

FIELD REPORT

on

**Capacity building and School
Management Training**

for

**School Management Committee and Parents Teacher
Association (SMC/PTA)**



**Training conducted by
REED Nepal
With cooperation with
District Education Office, Myagdi
27-28 Sept. 2013**

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Executive summary

This report outlines the events and outcomes of the School Management Committee and Parents teachers orientation workshops on child-centered teaching learning conducted in Shikha VDC of Myagdi district of Nepal with the close cooperation with the District Education Office (DEO) and the financial and advisory support from Nepali Village Initiative Association, Australia (NVIA). This report shows the continuity of the support from the NVIA through REED Nepal to impart quality education in Myagdi district through the training of the SMC / PTA.

This report briefly describes and analyses the activities and content covered in the workshop held in Shikha VDC of Myagdi District from September 27-28, 2013. The workshop was attended by SMC and PTA members from the 8 schools of the VDC including the Key teachers from this cluster.

The contents during the workshop include, achievement and challenges in the school, role, responsibilities and duties of the SMC, PTA, and Headteacher, Social audit system and the formation of audit team, School improvement plan (SIP), School Sector Reform Programme (SSRP), Continuous assessment system (CAS), leadership skills and planning for the year.

During the SMC and the PTA workshop the role and responsibilities and their influence and contribution on creating a child friendly active learning environment which inspires and motivates children to learn, taking into account that the parents give time and guidance to their children to learn at home are discussed in details in which the community members and parents agree to send their children regularly to school. The remarkable participation of the participants obviously proves the children's learning achievement increases in these schools.

REED Nepal acknowledges the importance of the team approach in bringing the quality Education; child centered teaching learning approaches in the schools in Myagdi district even though the team found various difficulties for the transportation of human resource and the materials to the destination. The support of teachers, communities, SMC/PTA were incredible and is remembered by REED Nepal.

The training programme is dependent on the funding from the Nepali Village Initiative Association, Australia (NVIA) and the cooperation from the district stakeholders, the teachers and the district education office, Myagdi.

Reed Nepal expresses its sincere thanks to Nepali Village Initiative Association, Australia for the financial support without which this programme would be impossible.

1. Introduction / Background

Myagdi district is one of the mountaneous districts of Nepal occupying the area of 2, 297 km² and having 41 VDCs with mostly disconnected from prper roads, quality education and modern technology. Shikha is one of the examples of those VDCs which is in need of regular support to up lift the quality of education. Teacher trainings , SMC/PTA orientation, material supplies and close monitoring of teaching learning activities are thus the major works being done by REED team. Around 56 teachers, SMC/PTA members and eight Schools of Shikha VDC are being directly benefited from the teacher training programme conducted by REED- Nepal with the support of Nepali Village Initiative Association, Australia.

Recently, the two days workshop was conducted successfully for the members of School management committee and Parents Teacher Association of all the schools of Shikha VDC. Twenty seven participants of eight schools participated the workshop actively and five NVIA and Rotary club members from Australia also visited and supported the programme with children books for each schools.

Content areas included, formation of the SMC and PTA committees, rights, roles and responsibilities of these committees, head teachers, guardians, parents and students. Major focus was given on the national education policy and education law (SSRP 2009 – 15). Self assessment of their performance so far was discussed and shared in the group. Other contents included the assessment system, the meaning of child friendly schools and quality education. Social audit guidelines and ways of parents to be involved in school development was shared.

The workshop resulted in a number of outcomes. The SMC/PTA were aware of their roles and responsibilities for the overall development of their school. They were more aware of the child friendly quality education and the teacher training. They understood the School Sector Reform Program (SSRP) brought by the Government of Nepal and the Continuous Assessment System (CAS) to be undertaken in all the schools. The parents will gain confidence in knowing their role for improvement of the school and their children's education. The SMC PTA has made an annual plan for their involvement in the different sectors for the betterment of their school.

The DEO indicated his support, as Nepal attempts to be decentralised and solve the problems of girls enrolment retention, attendance, reduce dropouts from the schools be in the hands of the community. With increased understanding between the teachers, head teachers and community the relationships improve and the school gets the best from all stakeholders.

2. Objectives and Expected Outcomes

Objectives	Expected Outcomes
To build up relationship between teachers, School Management Committee, Parents Teachers associations and the community.	Strong built up relationship in SMC / PTA and a good team of the teachers in every schools.
To understand about the formation system of SMC and PTA	Systematic formation process is carried out in all the schools.
To discuss on the role and responsibilities of the SMC / PTA and head teacher	Roles, responsibilities and duties are understood and carried out.
To understand about the School Improvement Plan (SIP) and School Sector Reform Programme (SSRP).	SIP prepared and followed in all the schools.
To implement Continuous Assessment System from the coming academic session	CAS implemented in all the schools.
To distinguish problems and find out the ways to solve them.	Community involved to solve the problems faced by the school.

3. Workshop programme

This training proved to be very timely planned and organised as there were new members elected recently. This training brought some exposure to the new members who could gain some confidence in solving the problems and some ideas of good governance.

4. Workshop Implementation

Day	Morning	Afternoon	
	1 st session	2 nd Session	3 rd session
1	<ul style="list-style-type: none"> Opening Ceremony Introduction (Individual) 	<ul style="list-style-type: none"> Team building game Parents, MSC/PTA and Student 	<ul style="list-style-type: none"> Formation of SMC and PTA members

	<ul style="list-style-type: none"> Objective of the Training 	<p>interaction</p> <ul style="list-style-type: none"> Quality education and child friendly School Parents involvement in development of school 	
2	National education policy and SSRP, Understanding new structure of Education system	<ul style="list-style-type: none"> Team Building Game Roles, rights and responsibilities of SMC / PTA <p>Role's of teachers and parents</p>	<ul style="list-style-type: none"> School Standardization and Closing

5. Recommendations

- Participation should be encouraged with good provision of allowance
- Science material should be provided in the schools.
- More books supply is needed.
- Volunteers teachers/trainers are more effective.
- Some physical facilities are to be supported for the schools like window glasses, furniture, roofs etc for the creation of better child friendly learning environment in the schools.

Appendix: A

School Management Committee/ Parents Teacher Association Orientation Programme 2070

Participants' Name List

S.N.	Name	School	Post/Position
1	Krishna Bahadur Tilija	PHS	SMC Chair Person
2	Gaj Bahadur Paija	PHS	SMC Member
3	Jas Bahadur Tilija	GPS	PTA Member

4	Deu Bahadur Pun	PHS	SMC member
5	Devi Tilija	GPS	Teacher
6	Bag Mati Tilija	PHS	PTA Member
7	Deu Maya Paija	GPS	SMC Member
8	Udisuwa Tilija	PHS	SMC Member
9	Mal Chandra Tilija	PHS	SMC Member
10	Tek Bhadur Khadra	SPS	Head Teacher
11	Tham Bahadur Paija	SPS	SMC Chair Person
12	Bhim Bahadur Tilija	PHS	Ex. Teacher
13	Naulo Bahadur Tilija	PHS	PTA Member
14	Chin Bahadur Pun	SPS	Teacher
15	Bhakta Pun	SPS	SMC Chair Person
16	Buddi Garbuja	LGS	SMC Chair Person
17	Rajan B.K.	SPS	PTA Member
18	Dilak Garbuja	SPS	Member
19	Gyan Bahadur Serpuja	KPS	SMC Chair Person
20	Gita Garbuja	LGS	Teacher
21	Bhim Bahadur Gharti	PHS	Teacher
22	Yam Shree Tilija	PHS	Teacher
23	Kumari Paija	PHS	Teacher
24	Rudra Bahadur Khadra	KPS	Head Teacher
25	Khem Bahadur Paija	SHS	Teacher
26	Chau Narayan Tilija Pun	PHS	SMC Paudwar
27	Tul Man Rana	PPS	Head Master

Appendix B

Training Contents

SMC/PTA formation and their Roles, Rights and Responsibilities

The major focus of workshop was to make the participants aware of the importance of team work and make equal contribution from all the stakeholders to uplift the quality of education in their school.

The participants felt the importance of the involvement of SMC/PTA, guardian mobilization according to the duties and responsibilities. We found that most of the SMC/PTA members were new and unknown about their rights, roles and responsibilities. Finally, they were clear as well as



committed to complete their duty.

Role of Head /teacher

A good leadership is the key to success. Head teacher as a leader of school has the major role to make a change and lead any school to success. Leading is also understanding

of roles and responsibilities. Therefore, facilitator asked the Head teachers to discuss about their roles and responsibilities while SMC/PTA were discussing about their own issues. Presentation was made by them and 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 their role.

Quality education and Continuous Assessment

The concept of 'quality education' has sprung everywhere and has been a good issue of discussion. The meaning of quality education itself suffice to an educational leader about what changes need to be brought into a school. The concept was made clear by brain storming and group discussion. By the end they were clear about what their schools have achieved and what is still needed to work for quality education.

Continuous Assessment System a new program is implemented by Government of Nepal in recent 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.

Child friendly school

One of the major objectives of the whole program of REED is to create child friendly environment in school so that the children enjoy going to schools. First, the ideas of participants regarding child friendly education were collected and later discussed on 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). 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 are the problem of most of the schools in the rural part of Nepal. They were suggested them to use local resources maximum to solve the above maintained problem and be devoted to complete their responsibility.



Appendix C

List of Resource Person and Visitors:

1. Kailash Tamang REED Nepal
2. Krishna Pun NVIA

Key Teachers

1. Yamshree Tilija Paudwar Secondary School
2. Kumari Paija Paudwar Secondary School
3. Khem Bahadur Paija Shikha Higher Secondary School

Visitors.

- | | |
|------------------|-------------|
| Karen Stock | NVIA |
| Margaret Millard | NVIA |
| Ann | Rotary Club |
| Carolie | NVIA |
| Steve | Rotary Club |



Contact Details

Jim Strang

PROJECT COORDINATOR

32 Hawford Rd

Christchurch

NEW ZEALAND 8023

006439802121

j.strang@paradise.net.nz

Or when overseas jimstrang45@hotmail.com

Bhim Bahadur Bogati

CHAIRPERSON

Rural Education and Environmental Development Centre (REED Nepal)

0097714212467

Post box No: 8978 CPC 5 Kathmandu Nepal

reed@mail.com.np

Pitter Hall

Director

[Nepali Village Initiatives Association](#)

460 Spring Road, Spring Hill Victoria

Australia

Email: nepalaid@gmail.com

Krishna Pun

Village Development Coordinator

Nepali Village Initiatives Association, Shikha, Myagdi, NEPAL

Ph:9849289685

Email: krishna_puntz@hotmail.com

Kailash Tamang

Training Officer

Maharajgunj, Kathmandu

Ph: 9841645402,

Email:

yonkailash@yahoo.com