into teaching stock. Prior

to NESP, teacher recruitment in public schools was the responsibility of the School Management Committee (SMC). The supply of teachers with stipulated academic qualification and professional qualification (training) could not match the expansion of schools and as a consequence large number of under-qualified candidates entered as teachers into the school education system. The IOE, therefore, in consultation with the Ministry of Education, designed and launched a number of training courses keeping in view the varying qualification backgrounds of teachers. Such courses, therefore, resulted in devising training programs of varied duration ranging from 5 months to 4 years. Further, training courses of varying lengths were planned to combine both academic and pedagogical inputs to the serving teachers. For remote areas, separate packages of training courses were devised to meet the shortages of trained and qualified teachers. Some of the courses devised and delivered then to the serving teachers are mentioned below.

- A-level one semester training course for School Leaving Certificate (SLC) graduates
- B-level one semester non credit course for under-SLC candidates
- One-year distance learning non credit course for under-SLC teachers
- One-year radio education teacher training non credit course for under-SLC candidates.
- 4-year remote area teacher training non credit course for candidates with under-SLC credentials
- One-year on-the-spot training for SLC graduates

The mandatory requirement of training to obtain permanent tenure in the teaching job introduced during implementation of NESP was withdrawn in the aftermath of the full term evaluation of the NESP in 1980. Such a withdrawal of mandatory provision of training pushed the training efforts on the back burner for a period of time. Other important policy decisions with a long term impact were also taken in the wake of full term evaluation of NESP some of which are mentioned below.

- Ministry of Education was made responsible for the management of all types of pre and in-service training programs while the role of the Faculty of Education (FOE) of the University was limited to the teaching of post secondary programs.
- As a policy approach to provide minimum training under basic needs program the government fixed 150 hours of training to all primary teachers within a stipulated time frame.

- 10 months training continued to be recognized as a full fledged certificated training to all levels of teachers viz. primary, lower secondary and secondary.

During this period several education projects were launched such as Education for Rural Development with UNESCO / UNDP assistance, Radio Teacher Training with USAID support, Equal Access to Education for Women and Girls with NORAD assistance, Primary Education Project with World Bank and UNICEF assistance etc. All of these projects' focus was mainly on the training of primary teachers within the framework of government policy.

2.1.2 Between 1991 and 2001

The last decade of the 20th century and the early years of the second millennium saw many changes in the teacher education sector in Nepal. Some of them are given below.

- Following the recommendations of the National Education Commission of 1990, requirement of training for permanent tenure was restored again in 1992. During implementation of the Basic and Primary Education Project (BPEP) launched with the assistance of the World Bank, extended the 150 hours training to 330 hours. Subsequently, the Primary Education Development Project (PEDP), 1992 was also launched with a focus on the training of primary teachers for ten months. During the implementation of this project a separate institution called National Centre for Education Development (NCED) was established to manage the primary teacher training activities, which was later developed into the umbrella institute for all kinds of teacher and management training in the country. A Teacher Management and Coordination Committee (TMCC) was also formed to facilitate the policy formulation process in the field of teacher training.
- During the same period Secondary Education Development Project (SEDP) under ADB loan assistance was also implemented for the training of secondary and lower secondary teachers. Under the PEDP, 10 month long training course of primary teachers was implemented by splitting it, for practical reasons, into four different packages each consisting of 2.5 months and totaling to 1320 hours.
- Apart from 10 month long training, the Department of Education (DOE) also delivered 10 day refresher courses. Such refresher training was organized both in modular and whole school approach. Under the modular approach, teaching methodologies, education material preparation, learning and evaluation activities, multi-grade teaching

etc. were delivered whereas in the whole school approach trainings were provided on the preparation of education materials and their uses.

- Distance Education Center (DEC) introduced Interactive Radio Instruction (IRI) program during 2001-2003 with an objective of providing interactive pedagogical instructions to the primary teachers through Radio. Under the program, mathematics teaching for the third grade and English language teaching for the 5th one was covered in a pilot scale under UNICEF support. Half an hour instructions were broadcast through radio. The DEC the successor of Radio Teacher Training Project was subsequently brought under a single structure of NCED. In fact, the program could not continue after the piloting but some part of its initiatives was integrated into second package, which was delivered through distance mode.
- Under PEDP, 9 primary teacher training centers were established which subsequently became part of NCED structure.

2.2 Teacher training provision under the Education for All (EFA)

The World Education Forum on Education for All (EFA) held in Dakar, Senegal in April 2000 adopted the Dakar Framework for Action (DFA) to achieve EFA goals. The Forum called on the national governments to prepare their respective Plans of Action for the period 2002 to 2015. The Framework also identified 6 goals of EFA one of which reads as follows.

“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeric and essential life skills.”

Following the event of World Education Forum in Dakar, Government of Nepal, the Ministry of Education prepared its own National Plan of Action (NPA) within the framework of EFA. As a result, two documents namely EFA- NPA (2001-015) and core document for 2004-09 were produced. For quality education, the NPA identified the following strategic factors:

- To enhance efficiency in the management of education
- To improve primary curriculum and assessment system
- To improve the physical facilities and learning environment

The EFA core document (2004-09) mentioned that 99% of primary teachers would be trained by the end of the plan period. To support the achievement of this target, Teacher Education Project was recognized as

a part of EFA effort, which has specified following activities as a part of teacher management strategy.

- To upgrade the minimum qualification of teachers.
- To provide 10 months basic training.
- To implement the mandatory provisions of teaching licenses.
- To establish requirements of teacher accountability.

Both the TEP and the EFA program 2004-09 came to an end in July 2009. Inputs of TEP contributed with full accomplishment of its targets to achieve the EFA target for the training of primary school teachers.

2.3 Teacher training under school sector reform program

The 10th plan document had proposed to mount a study on integrating the existing four levels (5+3+2+2) of schooling into a single structure of 1 to 12 as part of school education. With the assistance from ADB, the MOE produced a concept paper on the School Sector Reform (SSR). Meanwhile the government also formed the Education Policy Committee (EPC) with the Minister of Education as its chairperson. The EPC was represented by the senior officials of the key ministries, prominent educationists and other relevant organizations.

A draft concept paper in the first place was developed and shared among the stakeholders of education. The EPC held extensive discussions on the draft version of the concept paper and approved. Based on the concept paper, MOE subsequently prepared School Sector Reform Program (SSRP) 2009-2015 outlining the future directions of systematic improvements in the school sector. The program formulation process underwent extensive dialogue and discussions at various levels of stakeholders from grass root to the central level. Finally the program was endorsed. Recall that the SSRP has clearly provisioned policies strategic options with respect to teacher management and development that are summarized below.

2.3.1 The policies

- Teacher selection and recruitment process will be decentralized to the local government. SMC will have a key role in teacher selection and management. Priority will be given to recruiting females, Dalits, and other disadvantaged groups when filling teacher positions.
- Two separate professional career paths will be offered: one for basic and one for secondary teachers. Provisions will be made to prepare separate cadres of teachers who specialize in multi grade teaching and special education.

- The minimum qualifications for teachers will be: (i) I.Ed. or higher secondary education certificate with relevant teacher preparation course for basic education. (ii) M.Ed. or Masters Degree qualifications with relevant teacher preparation course for secondary level. However, teachers with B.Ed. or Bachelor level qualifications with teacher preparation courses will also be eligible to teach at the secondary level (grades 9-10).
- Teachers with additional academic qualifications will gain eligibility for fast-track career progression at basic, secondary, higher secondary stages. Teachers' professional development will be linked to career development and made available through both long and short term means.
- The guidelines for teacher management will be provided by the central level. The responsibility for implementing the teacher management guidelines will be at the level of teacher selection and recruitment.
- There will be a separate position for head-teacher in fully-fledged schools. Head-teachers will be selected from among serving teachers; the selection criteria will include teaching performance, leadership capacity and experience.
- For the position of head-teachers, preference will be given to female candidates and candidates from marginalized and disabled groups.

2.3.2 Strategic options

- Teachers will be recruited from among the licensees in a transparent and competitive manner using guidelines provided by the central level.
- The current practice for teacher licensing is through the Teacher Service Commission (TSC) which has decentralized some of its functions to the regional level.
- Provisions will be made to prepare teachers with specialization in multi-grade teaching and special education. Specific terms and conditions of these teachers will be developed.
- Two separate professional career paths will be offered to basic and secondary teachers. There will be four stages (beginner, experienced, master and expert) for both basic and secondary level teachers.
- Teacher preparation course will take into account tri-lingual policy and children's right to basic education in their mother tongue.
- Provisions will be made to upgrade teachers based on indicators such as time on task, seniority, qualification, training and students' achievement in their respective career path.
- A special Teacher Preparation Course will be made compulsory as an independent professional degree on top of the minimum

academic qualification to enter the teaching profession. However, this provision will be implemented until academic institutions are prepared programmatically to launch the said teacher preparation course.

- In order to keep abreast of new developments in teaching and learning practices, teacher must acquire one month in-service training in at least every five years. Such trainings should be linked with teacher career development.
- Training opportunities will be provided to allow teachers to meet the new requirements within a specified period. For those teachers who opt to obtain higher degree, study leave will be granted. Provisions will be made to upgrade qualification of teachers with SLC and 10 months training to higher secondary level qualification. Incentive packages will be provided for teachers who opt for voluntary retirement. Teachers' qualifications and performance will be linked with their career development including their salary structure.
- The teacher career path will have rungs such as beginner, experienced, master and expert teacher. Professional support and mentoring to teachers will be provided by head teachers, supervisors, master teachers, resource persons, etc. Additional support for professional development will be made available through various schemes such as in-service training, on-line courses, self-learning materials, etc.
- Standards for teacher behavior, including codes of conduct, will be developed in close collaboration with teacher union and civil society.
- Head-teacher's minimum qualification for Basic Education will be B.Ed. or equivalent with teacher preparation course, and for the Secondary Education M.Ed. or equivalent with teacher preparation course.
- Head-teachers will be selected by an independent head-teacher recruitment committee with representatives from experts. The head-teacher will be appointed on a contractual basis for a specified period.
- Head-teachers will have greater roles and authority in technical aspects of school management. They will be accountable to the SMC for their performance. Head-teachers will be given sufficient authority to set standards and appraise teacher performance based on these standards. The teaching workload for the head-teacher will be reduced to enable them to carry out management tasks.
- In 1 to 12 schools there will be a separate level-in-charge for 1 to 8 and 9 to 12 to assist the head-teacher.
- Candidates for head-teacher positions will have to prepare a proposal for school development; proposal evaluation will be a key factor in

Head-teacher selection. The SMC will appraise the head-teacher's performance in terms of his or her school development proposal annually. Selected head-teachers will be provided with management training prior to assuming the role of head-teacher.

2.4 Emergence of NCED under MOE system

The MOE, with its elaborate organizational structure, plays basically a wider role of policy making and oversight agency for educational development of Nepal. Department of Education (DOE) has been established as an implementation arm of the MOE comprising five regional directorates and 75 districts' offices. These field offices facilitate implementation of educational plans and programs. Teacher Service Commissions (TSC) and Teacher Record Office (TRO) perform roles as specialized agencies with specific responsibilities in respect of teacher management.

Teacher development programs are central to the Human Resource Development (HRD) plan of the MOE. With a view to addressing teacher training needs in the education sector, emphasis was laid on strengthening the capacity of the NCED. NCED as an apex body was entrusted with the responsibility for implementing in service and pre service teacher training programs across the country. NCED established a national network of 34 constituent training centers along with several university campuses, Higher Secondary Schools and private teacher training institutions. The DOE is also providing recurrent teacher training programs through regional, district, and resource center level service networks. The roles of Teacher Service Commission and Teacher Records Office are equally crucial for teacher management. TSC is responsible for teacher licensing and recruitment whereas TRO is entrusted with the responsibility for maintaining of profiles of all permanent teachers and for managing post retirement benefits.

Training was recognized as one of the key interventions for human resource development within the Ministry's system. NCED and its nine primary teacher training centers were created in 1992 to develop professional competence of teachers and other educational personnel of the Ministry of Education and its line agencies. A Teacher Management and Coordination Committee (TMCC) as mentioned earlier were also formed to guide and support NCED in its functions.

Subsequently in 2004, under the restructuring arrangement of NCED, the TMCC was upgraded to a Council for Educational Human Resource Development (CEHRD). The role and responsibilities of this apex body are described as follows:

- To formulate policies in regard to capacity development of teachers and Ministry's personnel.
- To design and develop curriculum for the training courses.
- To accredit and determine equivalence of the certificates provided by other training institutions.
- To formulate and implement human resource development plans.
- To liaise with the domestic and international institutions of similar nature.
- To grant permission to private providers to operate pre service training programs.
- To conduct research on development and effectiveness of training programs.

NCED with the Executive Director as its chief has two divisions each headed by an official of joint secretary level. It has 4 sections (a) Management training section (b) research and monitoring section (c) examination section and (d) general administration section. The total strength of the staff is 21. They all belong to the civil service cadres and therefore Civil Service Code determines the terms and conditions of their services.

NCED underwent a major restructuring in 2004. Under the restructuring, Distance Education Center (DEC) and Secondary Education Development Center (SEDEC) both merged into the organizational structure of the NCED. As a result of the merger, NCED grew into an organization with a nationwide network of 34 constituent training institutions serving it in the discharge of its functions.

ETC–A, the main training delivery agency of NCED, was comprised of two units - technical and administrative and served by a staff of 8 members including one senior and 3 other instructors. ETC-Bs and sub centers had no fixed number of trainers. They hired the trainers as need be. Apart from these field levels training institutions, NCED identified 46 Lead Resource Centers (LRCs) and organized mobile training centers to serve remote areas of the country

In 2005, MOE passed a training policy in regard to Human Resource Development for the Ministry of Education with defined roles for NCED. This document identified four areas for policy framework, which read as follows.

- Policy area one: Training requirement at the entry point
- Policy area two: Teacher development program
- Policy area three: Training quality and standards
- Policy area four: Equity considerations

Major highlights of the training policies

- I. 10 month teacher preparation course as pre service training on top of prescribed qualification will be made mandatory for primary, lower secondary and secondary teachers at the entry level.
- II. All untrained working teachers in the school system will be trained in 10 month training at the earliest possible time.
- III. All working teachers will be provided short term training through the RCs on the recurrent basis.
- IV. All temporary teachers will be encouraged to receive 10 month pre service training from the private institutions; the encouragement can be in the form of unpaid leave. Female teachers and teachers from DAG will receive special encouragement in the form of tuition fee subsidies or paid leave.
- V. Access of private school teachers to the in service training program will be expanded through public and private provision of training service. In case of public provision of services appropriate cost sharing modality will be adopted.
- VI. Job induction training of about 7 days will be provided to the newly appointed teachers at the RC or school level.
- VII. NCED will make arrangements for self learning opportunities through distance mode.
- VIII. Short term training, refresher training and recurrent training will be accredited as part of the certification training program.
- IX. Job induction training would be considered as pre requisite for the newly appointed managers (class II and III) including school heads of all levels before holding the positions.
- X. Educational management training will be mandatory for educational managers and school heads working at all levels
- XI. The opportunities for continuous professional development will be created through refresher training programs and self learning materials and on site support schemes.



Chapter III: Descriptive presentation of the project

3.1 Introduction

With the implementation of National Education System plan (1971-76), all types of teacher training programs were brought into the fold of Faculty of Education (FOE) of Tribhuvan University. FOE, through its campuses, offered both in service and pre service training programs for primary school teachers apart from its regular professional degree programs. Subsequently in early 1990s, the government decided to transfer the management of in service program of primary teachers from the university to the Ministry of Education. In 1991, the Primary Education Development Project (PEDP) with ADB assistance was designed and planned to help implement this decision of the Government. Under this project, 9 Primary Teacher Training Centers (PTTC) were established across the country. Given the huge mass of untrained teachers in the system, the government decided to launch again another project to continue with the efforts to train the rest of the primary teachers.

The Teacher Education Project (TEP) was mainly designed and planned to accomplish the task. However it included other innovative interventions as well such as training of the managers and strengthening the institutional capacity of the teacher education system. The TEP was in many ways an attempt to build on the earlier efforts initiated through Basic and Primary Education Project II (BPEPII) and PEDP. Upon the background, the TEP was designed with the following objectives along with four program components.

3.2 Objectives of the project

- I. To improve the quality and coverage of teacher training through building institutional capacity for a teacher training system that encompasses pre service , in service and recurrent training of primary school teachers
- II. To increase the representation of disadvantaged groups, in particular women in the teaching force.

3.3 Program components

To help attain the above objectives, the project identified following four components:

- I. Building an effective and sustainable system of teacher education.
- II. Developing effective teacher education curriculum and materials
- III. Providing teacher and management training
- IV. Educating teachers to better serve the needs of girls and other disadvantaged groups (DAG)

Moreover, component wise description has been done by synthesizing the inputs, processes and products.

3.3.1 Component 1

3.3.1.1 Inputs

Infrastructural development: Physical complexes of NCED and PTTCs were developed in the earlier PEDP period. However, after assessment of their needs, it was observed that these complexes needed further reinforcements in terms of hostel facilities and training resource centre for effective delivery of the programs and to ensure trainees' regular presence and participation. Also these complexes required upgrading of some of their facilities. These activities formed part of the project.

Capacity development: During PEDP implementation phase, teacher trainers were recruited on contractual arrangements to carry out the training programs. The temporary nature of the appointment for a prolonged period definitely had to have an adverse effect on their motivation and retention in the system and consequently on the institutional development of the training centers. Therefore, converting them into a permanent tenure formed one of the activities under this subcomponent.

Professional development of these staffs for effective delivery of the training program was another critical element. Both in country and overseas staff trainings were planned for this purpose.

A part of in-service teacher training package delivery included the distance education mode. Strengthening the capacity of the Distance Education Centre (DEC) both in terms of equipment supply and overseas training formed an essential project input.

Undertaking training for primary teachers in thousands of numbers demanded a careful and methodical planning. It implied keeping up-to-date records of teachers with various backgrounds spread across 75 districts. The need for developing Teacher Management Information System (TMIS) emerged as one of the overriding concerns of the project. Since teacher information was also a responsibility of DOE, therefore, its linkage with Education Management and Information System (EMIS) needed to be established to avoid any duplication of efforts in data and information collection of the teachers in the system.

Coordination mechanism: Several institutions shared teacher training responsibility and therefore development of some mechanism to coordinate them was an immediate need for efficient delivery of the training. The project therefore stressed on the need to strengthen the capacity of TMCC, a body formed with representation from all stakeholders. Similar coordination at the field level was also a necessity for the facilitation of the project implementation.

Provision of Alternative/Private Providers: The project has provided for creating alternative training providers to deliver the in-service training and for affiliating private providers to deliver pre-service primary teacher training. As a result, NCED rationalized the project indication and created Extensive Training Network (ETN) with a spirit of partnership with potential training agencies at the local level such as faculty of education/TU campuses and higher secondary colleges. The ETN comprised of 65 agencies in 2003 and continued to operate for expediting the implementation of training in mass scale in order to achieve government commitment of clearing backlog of untrained in-service teachers. Similarly, NCED affiliated 99 training institutions for implementing the private primary teacher training program to meet the project target, 15000.

3.3.1.2 Process

Infrastructural development: Following the ADB guidelines for procurement of goods and services, a bid document was prepared and floated. Pursuing the process as provided for in the guidelines, the bid was awarded and civil works were contracted to a local firm. The responsibility for the technical supervision of the construction was contracted to a consulting firm. All payments were made on the recommendation of the firm.

Capacity development: Similarly the procurement of services of a consulting firm for TMIS installation was made by applying standard

practices in effect within the national system. Government procedures were followed to convert the temporary positions into permanent ones and subsequent appointments to those positions were filled by applying provisions of Civil Service Acts and Regulations. Further for both domestic and international training opportunities, selection criteria and processes were defined keeping in view the provisions of prevailing national laws to that effect.

Coordination mechanism: The TMCC composition was reviewed to ensure the representation and participation in the committee of the key stakeholders. Its composition was therefore broadened to involve all the key actors of the training system. Similar coordination mechanisms were formed at the zonal and district level.

3.3.1.3 Products

Infrastructural development: A hostel with accommodation capacity of 30 males and 25 females, a training resource room and a cafeteria were constructed at NCED. Similarly, hostel facilities at 9 ETC-As (formerly called PPTCs) were put up with two separate blocks, one with a capacity of 20 for males and other with a capacity of 30 for female teachers. ETC –A Dipayal which was constructed under Seti project consisted of a hostel having the capacity of 200 guests to accommodate. Apart from this, upgrading of facilities at both at NCED and ETC-As was also undertaken during the project period. Upgrading of facilities included such activities as renovation and refurbishment of 10 buildings of NCED and ETCs, refurbishing and renewing or recoding facilities in DEC.

Capacity development: The international study tours and trainings under the loan funds have not materialized yet, and it is unlikely that they will take place any time during the remaining period of the project. However, a total of 159 professionals from NCED benefited from various international trainings organized under the Institutional Capacity Building Program supported by Danida direct funding. The number of personnel benefiting from in-country training programs also reached to 218 by the end of July 2009. It is expected that these trainings will substantially bolster the capacity of the NCED and its line training agencies to effectively carry out their training-related functions (BME report 2009).

Institutional Capacity Building Plan (ICBP) was developed for the period (2005-10). This was a comprehensive plan which aimed to build entire institutional capacity including the staff development. An institutional linkage with Asian Institute of Technology (AIT), Bangkok was also established to support implementation of the plan.

NCED and ETCs were supplied with essential sets of office equipment such as computers (both desktops and laptops) with e-mail and internet access, printers, photocopiers, fax machines OHPs and projectors. A media lab with equipment such as TVs, cameras (both digital and still), tape recorders, etc. was installed in ETCs. All these gadgets were meant for designing and delivering training programs effectively as well as for facilitating exchange and dissemination of information and materials between and amongst ETCs.

Apart from enhancing competencies of the training professionals, other development works focusing on overall delivery mechanism and project performance were also undertaken. Action research and development of case studies formed parts of such activities. Four studies, namely, research on effectiveness of pre-service primary teacher training program, a formative research on the in-service teacher training program, a tracer study of the DAG fellowship training and an effectiveness study of the in-service primary teacher training were undertaken for feedback on teacher training delivery and program development. Apart from these, NCED developed a Quality Assurance Scheme with performance standards and quality indicators.

3.3.2 Component 2

3.3.2.1 Inputs

The following activities were identified under this component.

- Provision of overseas training for 6 DEC staff in script writing and distance education, teacher training and management.
- Training curriculum: adoption of a national training curriculum for in service and pre service trainings, revision and adoption of head teacher training curriculum, condensed training curriculum for 45+ old teachers and completers of 150 hours of training
- Training materials development: basic training package, integrated 2nd and 3rd package for distance mode, package 4th package, 1st and 2nd semester pre service training packages, management training package, multi grade training package.

- Development of resource materials: TOT materials, trainers guide and other resource materials to support the implementation of the training curriculum developed under the Project Preparatory Technical Assistance (PPTA).
- Pre testing of training materials developed under the PPTA and organization of national workshop to validate the training curriculum.
- Development of a culture and gender sensitization package

3.3.2.2 Process

Under the Project Preparatory Technical Assistance (PPTA), in-service and pre-service training curricula were developed after the need assessment analysis. The structure of in service curriculum is shown the following chart.

Structure of the curriculum

Content Areas	Phase I (330 Hours)	Phase II (660 Hours)	Phase III (330 Hours)	Total (1320 Hours)
1. Primary Education and Development	45	90	10 (+35)	145
2. Professional Studies				
3. Teaching Primary Subjects:	45	90	10 (+35)	145
• Generic	30	90	10 (+35)	130
• Subject- wise teaching				
4. Practicum				
	150	380	120	650
	50	-	170	220
	10	10	10	30
	(For comprehensive exam)	(For comprehensive exam)	(For comprehensive exam)	
Total	330	660	330	1320

Pre-testing and validation of the curricular materials occurred during the project implementation phase through workshops and classroom practices.

The training materials were prepared for trainers of both in-service and pre-service teacher training before launching the training at all levels. Along with the training materials, the trainer's resource materials such as trainer guide, training manuals were also simultaneously prepared.

The training materials were designed and developed jointly by the project staff and experts of FOE, Tribhuvan University and they were approved by the policy committee of the NCED.

3.3.2.3 Products

Until end of the project, 20 sets of training curricula and materials were developed and used, representing a 100% achievement of targets. Both in-house trainers and outside professionals were involved in the design and development of these curricula and materials. Furthermore, it was reported that these materials were regularly updated and revised, often with inputs from the trainees.

A summarized list of materials produced for multiple training programs and targeted to different beneficiaries at different training center level is presented below.

At NCED level

- Training curricula, materials, teacher guide and manual for each of the three phases of 10 months in-service training.
- Training curricula, materials, teachers guides, and manuals for 10 month pre-service training
- 180 hours of training curriculum, materials and guide.
- 2.5 months of condensed curriculum for senior teachers.
- Management training courses for head teachers and educational managers
- Development of Training Resource Materials (TRM), Trainers guide and TOT manual

At ETC level

At ETC level also some training resource materials were developed printed and distributed some examples of which are given below:

- Trainer's guide of refresher courses for in-service training
- News letters
- Trainer's guide of refresher courses for pre-service training

The training curricula and materials developed by NCED were highly appreciated by the trainers and teachers. Except for the fact that some portions of the training packages, which deal with the prescribed textbooks did not match as those portions were either removed or changed in the textbooks. Similarly, trainers and teachers agreed that the Self Learning Materials (SLM) developed for the distance mode training were also very good.

3.3.3 Component 3:

3.3.3.1 Inputs

The activities under this component were expected to benefit master trainers, trainers, prospective teacher candidates and in-service teachers. In addition, head teachers and education officials were expected to benefit from various management trainings. The major activities for translating these benefits include the following.

- Delivery of in-service packages such as basic training through PTTCs, HSSs and mobile teams, an integrated second and third in service training package through DEC, fourth in service training package through PTTCs, HSSs, Mobile centers, RCs and SEDUs, special package of 180 hours for completers of 150 hours, condensed overall training package for senior teachers of age 50 or above.
- Delivery of pre service training at FOE campuses, HSSs, Private campuses.
- Delivery of Management training to officials and primary head teachers.
- Provide support to PPs for pre-service training.

3.3.3.2 Process

Planning and programming process could only ensure the smooth implementation of the project activities. It was therefore important to include the project activities and targets in the plan documents of the government.

The periodic plan and annual program documents therefore included project activities with targets which in turn, were broken down in terms of different levels and categories of trainings. Such periodic plans were developed both at the central and the zonal levels.

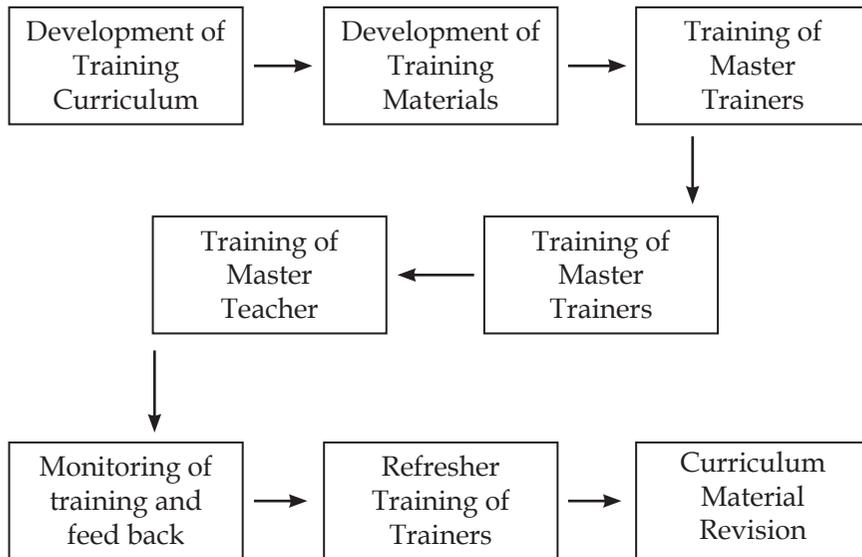
In order to narrow down the lead time between preparation of training materials and the actual conduction of training programs, training curricula were mostly prepared under Project Preparatory Technical Assistance (PPTA) of ADB.

The ETCs and NCED were mobilized to provide in-service training to the primary teachers. But given the scale of training needs, these institutions' resources alone could not accomplish the task. Consequently, Extensive Training Network (ETN) scheme was designed and planned with defined roles and responsibilities to carry out the task of training within the stipulated period. The scheme proposed to mobilize SEDUs, LRCs, APs, PPs, HSS, TU campuses and mobile training centers.

Development of instruments such as Quality Assurance Scheme, monitoring mechanisms, roster plan, etc. helped facilitate implementation process. Backlog Clearance Campaign was later introduced to expedite the process of training activities and attain the goal of training for all.

Above all, monitoring mechanisms and processes helped keep track of the project progress and problems through periodic reviews at the level of the National Planning Commission and the Ministry.

NCED followed a system to organize the massive country-wide 10-month training for the primary teachers. The following chart offers a glimpse of the training process.



(Source: A critical appreciation of TEP, Dr.K.N. shrestha)

3.3.3.3 Product

Table 1 below highlights the status of various training outputs in comparison with the original TEP targets. According to the Project Performance Status Report (PPSR 2009) of NCED, a total of 114,909 primary school teachers were trained in various modules of teacher training since the implementation of the project in 2002. This amounts to a progress of about 99% against the original project target of training 115,700 teachers. This is an impressive progress compared to the achievement of 56% in the BMER 2006. This progress can be attributed largely to the implementation of the “Backlog Clearance Campaign” (BCC) starting in July 2008.

Table: 1
The targets and achievements of training programs

S.N.	Activities	Unit	Status in 2000	Project target	Performance status Jan. 2009	%
			Baseline	Quantity	Quantity	
1	Trainers' training	No of trainers	-	900	3000	Over 100%
2	Master trainer training	No of M trainers	-	70	200	Over 100%
3	Teachers trained in package 1	No of teachers	17,322	32,00	30,429	95
4	Teachers trained in package 2 and 3	No of teachers	13,638	43,300	37175	86
5	Teachers trained in package 4	No of teachers	156	34,000	46247	136
6	Teachers trained in 180 hour course	No of teachers	9,693	9,700	536	6
7	Senior teachers trained in overall special package	No of teachers	-	4,300	535	14
8	Teacher trained in 10-month pre-service course	No of teachers	-	15,000	15,000	100
9	Administrative officials trained	No of administrators	-	600	602	94
10	Primary school head teachers trained	No of head teachers	-	3,000	3,450	115

The analyses of the data from the above table revealed that under the in service teacher training activities the project moved well within the goal of Training for All. However with regard to training of senior teachers (with 45 years+ age and 15 years of experience), performance indicator fell far short of targets with only 14% achievement. Similarly in 180 hours of training for teachers trained under basic needs program, the performance indicator dropped to 6 % as against target.

PPSR, 2009 also reported that following the BCC implementation, only 1.8% of teachers remained to be served in terms of training. The hard core group of un-served teachers included those who were to retire soon or had no interest in training or was recently promoted to higher grades etc.

3.3.4 Component 4

The activities under this component were expected to benefit the historically marginalized or excluded social groups, both by increasing their representation in the teaching profession and by making the overall school environment conducive for girls and DAG children.

3.3.4.1 Inputs

The major activities for achieving these benefits included the following.

- To provide 2500 pre-service training fellowships to women and other DAG members and gradually incorporating them into the teaching profession.
- To sensitize teachers and education administrators about gender and cultural issues by incorporating culture and gender sensitization into the regular teacher training courses as well as by providing special short-term trainings.
- To provide special remedial classes to female and DAG children so that their learning achievement is enhanced.

3.3.4.2 Process

Fellowship criteria for the selection of DAG candidates were developed to ensure that the genuine candidates got the opportunity to participate in the training.

- NCED developed selection guidelines for nomination on fellowship program and got the approval of the apex body after obtaining concurrence of ADB. The selection guidelines defined both the criteria and the procedures.
- After a year of its implementation, the guidelines were reviewed and improved in order to ensure that the hard core group of the DAG avails of this opportunity.
- Revised criteria determined the priority amongst the DAG groups. Accordingly, first priority is accorded to the poor and disabled females of dalit group; second priority to the poor and female of dalit group, third to the poor and disabled female of janjati and fourth to the poor and female of janjati group.

In order to create awareness among the teachers and education administrators, following programs were carried out.

- Two to four day orientation programs for stakeholders such as district level officials, SMC members, parents and community leaders were carried out.
- Teacher training materials and TOT materials included gender and cultural concerns.
- 12 districts with 65% and above of DAG population was identified for fellowship program.
- School Support Groups (SSG) in 12 districts were formed and mobilized for tutorial programs for DAG children.
- SSGs were provided with the guidelines, orientation and resources to organize tutorial classes for remedial teaching.

3.3.4.3 Product

Recent project documents indicated that all 2500 DAG fellowships were distributed. A total of 22 districts including those 12 with dominant DAG population benefited from the program. The absorption rate of these candidates in the teaching force gradually improved from 12.3% in 2006 to 43% by July 2009. The official sources noted that this increased rate of absorption was the result of the decision to recruit them as teachers in Rahat quotas (MTR 2006).

Similarly, about 20,000 girls and disadvantaged community students benefited from tutorial classes that provided remedial teaching support to female and DAG primary school students. Such tutorial classes were held in 12 project districts with substantial assistance from 600 School Support Groups (SSGs). The SSGs were provided with resources and guidelines to conduct these classes. According to NCED sources, results of such tutorial classes were found to be encouraging, particularly in creating awareness for higher learning achievement levels among DAG students. It was further reported that many SSGs recruited DAG training graduates for the tutorial classes, who in turn availed the opportunity to refine their teaching skills.

About 6500 district level officials, trainers, teachers, and community members also benefited from short-term trainings on culture and gender sensitization. These trainings, usually of 2-4 days duration, were organized by the ETCs. Gender and cultural concerns were incorporated into the regular teacher training courses. Through these activities, it was expected that teachers and administrators would be sensitized to ways of minimizing discrimination and enhancing self-esteem among girls and children from disadvantaged groups.

Chapter-IV: Analysis of the information

The following findings and recommendations are derived from various studies and other relevant documents published by Government agencies and other research organizations.

4.1.1 A study on requirements for classroom transformations (CERID 2005)

- Developing shared vision and knowledge and understanding through training and orientation
- Focused training that emphasizes demonstration and clarification of the concepts behind these skills
- Refresher training ,monitoring and technical back stopping on regular basis with focus on feed back
- Orientation and training to the local stakeholders on the classroom teaching learning practices as part of the awareness activity
- Increased parental concern about children's progress and increase in parental support to children
- Child centered education is envisioned in the MOES documents and curriculum and discussed at forefront of FRP studies are in practice in the programs covered in this study. Continuity and building upon initial successes are essential.
- There is appreciable improvement in classroom seating, display of teaching learning. Several practices and upcoming issues and problems are similar among the programs. Sharing and learning from each other's experiences are desirable.
- Consolidation of better practices and utilizing them are essential for enhancing the quality of teaching learning in the classroom. It is necessary to establish working relationships between government institutions and donors, teacher associations, NGOs, teacher training organizations and private agencies.
- There is pressure on schools to improve the quality of classroom teaching learning .Child center deduction can be valuable support in this direction

4.1.2 A study on implementation of school improvement plan, identification of successful cases (CERID 2006)

- In order to get the expected results, it is necessary to look at the conditions and context of the school. Improvement efforts should create conditions conducive to meaningful conditions in school affairs. No doubt the school should have an efficient management, team

spirit, collaborative environment, quality leadership and resource support. In fact, SIP also creates conditions conducive to school improvement. In Syangja, the SIP process made the community aware about support to the school.

- Also HT strategic and visionary leadership contributed to the effective implementation of the SIP.
- SIP paid attention to quality and physical facility development both but it put more stress on the latter.
- Gender aspects were little considered in the process of SIP implementation.
- Implementation of SIP gradually transforms the school culture and enhances the quality school management.
- SIP still stands in need of more support for schools and the capacity development of the authorities.
- Successful implementation of SIP does not mean better educational outcomes.
- However weakness of the SIP process was that it could not boost up children's learning and performance.

4.1.3 A study on enabling condition for school effectiveness (CERID, 2007)

- Stakeholders such as educational managers and teachers should be more accountable legally for their performance and norms & standards should be developed to enforce the accountability provisions.
- SMCs, local government, DOEs and RPs should be authorized to take necessary actions against negligent and inefficient teachers.
- Capacity of SMC should be developed in the areas such as planning, school management, finance, monitoring etc, and capacity of local bodies for executing their roles should be enhanced by providing manpower, resources and training.
- HT's capacity for developing skills and competencies in school operation should be continued, the capacity building should also focus on developing leadership quality of HT.

4.1.4 Access of DAG children to education, (2005 EFA Formative research project, CERID)

- In Bariarpur (Bara), quality education could not be provided because of lack of facilities. One of the schools established three years ago had nor furniture, toilet or building. Of the 6 sampled schools only one had toilet facility - one toilet for both boys and girls.

- Teaching - learning materials were not available in any of the sample schools. There were no reading materials except textbooks. Children of grade 1 and 2 of the sample schools did not have copies and pencils.
- Parents did not provide learning opportunities to their children. Mushahar parents engaged their children in household chores and in farm work rather than send them to schools. In Rasua, parents involved them in carrying loads.
- Migration affected children's' study. Tamangs shifted cowshed frequently. In the winter season most of Danuwar people go to work with their families.
- Hand over the monitoring of teachers regularity and financial management to the local community and the community should be informed about the release of the budget by DEO.
- Adopt the policy of providing teaching jobs to the DAG and females in the community. Appoint people from the school catchment areas as teachers. If the local people are not available, then select people from the nearby communities.
- Make a provision for mobile teachers or children of seasonal migration.
- Make the school time flexible in due consideration of the season and the topography. The school time should be tied up with local working times.
- Develop physical infrastructure of schools in order to provide quality education. The government should provide grants for physical facilities of the school.
- Monitor regularly the program activities of the schools. School EMIS should be developed. RPs should be made accountable in supervision and monitoring of EMIS.

4.1.5 Effectiveness study of the primary teacher training in Nepal (NCED 2005)

- The ETC-As have a satisfactory level of infrastructure set up for conducting teacher training. The ETC-Bs and sub centers and the partner institutions have a poor infrastructure situation to conduct training.
- In the context of TEP and SESP implementation, the number of regular trainers at ETCs is inadequate. The trainers of all training institutions have been overloaded with work, which has affected the quality of the training.

- Technical capacity of the training institutions to perform research oriented activities, planning, programming development activities, initiate innovate practices is below the satisfactory level.
- Communication between ETCs and DEOs is less effective. Generally communication takes place at the time of selecting the teacher for training only. After that regular communication does not take place.
- Need of teacher training is not adequately and appropriately reflected in the SIPs and DEPs. Similarly DEOs could not make monitoring plan for trainee teachers and follow up program of trained teacher due to lack of appropriate plan.
- Even the SIPs, VEPs, DEP, do not address the capacity building of teachers through teacher training at the local level.
- The schools do not have adequate physical facilities and instructional materials to create conducive environment for effective teaching learning activities in the schools.
- There is no doubt to the fact TEP helped teachers increase their knowledge and skills of teaching but they do not practice those knowledge and skills in the classroom. The following diagram shows how these teachers can be activated.

The above findings are in many ways consistent with the findings of the field visits that follow in the subsequent sections particularly on such issues as

- The need of recurrent training because certificate training is just a necessary but not sufficient condition for complete transformation of pedagogical practices.
- Partial effect only of the training skills because of inadequate enabling conditions in schools.
- need of further training for HT's ,
- SIP to include quality performance indicators
- Improved coordination between training centers and DEOs/ field offices.

4.2 Analysis of information collected from the field visit

Following information and analysis were derived from the field visits as planned and described in the methodology section.

At the school level

On the use and effectiveness of training skills, the following information emerged as a result of interactive sessions with the stakeholders of sample schools.

To a query on the use of training skills in the class room instructions, teacher responses asserted that they were applying pedagogical skills such as preparation and use of lesson plan and teaching learning materials, engagement of students in educational activities etc. Such responses were also confirmed by students and SMCs/ HTs in a separate group discussion with them. The focus group discussion with HTs/ SMSs/ PTAs further revealed that the enthusiasm and zeal to use skills declined gradually after a few months of teaching. Reasons for such a gradual loss of their interest were largely attributed to the absence of monitoring and follow up on their performance. The display of materials in the class rooms and offices of most of the sample schools supported their response regards to the application of training skills.

A student in Kabhre told a story how a teacher used to give him corporal punishment whenever he either misbehaved or failed to give the response to a question by the teacher. But he was pleasantly surprised to see a change in the teacher's behavior after the teacher returned from the training. The teacher no longer inflicted physical punishment. On the contrary, he tried to explain things patiently to him.

As to a question on their participation in school development activities, majority of the teachers pointed out that they organized extra curricular activities apart from teaching. Such events are generally organized on Fridays. The events include various contests such as quiz competition, oratory competition, drawing and painting competition, games and sports etc. Participation of teachers in cleanliness campaigns of the school compound, library management and cultural events were also cited as examples of their contributions to school development activities. Some teachers were found to help the poor students by supplying them with books and snacks in the schools. Separate group discussions with students and SMC/HTs/PTAs supported this view of teachers in many of the sample schools.

As to a question on teachers' participation in promoting community relations, teachers cited examples of their engagement such as meeting with parents, participation in social awareness campaigns relating to health , sanitation and education etc. The SMCs /HTs response was supportive of this view. However, such activities were not of regular nature but happened once in a year or so.

To a query to HTs on the use of their management skills, they responded that the skills were applied particularly in keeping accounts. As a part of

social auditing of accounts, a committee was formed by parents with PTA as the chairperson. The committee checked all the income receipts and expenditures and submitted their reports to the parents' assembly with their comments. The annual budget of schools with income receipts and expenditures was observed to have been displayed on the walls of many schools.



They also claimed that management skills improved their record keeping practices and motivated them to initiate activities such as preparation of annual and weekly school calendar of instructional and other activities, regular cleaning of school compound etc. These changes were visible in the office rooms and schools' premises to the visiting teams. Some of the schools' HTs responses held that they also undertook the class supervision and observation. But cross checking of such claims revealed that these activities were, at the best, performed casually and perfunctorily. HTs also added that disabled teachers were not benefiting much from the training because of the lack of necessary equipment to help them learn training skills. They also informed that teachers' unions in the districts manage primary level examinations in the schools of their influences.

As to a question on the constraints/hindrances to the application of training skills teachers' responses identified the following factors.

- Inadequate physical facilities such as shortages of class rooms and store rooms.
- Classroom environments inappropriate for training skills application
- Crowded class rooms but few teachers. In some cases schools' resources used to hire additional teachers.

- Actual school working days much less than the prescribed ones.
- Heavy teaching schedule spared little time for instructional material preparations.
- Low motivation of teachers in the sustainable use of their skills because of the lack of incentives.
- Poor parental support
- Lack of support from the HTs and the colleagues.
- Growing parents attraction to English medium private schools resulting in declining community support to public schools particularly in urban areas
- Lack of monitoring and follow up of training

As regards to the queries on sustainable and effective use of training skills, following suggestions were offered.

- Professional support to teachers preferably on the spot.
- Refresher courses to be organized frequently.
- RCs to be strengthened for teacher support
- Policy on grade or subject teaching to be clarified and teacher training to be oriented accordingly. Many teachers held that subject training would be more effective.
- Teachers to be recruited according to the prescribed norms.
- Physical environments of schools to be upgraded
- Change from teacher to student centered teaching could occur only through provision of facilitating environment such as better working conditions, incentives for better performance, consistent monitoring and support etc.

Evidence of a good practice-school: Despite the fact that the application of knowledge and skills learned in the training was limited in the majority of sample schools, a couple of schools, however, presented a different picture. One of such schools described in the box below told a different story.

Sishu Kalyan primary school was established some thirty years ago with local community initiatives. All of its teachers including the HT received training under the TEP about 4 years ago. Around the same time the local community helped support to improve its physical facilities. All teachers were committed to their profession and the leadership was quite energetic and dynamic. A look around the class rooms and school premises presented an impressive environment. The record keeping practices were also well organized and maintained. The performance of students at RC level examinations at the end of grades 3 and 5 was outstanding with almost all students passing in the first division. Sishu Kalyan, in this sense a model school, has become a center of attraction to many visitors. The teachers received short term trainings under UNICEF support. It reveals the fact that the long-term training or professional development interventions could be effectively applied in the classroom only if follow up pedagogical support to the teachers is ensured at certain time intervals.

4.2.1 At the APs/PPs level

Following pieces of information were generated in the interactive sessions with Alternative /Private Providers of in-service and pre-service training. In group discussions with APs/PPs, the following responses were offered on TOT training materials, delivery process and cooperation.

- The 10 days of initial training on TOT was very useful to the trainers. 3 to 5 day refresher trainings were also equally effective.
- The materials such as trainer's guide and manuals were also helpful and made available on time.
- However, they felt when these responsibilities were transferred from ETC-A to ETC-B, the services seemed to be slightly less effective. The delay in fund release and the supply of ETC-A materials were cited as examples.
- Supervision and follow up from ETC /NCED to APs/PPs were almost non existent.
- The remuneration paid to roster trainers was too low and hardly ever revised.
- Some questioned why two different sets of training curriculum were designed when the graduates of pre and in-service trainings were to serve the same system of primary schools.
- Pre service teachers were rather irregular in their attendance.
- Too often changes by the DEOs in the quota allocation of DAG students often upset their enrolment plan.
- Teacher trainees did not take enough interest in creative arts training because of their adequate background and experience.
- The training and resource materials were not updated following the changes in the curriculum couple of years ago.

4.2.2 At ETCs level

ETC-A offers several training related activities which include the followings.

- The training of Trainers (TOT) for roster (guest) trainers
- Training for in-service teachers delivered in 3 packages- two of which are held face to face at ETCs
- Training of HTs of primary schools
- Training for DEOs and School supervisors.
- Services such as roster trainers' training for AP/PP and access to the library facilities and supply of resource materials
- Supervision and follow up of APs/PPs teacher training programs
- Preparation of resource materials for refresher training such as trainers' guides for pre and in-service trainers.
- Undertaking case studies and action research.
- Management of TMIS and hostel facilities for teacher trainees
- Preparation and processing of results for pre-service and in-service examinations
- Organization of coaching classes for DAG students to prepare them for TSC examinations

The Focus Group Discussions (FGD) with teacher trainers brought out following information about training activities of ETCs.

- No serious complaint about the TOT and teacher training materials was reported so far and therefore all types of training materials were claimed to be satisfactory.
- The trainers, apart from being involved in training, are assigned additional role of management - such as the role of examinations in charge, program coordinator etc. All these roles kept them busy in the center and spared them hardly any time for undertaking important functions of monitoring and supervision of private providers' programs and their own training graduates.
- Teachers with weak academic background and teachers with Sanskrit background failed to take full advantage of the training programs.
- Teachers were often found shy in sharing their weaknesses.
- Most of the urban primary schools were found to be willing to switch over to English medium teaching which meant additional training in English language.
- Multi media labs/equipment could not be optimally used because of inadequate training on their use.
- Senior teachers with lower motivation and interests in teaching should be offered the voluntary retirement packages.

- Teachers without vision (blind teachers) faced difficulty in training because of the lack of necessary equipment and expertise amongst the trainers.
- The trainers of ETC felt more confident in running different kinds of training. They ran training not only for teachers but also for University teachers and administrators such as DEOs and School Supervisors. They also felt that they could plan, design and implement management training, TOT and teacher training of varied duration.
- On queries about consulting inputs responses were mixed. Some ETCs responses appreciated the contributions of consulting inputs in terms of capacity development of the training centers. For instance, they claimed that the development of trainer's capacity for the design and development of the case study, action research and resource material was significant. On the other hand, responses from some ETCs held a contrary view that they did not gain much from the consulting inputs.
- An interactive session with the teacher trainees at ETCs revealed that some in-service trainees of remote districts had difficulty attending contact sessions of the second phase of the in-service training because of its distant location. They also complained against the present radio lessons broadcast time because at that time teachers are either on the way back home from the school or when at home they are too tired after the day's work or too busy with household chores to listen to the radio. They suggested that the radio lessons during school hour would have been better because this would have provided them opportunity to listen and discuss in the group and learn from the peer. They also held the view that the time allotment for subject teaching was inadequate.

4.2.3 At DEO/RED level

The responsibilities of DEOs for teacher training included the followings.

- Selection of and allocation of quota for DAG students in pre service training. A coordination and publicity committee is in place at the district level for this purpose.
- Recommendation for the placement of pre service graduates in teaching jobs and for tuition programs
- Selection of in-service teachers for training programs
- Organization of contact sessions for second phase of in-service training
- Selection of roster trainers for contact sessions
- Selection of HTs for management training
- Monitoring and follow up of trainees at schools

In interviews with the DEOs, they admitted that the 2nd phase materials delivered through distant mode could not be effective as expected because of following reasons. Firstly, the teacher trainees came to contact sessions without adequate preparation and homework as demanded in the self learning materials and radio lessons. Secondly, lack of any incentive to attend the contact sessions had affected their motivation to work hard. Thirdly, the trainees often had to waste hours in traveling because of distant location of the venue for the contact sessions. Some of these concerns were also expressed in the group discussion with teacher trainees. As to the queries of locating such contact sessions closer to the trainees' work place, the DEOs explained the difficulties in finding qualified trainers and the resources to support it

As to the queries on the selection procedures and criteria for the DAG students, the DEOs responded that in the initial years of the DG scholarship nomination some problems were encountered to identify the appropriate candidates but subsequently the criteria and procedures were reviewed and improved. The criteria after the review are skewed in favor of the female candidates amongst the DAG groups. However the placement of these DAG candidates in public schools still persisted as a problem because of the current regulatory provision of teacher recruitment authority being vested with the SMCs.

As to the question on coordinating role of the DEOs, it was pointed out that the district level committee for publicity and selection of DAG candidates plays to an extent the coordinating role but still effective coordination with ETCs leaves much to be desired. It was suggested that various committees in place currently both at DEO and ETC levels need to include each other's representation so that better communication and coordination particularly to mobilize human (supervisors and RPs) and other resources between these two agencies could be effected.

On a query on future directions of the training the DEOs' responses emphasized the need for continued support to the teacher trainees for the sustainability of their training skills and professional development. They also pleaded for further enhancement of financial skills of primary HTs in order to improve schools' account keeping practices.

The roles of RED in the TEP was limited to monitoring and follow up of the TEP program but interviews with them revealed none of these activities were the priority of the RED offices.

4.2.4 At NCED/ DOE/ other central agencies (Ministry) level

- First sharing session with the in-house officials was more of program orientation nature. However it was asserted that NCED performed an enormous task of providing training to 98.2% of the primary teachers.
- Training doubtless is a necessary condition for quality improvement of education but it is not sufficient. Enabling conditions to realize the full impact of training need to be ensured at the school level. The enabling conditions which many of the primary schools lack include suitable physical infrastructures, adequate supply of teachers and equipment, dynamic leadership, consistent monitoring and teacher support mechanism etc.
- The component wise quantitative progress against the project targets is recorded and presented in the Table 2 below (PPSR 2009)

**Table 2:
Project Performance Status in Basic 30 Indicators**

S.N.	Basic Performance Indicator	Project Target	Progress Status (PS)	PS %
Overall Project contribution to the system				
1	% of fully trained teachers	nm	79704	98.2
2	% of partially trained teachers with at some modules ranging from 2.5 months to 7.5 months	nm	79704	98.2
3	Rate of Training Transfer into the classroom	nm	50	50
Component 1: Building an Effective and Sustainable System for Teacher Education				
4	Number of project staff receiving international training in various occupational competencies	28	0	0
5	Number of staff receiving in-country training in various occupational competencies	102	218	100
6	No. of new construction (TRC, Hostel, Cafeteria)	3	3	100
7	No. of organizations undergone basic + final renovation/completion of incomplete construction/ protection works	10	10	100
8	Refurbishment of DEC's studio lab (construction of visual lab)	1	1	100
9	Establishment of DOE-linked TMIS	1	1	100
10	No. of training professionals accessed to TOT facilities for pre-service training	nm	900	100
11	No. of training professionals received TOT for in-service training	900	3000	100
12	No. of Master Trainers trained	70	200	100
13	International consultancy recruited (in man month)	45	45	100

14	International Consultancy utilized till end of 15 August 2008	45	45	100
15	National consultants recruited	240	240	100
16	National consultancy utilized till end of 15 August 2008	240	230	96
Component 2: Developing Effective Teacher Education Curriculum and Materials				
17	No. training curriculum and material sets developed and used	20	20	100
Component 3: Providing Teacher and Management training				
18	No. of teacher trained in Basic in-service (Phase-I)	32000	30429	95
19	No. of teachers trained in condensed (180) basic training package	9700	536	6
20	No. of teachers trained in integrated second and third (Phase-II) in service training package (also includes 2300 trained in ole pack-III)	43300	37175	86
21	No. of teachers trained in the fourth in service training (Phase-III) package	34000	46247	136
22	No. of teachers having 15+ years of experience and 45+ years of age trained in overall condensed training package	4300	535	14
22	No. of graduates in 10-month pre-service training	15000	15000	100
23	No. of administrative officials trained in various management training courses	600	602	100
24	No. of primary school principals trained in one-month management training course	3000	3450	100
25	No. of teachers trained in various modules of teacher training	115700	114909	99
Component 4: Serving Girls and Other Disadvantaged Groups				
26	No. candidates graduated with fellowship	2500	2500	100
27	Rate of recruitment of fellowship graduates in the teaching force	Nm	43	43
28	No. of relevant stakeholders attended culture and gender sensitization training	nm	6500	100
29	No. of School Support Groups mobilized	600	600	100
30	No. of students benefited from Tutorial classes	nm	20000	100
	Average			>97

Note: the nm denotes “not mentioned”.

No progress was recorded in international training and purchase of vehicles as a result of government policy decision not to use loan amount for these purposes. Similarly low achievements in two condensed packages of training for senior teachers and teachers with 150 hours of training were attributed to their personal factors such as lack of interest and motivation for training, family obligations, near retirement age etc.

4.3 Analysis of financial allocation and expenditure

Overall project progress with respect to loan utilization and disbursement of funds as against the project allocation remained as USD 16822675, out of which 91% was utilized to meet the 97% target of the project. The factors attributing to this underutilization of the estimated budget was caused by factors like refusal of use of the project fund to purchase 26 vehicles and to spend for the foreign staff development courses.

No major flaws were reported in the audit reports prepared by the office of the Auditor General, a constitutional body of Nepal responsible for auditing of all public accounts. No major complaint was reported about any delay in the release of funds either.

Following table describes Status of loan utilization over the project period.

Table 3: Status of loan utilization over the project period

		in USD										
No.	Category	Reallocation Loan As Of 15/07/ 2009 in US(\$)			2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	total
		Total	ADB	Gov/ Nepal	Disb	Disb						
1	Civil works	807,848	807,848	-	2,100	3,052	312,707	192,381	1,169	195,833	707,242	
2	Equipment	428,358	309,358	119,000	152	18,122	25,412	100,014	1,731	20,274	277,089	
3	Materials	1,131,399	1,131,399	-	2,301	193,885	216,523	212,261	271,836	171,019	1,200,741	
4	Program Dev. & studies	1,233,316	1,167,316	66,000	2,685	119,855	150,500	214,340	216,820	468,843	1,218,716	

Source: Draft TEP Project Completion Report

Chapter-V: Technical analysis and assessment

5.1 Relevance

Relevance of the project with EFA Action Plan: EFA Action Plan defines quality education as one of the six goals. Supply of trained teachers to the system is the key element for quality improvements in the primary education. Inclusion of TEP in the EFA National Action Plan (NPA) is the recognition of this reality and establishes its relevance.

Relevance of teacher training materials: The information at the field level revealed that TOT materials were useful in the training of teachers. The refresher courses for the trainers were also beneficial to them. However only concern they raised was such refresher trainings needed to be organized on a recurrent basis. With respect to teacher training curriculum one issue which was often brought up was in regard to grade teaching verses subject teaching. In-service training curriculum was designed with a focus on grade teaching while school practices generally occurred in terms of subject teaching. This anomaly was partly because of the policy gaps in the provision of teachers to the schools. The comment supports the view made by one of the schools in Kabhre that the school reverted to subject teaching from a couple of year’s application of grade teaching. The schools would like to have further training in such subjects as Mathematics, English and Science.

But this concern could be addressed in the recurrent training of the teachers which at the moment is practically non existent. This concern supports one of the findings of effectiveness study (2006) which reads as follows: “The government should revisit its policy made for grade teaching and multi-grade teaching in the country in order to make it more effective.”

Despite some evidences of relevance seen in the training materials, efforts towards grater relevance of the materials with class room needs present a challenge to the training institutions.

5.2 Efficiency

Efficiency in terms of retention of the teacher trainees: High retention and completion rates (close to 100 %) of teacher trainees demonstrate the efficiency of in service training programs. Further, the 2nd phase of in-service training, which uses distance mode, has added to the cost efficiency of the training delivery system.

Internal efficiency of the system in terms of learner's participation: There have been improvements over the years in the Net Enrollment Rate (NER) at primary education. It has increased from 81% in 2001 to 91.9% in 2008-09 (DOE 2008). Gender disparities at the national level are also narrowing down and the gender parity index (GPI) at primary level is 0.98. The GPIs for Dalits and Janajatis are also 98 and 99 respectively (Flash report, 2008) and this reflects a significant improvement compared to the pre TEP period. Enrollment from the traditionally excluded groups such as Dalits and Janajatis is also gradually improving. Janajatis and Dalits now constitute about 40.3 and 20.2% (an increase of one percentage point compared to the last year figure) respectively of the total primary enrolment.

According to the Flash 2008-09, the promotion rate is higher for girls than for boys. Similarly the same report point out that survival rate to grade 5 is higher for girls than for boys. The Flash Report has further noted that the dropout rate for girls is lower than that for boys in all grades at the primary level.

It should also be noted that there has been a gradual improvement in the promotion rates for the primary level, from 65.6% in 2006-07 to 70% in 2007-08. Survival rate to grade 5 has also improved from 80.3% to 81.1% in the same period. All of these improvements indicate towards an overall improvement in the internal efficiency of primary education.

Despite some gains in internal efficiency further efforts to improve it poses an immense challenge to the training system.

5.3 Effectiveness

Contributions of TEP in the achievements of EFA National Plan of Action: A comparative analysis of some of the performance indicators identified in the EFA NPA (2001-15) and the Flash Report (DOE 2008) brings out the following facts between the years 2000 and 2008:

- NER has increased from 80.4 to 91.9 %
- GER has risen from 119.8 to 142.8%
- 1st grade repetition rate declined from 42 to 28.3%
- 5th grade repetition rate declined from 11 to 7.3%
- survival rate to grade 5 increased from 63 to 73.4 %
- Fully Trained teachers rate increased from 15 to 67 % (PPSR figure is 82%)
- Gender parity at the national level (GPI 98) and for Dalits (GPI 98) and Janajati (GPI 99) have nearly been achieved.

Although in quantitative terms the exact share of TEP contributions in these achievements cannot be determined, however logically it can be argued that critical interventions of teacher training had some influence in bringing about these positive changes.

The following extracts are taken from BM&E report (2009) about the learning outcomes of the students.

“Nepal does not regularly administer national learning achievement tests at various levels of the school cycle. Two achievement tests were administered to a nationally representative sample of grade 3 students in 1997 and 2001 by the Educational Development and Services Centre (EDSC 1997, 2001), to track improvements in students’ learning achievements in Nepali, mathematics and Social Studies. The EDSC findings showed that while there was substantial improvement in test scores for Social Studies, there was little progress in learning outcomes for Nepali and Mathematics between the four years. Apart from these findings, documented evidence on changes in learning outcomes at the primary level is not available. Consequently, the BMER 2006 opted instead to look at the pass rates in grade 5 which was reported at 86% in December 2005 and 79% in August 2006 (p.13). The Flash Report 2007-08 has recorded an overall pass rate of 89.3% in grade 5, which is significantly higher than that reported by BMER 2006.”

Classroom effectiveness: Classroom impact of training is often constrained by such factors as lack of monitoring and follow up, inadequate physical infrastructures at schools, low teacher motivation, weaknesses in teachers’ performance appraisal etc. The focus group discussion with trainers in ETC B, Kaski found that around 40% training transfer into the classroom. The BM&E report (2009) has also highlighted these problems in the following lines.

“Evidence on the effectiveness of the NCED training programs is rather sketchy. The Project Performance Status Report 2009 (NCED 2009: 3) mentions a 50 percent rate of training transfer into the classroom. It is, however, not clear how this figure was estimated. The most recent monitoring report from NCED discusses the effectiveness of these programs to some extent.” The same report further adds *“Evidently, there are problems at all levels of the training system related to the inadequate physical facilities of the training centers, under-qualified and under-motivated trainers, irregular and inactive trainees, and under-planned and under-managed training processes.”*

Effectiveness in the attainment of project objectives: The objective of capacity building of the training system is to great measure is achieved as could be seen from such examples as formation of a high level council headed by the Minister Of Education called Council for Educational Human Resource Development (CEHRD), physical and professional development of NCED and ETC-As as described in the foregoing sections. However, capacity development concerns of other constituent agencies of NCED such as ETC-Bs and sub centers need to be overcome. This is also reflected in the effectiveness study as follows: “The major interventions are physical and infrastructural development of ETC-Bs and ETC sub centers. Supply of training equipment, laboratory development and strengthening library are necessary for all three types of ETCs. Besides these number of training officials should be increased. Various capacity building inputs for trainers require on the plan basis. The capacity upgrading of ETC-A trainers to address needs of training up to secondary level is an urgent need”

As regards to another project objective of promoting inclusive education through trainings, evidences such as increased participation of girls and other DAG children in primary education, provision of 2500 fellowship for DAG prospective teachers, inclusion of gender and cultural sensitization materials in training packages and their delivery to teachers and educational personnel support a measure of effectiveness in the attainment of project objective.

Foregoing paragraphs have presented an account of the effectiveness of the TEP actions. However efforts to further improve effectiveness present formidable challenges to the existing training institutions.

5.4 Dynamism /flexibility/coherence

NCED showed a good deal of flexibility and dynamism in the planning and delivery of its training. The project has taken into account the differing training backgrounds (Teachers with 150 hours of training, senior teachers with 50 + age or 15 years of experience,) of teachers and training packages are all aligned with these backgrounds. Thus not only various kinds of training of long and short duration were planned and delivered but ETCs were also allowed to deliver the training to suit the local situation. Inclusion of DAG fellowship and provision of tutorial, etc. for them is one such example. Launching of Backlog Clearance Campaign and introduction of ETN scheme reflect the dynamism of the project management.

TEP actions are in line with the training policy framework of the government. They have been well articulated in the planning and programming documents of the government. As a result of coherence between and amongst various project inputs, the targets of the TEP could be well within the attainment.

5.5 Sustainability

With 34 constituent training centers and over 100 partner institutions, NCED has an extensive network of training organizations to help perform its mandatory functions. Over the years particularly during TEP implementation it has acquired considerable amount of experiences and expertise in the development of training materials and operations of the training activities. With its remarkable performance it has earned a good measure of credibility and confidence amongst its stakeholders. Government therefore supports all of its regular expenditures apart from allocating counterpart fund for TEP implementation. It is now in a position to generate resources by extending its services to the private providers of educational institutions. It exercises sufficient autonomy in the matter of training policies and programs because it is governed by a high level committee headed by the minister. All of these developments ensure a measure of sustainability both in terms of organizational ability and resources. However a shift from project to program funding of educational activities since the introduction of EFA and the current TEP terminating in July next all this presents some challenge to the NCED.

Chapter-VI: Exemplary experiences and milestones

6.1 Exemplary experiences

6.1.1 Extensive training network

One of the major objectives of NCED is to provide facilitation and professional support to its allied public and private training institutions like Educational Training Centers (ETCs), Private Teacher Training Centers (PPTTCs) and other Alternative Training Providers under (Extensive Training Network) to ensure and maintain the quality of training

ETCs are involved in implementing various training (each training) programs, coordinating and conducting planning exercise at the local level. Besides, since the year 2003, NCED has initiated mobilization local resource institutions, in addition to the regular ETCs, for delivering the in-service teacher training in a massive scale by building Extensive Training Network under the scheme of collaboration and partnership. The network as exists at present cover 70 institutions which belong to two categories, namely Faculty of Education Campuses/TU and Higher Secondary Education Colleges at the respective locations and the arrangement has proved to be instruments to provide fuller access to the training for all teachers within the given time frame as set in the plan. With the initiation of Teacher Education Project, NCED set an ambitious target of achieving training for all teachers within the stipulated timeframe of the project (2003-2009). The limited resources available and existing infrastructures built were quite inadequate to make this target met in time. For this NCED adopted the strategy of building an Extensive Training Network (ETN) consisting of FoE, TU campuses, HSEB higher secondary schools with education stream and Private Primary Teacher Training Centers. All these institutions became the part of a huge training network; and they were made functional in a coordinated way by the regional network of training zone under respective 9 ETCs in the country.

There is no doubt to the fact that, ETN plays an important role to the delivery of the training planned by NCED. However, all the training institutes of ETN were not found to be very much affective in the training delivery.

6.1.2 Nation-wide Backlog Clearance Campaign

One of the major objectives of the TEP (ADB, 2001) was, “Even though the Project will be implemented over six years, it envisions a system for teacher training that aims to clear the backlog of untrained teachers and

provide pre-service and recurrent training on a continuing and sustained basis”.

In this regard, TEP was successful to achieve its target, that is, it was successful to clear the backlog of untrained teachers with a good training delivery although it is doubtful if the training knowledge and skills were fully applied by the teachers in their classroom teaching.

6.1.3 Professional credibility of the workforce

The figure below gives the number of total staff including executive level, program level and support level within the core system.

S.N.	Institution	Gaz-I	Gaz-II Program level	Gaz-III Program Level	Support staff	Total
1	NCED	4	12	25	46	87
2	ETC-A (9)		9	72	54	135
3	ETC-B (20)			80	60	140
4	ETC-C (5)			5	15	20
Total		4	21	182	175	382

In addition to the regular staffing provision, concept of Roster Training Professionals (RTP) has been introduced as a strategy to overcome the shortage of human resource in each ETC. The RTP comprises 20 to 30 professionals in each ETC ‘A’ and is mobilized for monitoring and follow-up support and delivering training sessions as and when the regular staff is not able to cope with the workload.

Out of all permanent experts/professional, about 60% have received training from international institutions on different subjects. All the professionals working in the NCED are experts on development and delivery of teacher training program. Among them, 70% force is specialized in design and delivery of management training for senior to junior managers at different levels.

In addition, about 20% of the total force has demonstrated specialization in various areas of job such as policy analysis and formulation, material development, research activities, use of information technology, development and management of distance education programs, foreign coordination, library and management of documentation centre.

In regional and local level, all are developed with full competencies in the field of design and delivery of teacher training and school management training. Of them, 20 % force in each institution has special expertise

in development and implementation of research project, program development and use of information technology.

Within the entire training system, more than 5,000 professionals having at least a Bachelor or Master degree in education are provided professional capacity building via 1-4 weeks training of trainers on training methodologies for teacher training and management training.

6.1.4 Hard ware provision

NCED and its 9 ETC A have all the physical facilities required for a good training institution.

- i. NCED has 14 fully equipped seminar/conference halls with the standard which prevails in the international training institutions. Each of 09 ETCs has one conference/seminar hall.
- ii. There are seven well furnished training halls in NCED, at least five training halls in each of 09 ETCs, and at least four such halls in each of the other training institutions.
- iii. There is one media lab full of essential equipments in each of the 09 regional ETCs and one science lab in each of the 25 ETCs.
- iv. NCED owns two audio recording/production studio and one visual production studio with full of essential equipments and technologies.
- v. NCED has got a well-known library with extensive collection by housing more than 25,000 books, electronic learning materials, and research materials on various themes. There is also one library with more than 4000 book collection in each ETC.
- vi. In NCED, there is a Training Resource Center (TRC) with full of equipments, workshop lab, library space, computer lab and desk top room for publication.
- vii. There is a carefully designed hostel with capacity of accommodating 25 guests (including two deluxe rooms) for the participants attending training in NCED and there is provision of separate hostel with the capacity of 30-35 trainees in each of the 09 ETCs.
- viii. All the ETC As have separate hostels for male and female trainees, libraries, science labs and multimedia rooms although they are not fully utilized in all ETC A.

In terms of institutional capacity building, after the merger of training institutions in 2004, NCED functionally emerged as national-level leading institution in the field of human resource development that subsequently created utmost necessity for rapid development in its own institutional capacity in order to be able to discharge the Herculean task. In that line, a

long-term Institutional Capacity Building Plan 2005-2010 was developed and approved which is presently under operation with support from DANIDA. As a part of the plan, NCED has been implementing a three-year NCED-AIT institutional linkage program 2006-2009 for achieving immediate benefits to the capacity building process. The program combines various activities such as international training and studies on different job competencies, design of performance management system, preparation of institutional policy, joint research projects etc. Further NCED consistently works out to establish professional collaboration with the identified institution at regional and international levels. Transfer of technology, regular sharing of knowledge and professional experiences are the fundamental outcome expected from such networking and linkages.

NCED's training network ranges from mountains to plain and far-west to far-east remote regions of the country. Training materials are prepared and distributed centrally. Due to lack of transportation facility, it is difficult to supply and distribute the materials in time. To ensure timely delivery of training resource materials in all ETCs and training points (i) ETCs are made responsible for timely delivery by release of budget for material delivery purpose, (ii) private sectors are invited for production, supply and delivery of training materials for pre-service training program.

6.1.5 Inter programs coherence and coordination

Coherence between projects different programs was found to be satisfactory. Major activities under the distance learning is teacher training by using distance education mode. Furthermore, NCED runs various short-courses through the distance learning mode. For example, teacher and parent awareness program, follow up training to the trained teachers and so on. There is a regular weekly Education Program, which is produced and broadcasted by using the in-house studio.

SLC Support Program is designed and implemented to provide academic support to the students preparing for the SLC examination. The program is targeted to students of those districts where trend of the SLC results remains poorer, below the national average level. The program covers support in Maths, English and Science by using self-learning materials, audio/visual materials telecast and broadcast and free access to the website of NCED.

The Open School Program is one of the innovative programs launched by NCED. Initially, one open school is established in each of the five developmental regions (Sunsari, Rautahat, Kaski, Banke, and Kailali).

It is now expanded to 52 schools of 44 districts. The program provides enough academic support to the students who have left formal schooling after having passed grade-8. These students get material as well as face to face support (175 hours) from their schools.

6.2 Milestones of the project achievement

- Establishment of a high level policy committee with defined mandates on teacher education policies, good infrastructural facilities, and a cadre of trained and qualified professionals, a functional TMIS system etc constitute credible measures of NCED capacity.
- With an effective ETN system in place, teacher training process gained considerable momentum and helped achieve the project targets. This strategic approach to training could be sustained and pursued in any future training activities.
- Institutional linkages with international agencies of similar nature have provided opportunities to share expertise and experiences particularly in areas of training and research. Such an opportunity will contribute further to the development of NCED capacity.
- Lack of its own structure at the district and local levels has constrained its capacity to extend its role to the level of schools in order to help transform the class room teaching learning practices through regular supervision and support.
- Training materials of teachers and trainers have to a great measure been prepared to address the needs of the classroom instructions and consequently relevant to the learners' requirements. However this needs to be constantly updated in the light of the curricular changes.
- Second phase in service training delivery required improvements in terms of locations of contact sessions, broadcasting time and roster trainers.
- Acquisition of training skills is necessary for quality improvement but it is not sufficient. To ensure the optimum effect of training skills in the classroom delivery, enabling factors such as physical facilities of schools, management leadership, motivational levels of teachers and teacher support system need to be addressed.
- Coordination among the central level agencies and greater mobilization of the field agencies are needed to support teachers' application of acquired skills.
- The RC level grade 3 and 5 examination by the competing teacher unions should be replaced by a mechanism at the RC level involving teachers irrespective of their complexions.
- Constant monitoring and follow up of teachers' performance constitute

an important element to bring about a change from teacher centered instructional practices to student centered ones.

- Issues like Private providers' capacity and their motivation should be addressed by initiating a dialogue with them to obtain and maintain their effective cooperation and support.
- A firm policy on employment of pre service DAG trainees needs to be formulated to help them gain access in the teaching job.
- With an extensive network of training institutions, an enhanced professional capability, an autonomous status, government ownership and support etc.; NCED arrogates to itself significant characteristics of institutional sustainability.

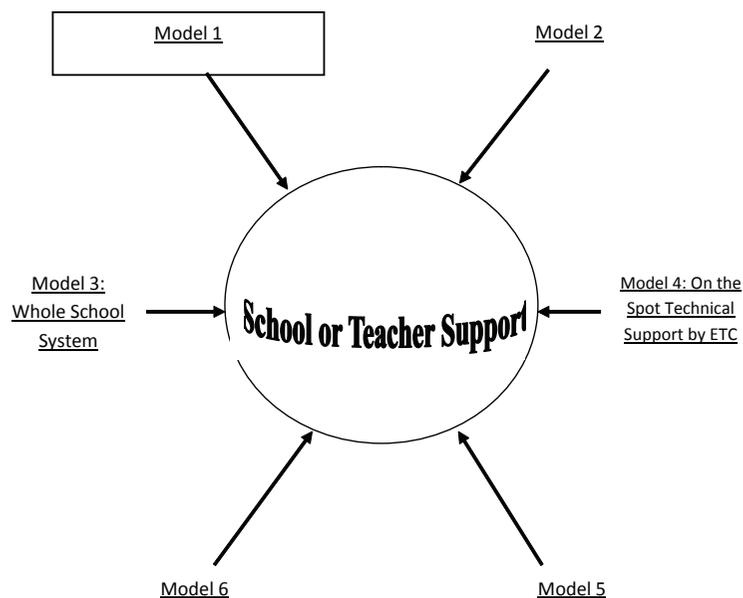
CHAPTER VII: Findings and Recommendations

7.1 Findings

7.1.1 At school level

The following findings are derived from the analysis of information obtained during the discussions with school level stake holders.

- The application of training skills in the classrooms is partially achieved across both teachers and schools.
- Monitoring and follow up activities on teacher trainees' classroom performance are practically very weak.
- Teacher support mechanisms and processes need to be devised and developed to provide ongoing backstopping to the teachers. Such a mechanism should stay closer to the teachers' workplaces. The diagram below suggests different models of teacher support system.



- Facilitating factors such as appropriate classrooms, committed and dedicated leadership, high morale of teachers, and provision of adequate instructional materials, appropriate class size etc provide conducive environments for effective delivery of training skills and enhanced learners' achievements as in the case of Sishu Kalyan primary school.

- Faced with the threat of declining enrolments because of parents' growing attraction to English medium private schools, urban primary public schools are switching over to English medium instruction without any English language training to teachers.
- Several schools apply mixed strategies in the use of grade and subject teaching, with grade teaching in earlier grades while subject teaching in later grades. This partly stems from the policy gap with respect to the supply of teachers.
- The 3rd and 5th grade achievement tests are administered by different teachers unions instead of the RCs administering them. This has the threat of dividing schools along political lines as well as affecting fair evaluation of learning achievements.

7.1.2 At DEO/RED level

The following findings have emerged from the information generated during the interviews with them.

- The selection of the trainers and the teachers for training is the DEO's responsibility, which they do in consultation with the teachers and their school management.
- Except for a few cases, genuine DAG candidates are selected for the training.
- Distance mode of training is not that effective because of several reasons such as its distant location of contact sessions, inadequate preparation of teachers as well as trainers.
- Provision and distribution of CDs of the broadcasting lessons should have been better as they could be played and heard by the teachers any time if they missed the broadcast.
- There is little communication between DEO offices and ETCs about the training activity at ETCs.
- As the authority to recruit teachers lies with SMC, the DEO could play very little role in the recruitment of DAG candidates in schools.
- There is some monitoring by DEO office but it is mainly monitoring of the training centers and not of the classroom teaching.

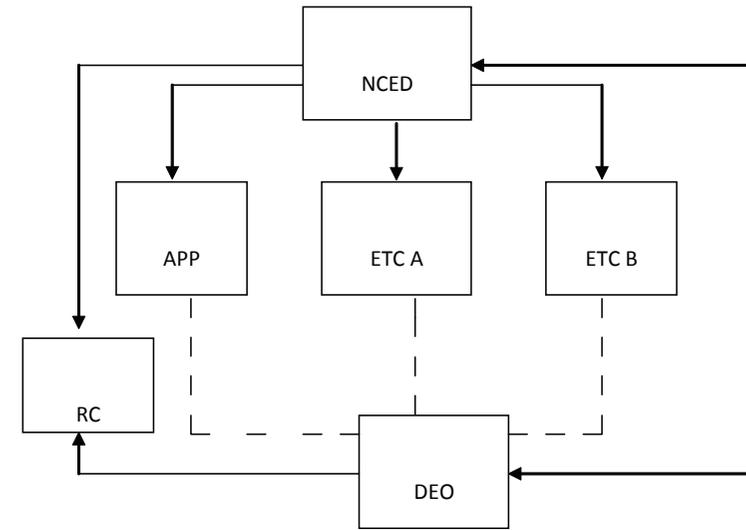
7.1.3 At ETC level

- Effective direct coordination and communication between DEOs and ETCs are lacking.
- Distant locations of contact sessions in districts hamper effective participation of teachers in such contact sessions.
- Training and resource materials for both pre and in-service training are produced and supplied to the satisfaction of all relevant stakeholders.

However, revision of the curriculum and the textbooks, a couple of years ago, could not be accompanied by the corresponding updates of the training materials.

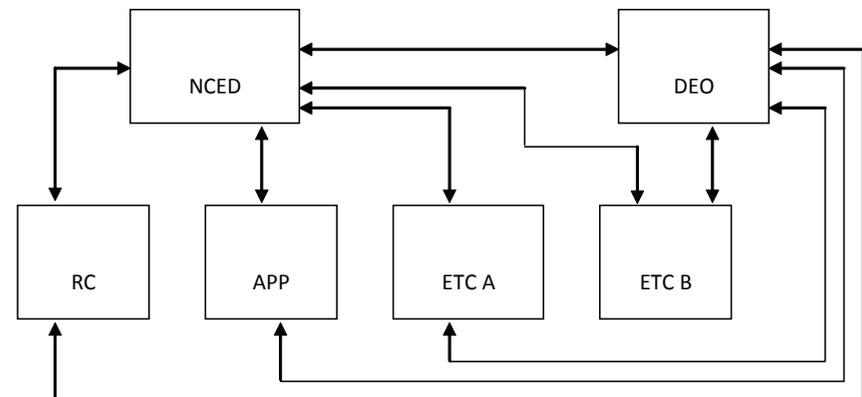
- Trainers' training process and resource materials are found to be satisfactory.
- Institutional capacity of the ETCs is strengthened through inputs such as overseas and domestic trainings, consulting services and installation of TMIS. (In interviews with them, it looked their confidence level reached new heights as they trained not only the teachers but also trainers who came from the university campuses. They also provided management training to the DEOs and section officers).
- There is little monitoring from ETC- As because they are heavily occupied with on campus training which runs throughout the year.
- The consultants are confined only to ETC- As. They rarely visit ETC Bs. Some are not willing to and those who want to visit are not paid for the transportation.
- Lack of effective coordination amongst RCs, DEOs and ETCs was evident since the teachers on the ground failed to receive any technical support from RPs and supervisors of DEOs. The following schematic diagrams A and B present the synoptic view of the current and expected relationships amongst these actors.
- ETC- As are better equipped in terms of library, training halls and training materials including multimedia. They also have auditorium for large gatherings, hostel with two separate blocks one each for male and female. Some 7 instructors served the campus.
- ETC- Bs are not as well equipped as ETC- As but they too have training halls, training materials and a library. Not all the electronic devices such as OHPs, photocopy machines and computers are working. In fact some of them are broken down. The ETC-Bs are located usually in a school compound. They need support in terms of electronic equipment and improving physical facilities.
- PPs were very poorly equipped. They had trainers but no library, no good training rooms, less training materials and virtually no electronic equipment. They only had blackboards. They ran the training programs usually in rented buildings.
- ETC- As visited was very well equipped but some of them are poorly managed while some others are well managed.
- ETC As deliver the most effective training because they have all good facilities followed by ETC Bs (former SEDUs), then APs with training programs in the HSS/TU campuses and lastly PPs with training programs being run in a couple of rented rooms with blackboard as their only teaching material.

A. Current relationship



Note: current relationship between different partner organizations. The dotted lines show indirect relationship

B. Expected relationship



7.1.4 At the central level

- Firm policies and planning were lacking to recruit DAG trainees in public schools
- Weak coordination between NCED and other central agencies was evident in the failure to update the training materials and inadequate mobilization of field offices and staff for the monitoring and follow up of the teacher trainees.

- Similarly the PPSR recorded that the training effectiveness, that is, rate of training transfer into classroom has been achieved by 50 percent. However, the report nowhere mentioned how this achievement has been assessed.

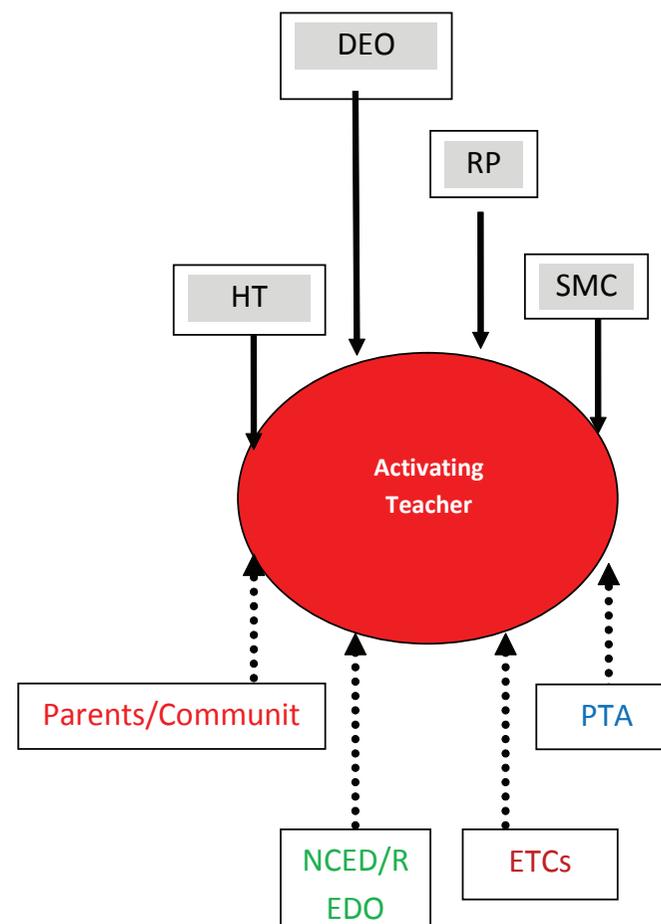
7.2 Recommendations for future course of actions

The study team carefully drew suggestions from the entire technical review for the use of future road mapping - especially to sustain existing achievement of the project and to further strengthen institutional advancement of total teacher education system in Nepal. In devising the recommended actions, indicative policy provisions of SSRP have been taken into consideration.

Professional development program

- In compliance with the SSR policy of 30 days' training for each teacher within five years' period of time, new model of teachers' professional development (TPD) should be designed especially for fulfilling the following objectives-
 - a) to solve immediate pedagogical problems of the teachers
 - b) to keep the teachers updated of new and innovative tools and techniques in the field of teaching and learning
 - c) to provide teachers with practical measures/tools for practicing professional accountability
- Keeping in view the teachers' demand and sustainability, forthcoming TPD program should be implemented by combining different events of the modules that allow teachers to access to, preferably once in a year.
- In order to develop habit of teachers, head teachers and RPs in practicing professional accountability, the project initiated TSM and TPD should be integrated and implement as new model of teacher development program.
- Teachers should be prepared for multi grade-teaching to be deployed in the schools identified or designated as "multi-grade schools"
- Faculty of Education and NCED should closely work with meaningful project for developing highly customized 1-year Teacher Preparation Courses applicable for the teaching candidates in order to strictly stop entry of untrained teachers in the teaching force.

- Existing accreditation of 10-month training to the grade-11 education program should be continued in until the interested graduates (some 65000) will be able to complete the special grade-12 education.
- Functional relationship among the line and staff agencies under the MOE should be maintained in order to activate the teachers to maximize application of the training.



- Those teachers who have remained untrained (some 1.8%) even beyond the TEP intervention should be provided access to the 10-month teacher training through distance mode.
- Existing 10-month teacher training program should be redesigned in consistence with the needs of private school teachers and offered customized courses through interested private training providers under the affiliation arrangement of NCED.

- Existing experience of NCED in running school management training for school heads should be expanded to cater needs of the private school principals as well.
- All the materials used for teacher training and management training for school heads since 1980 should be moderated, compiled, printed and distributed for the use of all RCs and ETCs while running TPD and leadership capacity building training for school heads under the SSR.
- There should be a special scheme for mobilizing school supervisors and DEO authorities for conducting technical audit of RC/ETC activities and to provide follow up support to them in matters related to training and development.
- Capacity of RPs and school supervisors should be developed by adopting distance-based or on-line/off-line professional development method for continuous capacity building purpose.

Sustainability and institutional development program

- In order to allow NCED to better utilize the existing capacities and professional credibility, there should be careful redefinition of mandates, roles and responsibility through an independent research on institutional restructuring of entire NCED system.
- Special/Flexible B.ED and M.ED program should be developed and implemented jointly by faculty of education to benefit the working teachers to upgrade their qualification to meet the new requirements as stipulated in the SSRP.
- NCED should gradually be prepared for independently designing and implementing professional degree courses (M.ED and PHD) customized to the needs of entire teaching force, teacher educators and educational managers.
- For the purpose of upgrading existing professional credibility and proficiency, NCED should engage its entire force officially in regular research and capacity building through institutional linkage with relevant organizations at the national and regional level.
- There should be clear delineation of mandates, roles and jurisdictions between the line agencies (MOE, DOE, RED and DEOs) and staff agencies (NCED, ETCs, L/RCs, CDC, OCE, NFECs) in order to intensify further impact of their functioning in the system.

- In either case the present distance education modality has to be placed under a different management independent of NCED
- For a training institution like NCED to be effective, the terms and conditions of the professional staff need to be different from those of other organizations. Also it needs some financial flexibility for the procurement of goods and services just as it enjoyed in the project implementation phase. These considerations imply further empowering of the present high level council of NCED particularly in matters of personnel and financial management.
- The staffing of NCED should be based on the principle that professional staff should serve the institution for a minimum number of years as stipulated in its code. This would mean that the staffing should not be of pyramid structure. The management should be empowered to hire on contract any professional of repute to serve the institution. The NCED should enjoy an autonomous status equivalent to that of National Administrative Staff College.

References

- ADB. 2001. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Kingdom of Nepal for the Teacher Education Project*. Asian Development Bank, RRP: NEP 32236.
- ADB. 2002. *Loan Agreement: Teacher Education Project*. Asian Development Bank.
- ADB. 2002. *Project Administration Memorandum (PAM) for the Loan to the Kingdom of Nepal for the Teacher Education Project*. Asian Development Bank.
- BMER 2006. *Benefit Monitoring and Evaluation Report 2006 (Revised Draft)*. Sanothimi, Bhaktapur: National center for Educational Development.
- DOE. 2007. *Education For All, Secondary Education Support Program & Community School Support Program: Status Report – 2007*. Sanothimi, Bhaktapur: MOE, Department of Education.
- DOE. 2007. *Flash I Report 2064 (2007-08)*. Sanothimi, Bhaktapur: MOE, Department of Education.
- EFA. 2003. *Education for All 2004-2009 Core Document*. The Ministry of Education and Sports, KesharMahal, Kathmandu.
- MOES. 2063 V.S. *Training Policy*. MOES, Kesharmahal, Kathmandu, Nepal
- MTR. 2006. *TEP Joint Mid-Term Loan Review Mission*. 16-21 December 2006.
- NCED. 2063 V.S. *Effectiveness Study of the Primary Teacher Training in Nepal*. Sanothimi, Bhaktapur.
- NCED. 2006. *Benefit Monitoring and Evaluation Report 2006*. Sanothimi, Bhaktapur: National Center for Educational Development.
- NCED. 2065 V.S. *A Report on the Monitoring of Training Program under NCED - 2065*. Sanothimi, Bhaktapur: National Center for Educational Development.
- NCED. 2009. *Project Performance Status Report*. Sanothimi, Bhaktapur: National Center for Educational Development.
- SESP. 2002. *Core Document*. His Majesty's Government, Asian Development Bank, DANIDA.
- Shrestha, K. N. 2002. Occasional paper: *Training or Primary School Teachers.: An analysis and proposal*. School of Education, Kathmandu University.
- Shrestha, K.N. 2009. *A critical appreciation of TEP*.
- Shrestha, M.M. 2009. *A Historical development of Teacher Education*.
- SSR Core Document. 2007. *Policies and Strategies*. Ministry of Education and Sport, Keshar Mahal.