

**A Report on the  
School Management Orientation for  
School Management Committee (SMC)  
and Parents Teacher Association (PTA)**



**Workshop conducted by  
Rural Education and Environmental Development  
(REED), Nepal  
in co-operation with  
District Education Office, Myagdi**

**Initiated by  
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with the support of  
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## 1. Introduction

REED Nepal is an NGO has been working in the field of education since 2005 with a motto "Quality education our commitment". Basically REED focuses for quality education through training for teacher training, parents' awareness, training for School Management Committee (SMC), Parents Teachers Association (PTA), supporting teaching learning materials in mountainous region such as: Solukhumbu, Rasuwa and Taplejung districts. And it was our fortune to contribute a step of quality education in Myagdi district, Paudwar.

REED facilitators with the close coordination of District Education Office (DEO) have been working to impart quality education to poor, marginalized and disadvantaged children.

Training for teachers to make them aware of various teaching methods, approaches, techniques and materials design and effective use of them are major works of REED to accelerate the pace of quality education in Solukhumbu district along with Taplejung and Rasuwa districts. Apart from that being aware of the poor economic status of schools, REED Nepal supports teaching materials as well to use them the real classroom situation whatever the teachers learn in training. Community involvement is one of the crucial points to make a school as a place for quality education. Many parents in the rural area are illiterate. They are happy not to send their kids in the school because if the kids do not go to school they help in the household activities. To uplift them in the concern of their children's schooling REED thought for SMC/PTA training where there is more parent's involvement.

In the journey to aware the parents to make them enthusiastic for school improvement SMC/PTA training was organized in Shikha and Paudwar centre with the close coordination of District Education Office (DEO) Myagdi

## 2. Expectation Collection

Before starting the identification of needs, a small activity of introduction took place. Participants introduced themselves with name, address, designation and a major contribution for school improvement. General information of workshop was provided to the participants to collect their expectation. Providing a slip of paper to write their need or whatever they want to learn in the workshop was collected. Many of them were unable to tell about expectation due to first time participation though they were helped by facilitators. Attendances of participants were made with the following desire to fulfill.

- To know the formulation of SMC/PTA and the roles and responsibilities of SMC/PTA
- To know the roles and responsibilities of teachers
- To know about child friendly education and criteria
- To know how to promote quality Education in School
- To know how to keep good relationship between teacher, SMC and Community

- To find the school problems and its solution
- To know government revised education policy
- To know how to make teachers' and students' regularity
- To know how to activate community for school improvement
- To get ideas about the coordination with different NGOs and INGOs for school improvement
- To know how to make school activities transparent

### **3. Objectives of the Workshop**

- To analyze the impact of teacher training and SMC/ PTA training delivered by REED and the use of teaching learning materials provided
- To inform the stakeholder about child friendly education
- To make aware of SSR (School Sector Reform) and Continue Assessment System (CAS)
- To orient the SMC/PTA and guardians about the role and responsibility of them
- To find out the ways to improve education in their service area
- To make the schools activities transparent
- To make annual plan for school improvement and to divide the responsibilities

### **4. Participants Numbers**

Shikha Secondary School center	18
Paudwar Secondary School center	80

### **5. Facilitators**

Rameshwor Man Pradhan  
 Jagadish Lekhak  
 Deepak Dulal  
 Rajendra Prasad Pant

### **6. Orientation Program Contents**

Day 1

- Registration of the participants and Material distribution
- Opening ceremony
- Introduction (Individual)
- Rules and regulation of the training
- Identification of Needs of participants

- Objective of the Training
- Team building game
- Changes school situation after previous SMC training,
- Teachers training and use of provided materials in the school (Success and challenges)

#### Day 2

- Review of first day (reporting)
- Formulation SMC, PTA and of Rights, Role and responsibilities of SMC/PTA
- Roles and responsibilities of parents, Guardians, HT, teacher, students.
- Self assessment of Role and responsibilities and work performance of own School
- Quality education and its criteria
- General Introduction of Continue Assessment System (CAS)
- games (human chain, dragon tail)
- Child friendly school
- What is child friendly school, Minimum criteria of child friendly school (students of child friendly school, teachers of child friendly school, and parents of child friendly school?)

#### Day 3

- Parents' orientation
  - School situation
  - Learning achievements (progress of students)
  - Impact of SMC, teachers training and use of materials provided
  - Regularity of students and teachers
  - Guardians involvement for school improvement and quality education
- Commitment from all
- Closing ceremony

## 7. Workshop content summary

### 7.1. Introduction of participants, rules and regulation of training

It was the first morning of the workshop. Participants were coming with great interest. At the same time registration was done. After entering their name in the register the formal program began. Program was inaugurated by the chief guest and headmaster making a garland like human chain which symbolized for the unison of people to be in the same destination. Introduction of participants took place quite differently. They participants should have told their name, address, designation and a major contribution for school improvement.

Rules and regulation of three days workshop to be made was discussed by participants themselves and finalized.

## **7.2. Objectives of the Training**

The desire of participants to be aware of was collected with distributing a slip of paper for each to write. After that, the objectives of training were discussed.

Objectives of the workshop were similar with the expectation of participants.

## **7.3. Team Building Game**

To show the importance of work done by being union, team building game was introduced.

Participants were divided in to two groups and the instruction to play the game was given clearly. It was the game where players had to be in a write destination with the direction given by the leader. The players in front were blind folded and the leader sitting at the back of the line had to give correct instruction to the player in front of him/her. Instruction given by the leader had to convey in the same way up to the player standing at the front. The objective of the game was discussed that a work to accomplish is easier by group work which has a same motto. Appropriate instruction of the leader and the seriousness of the group member to success plays vital role to achieve the goal.



## **7.4. National education policy**

The second day of the workshop began with the reporting of the first day activities. After reporting, participants were made clear about the national policy of education of Nepal government revised in 2063 (interim constitution 2063). School Sector Reform (SSRP) (2009-15), a new program brought by Government of Nepal was discussed along with National Education policy.

## **7.5. SMC/PTA formulation and role and responsibilities**

It was one of the major focuses of workshop. Before entering into the discussion, a small activity was done to make the participants aware of the importance of group work. The activities was done to make clap using little fingers, little and ring fingers, little, ring, and middle fingers, little, ring, middle and index fingers and at last using all fingers. They concluded themselves that a work done by group with same motto is easier, faster and reasonable. Later on SMC/PTA formulation process was asked to discuss them dividing the group according to the designation. Facilitator made clear about the process in relation to Education law. At the same time the roles and responsibilities of them for school improvement and to create child friendly school were set and presented by them. Facilitator made clearer about it with some resources.

At the end of the session, participants were happy getting the ideas of their roles and responsibilities esp. PTA designators and somehow sad because of not being able to complete their duty. The importance of the involvement of SMC/PTA, guardians, mobilization according to the duties and responsibilities were felt by the participants. We found that most of the PTA members along with head teachers were unknown about their rights, roles and responsibilities. Finally they were made clear as well as promised to complete their duty

## **7.6. Role of HT**

HT one of the leaders of school like the leader in the team building game should have quality, roles and responsibilities to make a good school providing quality education. Therefore, participants also expected to know something about the same. Facilitator asked the Head teachers to discuss about their roles and responsibilities while SMC/PTA were discussion about their. Presentation was made by them and we added some more points such as: an educational leader, administrator, and representative of community development and as a change agent of community development. SMC/PTA chair persons and head teacher were also cleared about role of head teacher.

## **7.7. Quality education and Continue Assessment System**

What is quality education? What are the criteria of quality education? What kinds of teacher are there in quality education process? Students of quality education etc. were discussed in group for brain storming. Then after, it was presented by facilitator with the examples of schools in their locality.

Continue Assessment System a new program is going to implement by Government of Nepal for new academic year in primary level students. Participants were quite confused in the first time discussion but at the end of the session they were more convinced on CAS. They told that CAS is a powerful tool to evaluate the students regularly. It is also helpful to make the students regular in the school because attendance is one of the criteria to evaluate the students. Regularity of teachers, parents' involvements in school can be increased, according to the participants.

## **7.8. Child friendly school**

Child friendly school one of the major focuses of our training because the main objectives of the whole program of REED is in the periphery of child friendly education. We also focused the discussion in this session more. We collected the ideas of participants regarding child friendly education. Later on what is child friendly school, minimum criteria of child friendly school (students of child friendly school, schools of child friendly school, teachers, students, parents of child friendly school and so on) were the issues discussed. The work to be done to make a school child friendly was focused which the participants committed to do. Participants raised the issue of low Physical facility of their school, low economic condition, lack of child friendly furniture etc. to create the child friendly atmosphere. These were the problem of most of the schools in the rural part of Nepal. And we convinced them the maximum use local resources to solve the above maintained problem and be devoted to complete their responsibility.

## 7.9. Parents' orientation

Four additional parents were called in the last day of the workshop with the purpose of orientation. We had an objective to know the changes of school situation after training, regularity of students, regularity of teachers, and involvement of parents. Our school visit helped us to collect some evidences of the schools. Therefore, we began the orientation program with an activity. The activity was that first one person point to other and all follow the same. In the second step, one put his/her palm on the chest and other follow the same, third step was that all hold their hands, and finally all raise their hand holding. We clarified the theme of the activities. I do mistake and blame to other, I am also guilty, join hand to hand and solve the problem being one. We relate the same with a problem of school.

Orientation was like a pleading in a court. Questions to the parents' clarification form headmaster, questions to the headmaster and clarification form SMC/PTA and parents, questions to the SMC/PTA clarification from headmaster and parents was done for long time. It was an argument. We mainly focused for students' irregularity of students towards parents, school situation for headmaster and SMC/PTA. It was really fruitful. We are very satisfied with our own work and the awareness building of parents. Finally, about fifteen main duties of all were asked to write on a cardboard paper to the headmaster with our help. Stakeholders of each school were asked to do signature on the cardboard paper and be fully committed to support school to make a model school with quality education.

## 7.10. Annual Work Plan

In the last session of the third day of workshop, an individual plan for next of each participant was made by them according to our instruction. It was an individual's one day plan which is made to accomplish work on time and meet a goal. They were made clear that we need a plan to do in a year for school improvement. School wise annual work plan was prepared and presented by the participants according to following format.

An example of annual plan

SN	Activities to be done	Responsibility	Major Responsibility (Leadership)	Time to finish	Monitoring
1.	Toilet construction	SMC	Prashna Bir Ral	June 20	Head teacher
2.	Supervision of school				
3.	Data collection of non-schooling children in the service area				
4.	Maintenance of classroom				
5.	Maintenance of furniture etc.				



## 8. Suggestion and Recommendations

- Program has been very exciting and we have been conscious about our roles and responsibilities for quality education and future of our children
- SMC/ PTA training should be continued at least 3 years.
- Should give more role to the parents for their involvement in schools
- Generate the income to other schools like Paudwar for continue resource management.

## 9. Participants' List

### Shikha Higher Secondary School, Center

Rajan BK	Tak Bahadur Garbuaja	Dabal Shing Paija
Mamata Paija	Khim Raj Tilija	Bagbir Paija
Deo Bahadur Purja	Pok Maya Pun	Menuka Paija
Tak Bahadur Phagani	Devi Paija	Urmila Paija
Bhagawan Paija	Chandra Shing Garbuja	
Tahm Bahadur Paija	Bom Bahadur Paija	

### Paudwar Secondary School, Center

Maya Paija	Indra Garbuja	Chuk Bahadur Tilija
Jham Maya Paija	Deo Kumari Tilija	Bhim Maya Ramdam
Ruk Maya Paija	Dil Maya Ramdam	Gauri Ramdam
Ganga Shree Tilija	Rana Devi Ramdam	Yam Maya Pun
Yam Kumari Paija	Sabina Ramdam	Kakmaya Pun
Krishna Paija	Sarmaila Tilija	Dhana Bahadur khadka
Bishnu paija	Sarmila Paija	Tul Devi Khadka
Suri Maya Paija	Deo Maya Pun	Chana Maya Tilija
Odisuwa Tilija	Tham Mati Paija	Man Kuamri Tilija
Tara Purja	Om Maya Paija	Dhana Bahadur Tilija
Tul Bahadur Paija	Bhim Maya Tilija	Hira Maya Garbuja
Gang Bahadur Paija	Tika Purja	Rabilal Garbuja
Man Bahadur Tilija	Om Maya Tilija	Tirtha Bahadur Purja
Tul Bhadur Pun	Til Kumari Nepali	Uma Shing
Yam Bahadur Tilija	Deo Maya Tilija	Amarshing Purja
Bhani Prasad Tilija	Malchandra Tilija	Resh Bhadur Purja
Khim Maya Tilija	Bhima Shing Tilija	Yam Bahadur Purja
Banita Tilija	Kamal Tilija	Hair Tilija
Anita Tilija	Naula Bahadur Tilija	Ram bahadur Pahalai
Tham Kuamari Tilija	Til Bahadur Paija	Ram Devi Garbuja
Bishnu Mati Paija	Indra Bahadur Punj	Tham Maya Pun
Sita Tilija	Deo Bahadur Pun	Tulak Bahadur Tilija
Chandra Tilija	Nava Raj Tilija	Rudra Bahasdur Kahadka
Durga Chinal	Nanda Bahadur Paija	Tula Bahadur Paija

## 10. Base Line Survey Summary

Number of schools

Primary	4
Secondary	1
Higher Sec	<u>1</u>
	<u>6</u>

### School facilities and Teachers

- 5 schools have electricity facilities.
- Health facilities- average 11/2 walking distance from schools
- 1 school have child friendly furniture and rest of the school have long and joint furniture.
- All school has play ground.
- All school have safe drinking water facility
- All school has toilet facilities but only 3 schools have separate toilet for girls and boys.
- All school have library but only 2 schools have enough books to read.
- There is no class library corner in classroom
- All school have curriculum but not updated and teacher guide.
- 5 schools have computer but only paudwar is provided computer facilities to children.
- 51 teacher are working in 6 school among of them 17 teacher are female.
- 35 teachers are teaching at primary level
- 11 teachers are received educational / college training.
- 11 teachers are taking 10 months government training.
- 8 teachers are taking subject training from government.
- 5 teachers taking ECD training.
- 16 teachers are particularly turned by the government institute.

### Students:

- Total students enrolled 692 Primary and secondary level in 2010
- 461 students are primary level and 231 students are lower and secondary level.
- 152 are girls and 309 boys are primary level.
- 124 boys and 118 are girls in lower secondary and secondary school

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