

A Report on the

**School Management Training for
School Management Committee (SMC),
Parents Teacher Association (PTA) and Parents**

Workshop conducted by
Rural Education and Environmental Development
REED Nepal

In co-operation with
District Education Office, Myagdi

Initiated by
Krishna Pun, Development Co-coordinator,
Paudwar Village

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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. The workshop too place on 23-24 March, 2012.

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 promote quality Education in School

To find the school problems and its solution

To know government revised education policy

To know the leadership of SMC and PTA

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 discuss the role and responsibilities of SMC and PTA

To find out the ways to improve school management

To make annual plan for school improvement and to divide the responsibilities

4. Facilitators

Rameshwor Man Pradhan

Jagadish Lekhak

Deepak Dulal

Team

Gita Subedi

Rikhimaya Rai

Kailash Tamang



5. Orientation Program Contents

Registration of the participants and Material distribution

Opening ceremony

Introduction find friends (pictorial activities)

Rules and regulation of the training

Identification of Needs of participants

Objective of the Training

Team building game

When do you come to school?

What types of school do you want?

Team building game

What is quality education?

Who do you think the most important?

Indicators of quality education.

Day 2

Review of first day (reporting)

Leadership development

Formulation SMC, PTA and of Rights, Role and responsibilities of SMC/PTA

Roles and responsibilities of parents, Guardians, HT, teacher, students.

General Introduction of Continue Assessment System (CAS)

Team building game

Child friendly school

Commitment from all

Closing ceremony

6. Workshop Content Summary

6.1 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.

6.2 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.



6.3 Team Building Game

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

To play the game instruction was given clearly. 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.

6.4 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.

6.5 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.

6.6 Continue Assessment System

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.

6.7 When Do You Come to School?

Hoping to explore the participants' involvement and concern on their children's learning, we held a group work on a topic 'When do you come to school?'. The answers were on different situations like while receiving scholarships, while invited in school, while there is meeting, and so on. This activity was done to check the parents' frequency of visiting the school. School's well being lies in the active involvement of parents, teachers and students. The main objective of this session was to make them believe that school is not teachers only. The responsibilities had to be taken from all the responsible sides. Parents also can directly suggest and question on the irregularity in the school.

6.8 What Types of School Do You Want ?

To give the concept of well managed school, another activity was done on 'What types of school do you want?' The participants were provided with different types of model schools and they were asked to select the best one. The model schools were based on the participation of different groups. This activity made them clear on the importance of participation of all the groups for the child friendly school.



6.9 Who Do You Think the Most Important?

We held a discussion for the importance of all teachers, students, school and parents. The participants were let to brainstorm for few minutes to tell the important aspect in teaching learning activities. The only one aspect remained incomplete and depended to the other one. When child is taken the most important, teachers could let the things go wrong. If the teachers were taken the most important, students could let the things fail. If the parents would take no concern for their children effective learning would fail. Therefore, all the sides were shown equally responsible for the better result in teaching learning process.

6.10 Child Friendly School and Quality Education

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.

To assess the local school for the child friendly school, indicators had been shown to the participants. They were expected to evaluate their school on the basis of the shown indicators and present the present status of the school. The participants even presented the data showing the practice level for child friendly learning and teaching. After the activity, the trainers held a discussion on the features of child friendly school.

6.11 Leadership Development

To give the concept of good leadership, the participants were categorized into four groups with different types of leaders such as Democratic, Autocratic, Charismatic and Laisser-faire. The leaders were given a task to do in a certain period of time. The leader who asked for no one's suggestion turned out to be a failure. The democratic leader who gave equal importance to everyone's idea became successful leader. This activity gave them an idea about good leadership and encouraged them to go for the democratic leader.

6.12 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.					
2.					
3.					
4.					
5.					

7. 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

All SMC and PTA members should be participate in training

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.

8. Name List of Partrticipants

1	Bimati Paija	SMC	Givang PS
2	Dhan paija	SMC	Givang PS
3	Tulman Rana	Head Teacher	Givang PS
4	Dinju Ranjit	Parent	Himalaya PS
5	Huma Paija	Parent	Himalaya PS
6	Chanamati Garbuja	Teacher	Kindu PS
7	Dilak Purja	SMC	Kindu PS
8	Khim Bdr Garbuja	SMC	Kindu PS
9	Mukti Ram Purja	SMC	Kindu PS
10	Naumati Garbuja	SMC	Kindu PS
11	Resh Bdr Paia	SMC	Kindu PS
12	Thammati Tilija	SMC	Kindu PS
13	Thirtha Paija	SMC	Kindu PS
14	Uman Sing Chochangi	SMC	Kindu PS
15	Hari Tilija	Parent	Kindu PS
16	Nanda Kumari Purja	Parent	Kindu PS
17	Sukadevi Paija	Parent	Kindu PS
18	Lilsova Pun	Teacher	Laligurans PS
19	Buddhi Garbuja	SMC	Laligurans PS
20	Kalpan Shree	Parent	Laligurans PS
21	Tham Maya Pun	Head Teacher	Paudwar SS
22	Devi Tilija	Teacher	Paudwar SS
23	Kumari Paija	Teacher	Paudwar SS
24	Man Bdr Paija	Teacher	Paudwar SS
25	Yem Shree Tilija	Teacher	Paudwar SS
26	Gaja Bdr Tilija	SMC	Paudwar SS
27	Mal Chandra Tilija	SMC	Paudwar SS
28	Naula Bdr Tilija	SMC	Paudwar SS
29	Udisova Tilija	SMC	Paudwar SS
30	Bisnu Paija	PTA	Paudwar SS
31	Deu Bahadur Pun	PTA	Paudwar SS
32	Krishna Tilija	PTA	Paudwar SS
33	Anita Tilija	Parent	Paudwar SS
34	Bishnumati Paija	Parent	Paudwar SS
35	Bonita Paija	Parent	Paudwar SS
36	Chan maya Tilija	Parent	Paudwar SS
37	Chandramati Tilija	Parent	Paudwar SS
38	Deu maya Tilija	Parent	Paudwar SS
39	Dhan Kumari Pun	Parent	Paudwar SS
40	Dil Kumari Ramdani	Parent	Paudwar SS
41	Gaumaya Tilija	Parent	Paudwar SS
42	Hari Ram Tilija	Parent	Paudwar SS
43	Hast Bdr Tilija	Parent	Paudwar SS
44	Hastamaya Tilija	Parent	Paudwar SS
45	Hira Garbuja	Parent	Paudwar SS
46	Khum Devi Tilija	Parent	Paudwar SS

47	Man Kumari Tilja	Parent	Paudwar SS
48	Maya Paija	Parent	Paudwar SS
49	Nanda Paija	Parent	Paudwar SS
50	Om Maya Pun	Parent	Paudwar SS
51	Prasad Paija	Parent	Paudwar SS
52	Prem Maya Tilija	Parent	Paudwar SS
53	Ramdevi Garbuja	Parent	Paudwar SS
54	Sita Tilija	Parent	Paudwar SS
55	Som Pd. Tilija	Parent	Paudwar SS
56	Suri maya Paija	Parent	Paudwar SS
57	Tika Purja	Parent	Paudwar SS
58	Til Kumari Tilija	Parent	Paudwar SS
59	Vitimaya paija	Parent	Paudwar SS
60	Chitra Bdr Tilija	SMC	Sarada PS
61	Tula Bdr Pun	SMC	Sarada PS
62	Asmita Sunuwar	Parent	Shikha HSS
63	Laxman Purja	SMC	Swanta PS
64	Tham Bdr Paija	SMC	Swanta PS