

**SCHOOL COMMUNITY AWARENESS WORKSHOP
(Ghara Resource Centre)**

Fiscal Year 2073-074 (2017)

for

Improving Quality of Teaching-Learning Environment of the Schools

CONDUCTED BY



LEARN (Lifting Education, Advancing Rural Nepal)



**IN COLLABORATION WITH
District Education Office, Myagdi**

**SUPPORTED BY
Quality Education Nepal (QEN), Australia**

Table of Content

Background.....	1
The Workshop.....	2
Workshop Procedure.....	3
Training Team.....	4
Workshop Evaluation.....	4
Conclusion.....	5
Achievements.....	5
Challenges /Recommendations.....	5
Appendices.....	7
Appendix 1: Participants.....	7
Appendix 2: SMC's Role in Practice.....	8
Appendix 3: Parents' Role in Practice.....	8
Appendix 4: Teachers' Role in Practice.....	9
Appendix 5: Students' Role in Practice.....	9
Appendix 6: Head-teacher's Role in Practice.....	9
Appendix 7: Other Stakeholders' Expectations from the Students.....	10
Appendix 8: Other Stakeholders' Expectations from the Teachers.....	10
Appendix 9: Other Stakeholders' Expectations from the Parents.....	11
Appendix 10: Other Stakeholders' Expectations from the SMC.....	12
Appendix 11: Other Stakeholders' Expectations from the Teachers.....	12
Appendix 12: Action Plan-Head-teachers.....	14
Appendix 13: Action Plan-Teachers.....	14
Appendix 14: Action Plan-SMC.....	15
Appendix 15: Action Plan-Teachers.....	16
Appendix 16: Action Plan-Head-teachers.....	17
Appendix 17: Action Plan-Teachers.....	18
Contacts.....	19

Acronyms

DEO: District Education Office

HSS: Higher Secondary School

LSS: Lower Secondary School

NGO: Non-Governmental Organization

PS: Primary School

PTA: Parents Teachers Association

RP: Resource Person (DEO)

SMC: School Management Committee

SS: Secondary School

VDC: Village Development Committee

QEN: Quality Education Nepali



Executive Summary

This report outlines the events and outcomes of the School Communities workshops on re-defining their roles and responsibilities for improving the quality of education in their schools. Parents, SMC members, head-teachers, teachers and students altogether 44 members from 14 schools under Ghara resource center of Myagdi District of Nepal were participated actively in the workshop. LEARN (Lifting Education Advancing Rural Nepal) conducted the workshop in cooperation with DEO (District Education Office), Myagdi and financial support from Quality Education Nepal (QEN), Australia. This report briefly describes and analyzes the activities and content covered in that workshop. The workshop was held in Mukti Marga Higher Secondary School, Ghara on 5th and 6th January, 2017.

The workshop focused on identifying the common practices, making the participants realize the need of redefining their roles as per the expectations from other stakeholders and regulations, and develop action plan to initiate changes in their school systems.

The workshop reflected the roles and responsibilities of the participants and make aware of what they were expected from other members of the school community. Most of the participants agreed up on the need of reshaping their school culture and re-defining their roles in their schools. Representatives from each group showed their commitments to increase their positive roles and change the academic standard of their schools.

Mr. Ram Chandra Puri, RP from DEO Myagdi provided strong support and cooperation for the success of that program. The cooperation between the LEARN, QEN, District Education Office and all the participants were the key factors for the success of the program.

LEARN acknowledges the effort and concern taken by Rotarian Mr. Peter Hall and Mrs. Ronda Hall for their contribution through QEN for the success of the workshop. The LEARN team would like to thank to all supporters, participants and well-wishers for their valuable support and contributions for this program.



Background

Lifting Education Advancing Rural Nepal (LEARN) is an NGO established to improve school education through training and support programs in the remote villages. LEARN has been working with 24 schools from four VDCs (Ghara, Shikha, Histan Mandali and Ramche) of Myagdi District in the areas of teacher development and support. Besides teacher training LEARN has also focused on leadership training, instructional and materials support, community awareness programs and school community workshop.

Myagdi is one of the remotest districts of Nepal, fully covered with high hills and mountains. This is one of the best destinations for tourists and has high potential in various agricultural products including medicinal plants, fruits and animals. LEARN strongly believes that Myagdi needs quality education for sustainable economic growth of the rural people. Economic growth of the local community at Myagdi not only lifts them above the poverty line, it also helps in retention of students in those community schools that are facing diminishing number of students every year due to various socio-economic factors including the pathetic academic standard of the schools. Hence education quality in the schools and economic activities in the community should go side by side in order to improve quality living of the rural Nepali people.

Quality education depends on community awareness, teachers' professional development, and access to instructional resources, and strong commitment for change. The SMCs, head teachers and the teachers of Myagdi also identified the need of professional development for teachers as one of the major factors for improving quality of education in their schools. Therefore, to meet the expectation of quality education in Myagdi district LEARN with the support and funding of The Nepali Village Initiatives Association started developing teachers and supporting schools.

LEARN has been contributing to impart quality education in the rural area of Nepal based on child centered teaching learning activities and creating child-friendly school environment where each child is considered capable, important and influential member of the community. LEARN's training and support programs basically focus on active participation of children in learning.

The teacher training and refreshers are aimed to provide knowledge and skills to teachers so that they will create welcoming school environment; understand the children and their learning styles; and involve each child and ensure their learning through real life experiences.

LEARN encourages teachers to seek the best practices, the innovative ways in teaching with varied techniques, use teaching materials to involve students in learning, involve students in group/pair works, share their innovations and creations, and encourage them to identify and solve problems in their class and the community. In order to help teachers/schools to adopt the project/activity based, cooperative and collaborative learning in the classroom situation, LEARN provides educational materials to those schools.

LEARN with a team of trainers and experts visits the schools in the middle of the session during the school days. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs launched in those schools. During the interaction, the team receives the feedback from those stakeholders. The team also witness the classroom environment and teaching – learning activities. LEARN evaluates the effectiveness of the program, appreciate the changes and provide instant support to teachers and schools, and integrate feedback/suggestions too to improve the LEARN's programs in future.

LEARN has been using the best resource persons available and concludes the programs at high standard. Meanwhile LEARN received cooperation and support from DEO, Myagdi as well. The program was financed by LEARN's partner organization Quality Education Nepal (QEN), Australia.

The Workshop

Community participation in most of the schools from remote villages of Nepal is very poor due to their ignorance and lack of awareness. Hence LEARN conducted a 2-days “School Communities Workshop” in order to make the school communities aware of their roles and responsibilities in the path of improving quality of education in their schools. The school communities’ workshop included 5 students, 4 teachers, 14 head teachers, 9 parents, and 12 SMC members. The workshop was attended by 44 members from 14 schools from Ghara VDC under Ghara resource center (see appendix 1). The workshop was conducted by the LEARN training team on 5th and 6th January, 2017 at Mukti Marga Higher Secondary School, Ghara.



The Resource Person (RP), Mr. Ram Chandra Puri from District Education Office and all the head teachers were present in the program and provided support throughout. The formal inaugural program began at 11 AM. Chairperson of the host school Mr. Ram Bahadur Khadka chaired the program. On the second day the program was concluded with new energy and high expectations from the participants.

The workshop focused on identifying the common practices, making the participants realize the need of redefining their roles as per the expectations from other stakeholders and regulations, and develop action plan to initiate changes in their school systems. The objectives and the outcomes of the program were as follows:

Project Objectives and Expected outcomes:

SN	Objectives	Expected Outcomes
1	Aware the role and responsibilities of students / parents / teachers / head-teachers / SMC/PTA/Parents	The school communities will become aware of their roles
2	Identify the recent practices	Community participation in schools will be increased
3	Assess the needs for improvement and redefine the roles and responsibilities	The stakeholders contribute themselves to improve the quality of school education from their level
4	Develop strategies (action plan) for interventions	Relationship between the stakeholders will be improved and lead to better students’ learning outcomes

The schedule of the program was as follows:

Time	Session	Day-1	Day-2
10:11	Session 1	Opening Sharing the best practices	Sharing and discussion on the roles (Compiled)
11:00-12:30	Session 2	Discussion on present scenario (Group work) Activity 1: Role of Teachers Activity 2: Role of Head teachers Activity 3: Role of SMC Activity 4: Role of Students Activity 5: Role of Parents	Sharing the roles compiled from the groups
12:30-1:00		Break	Break
1:00 -2:30	Session 3	Discussion on expected roles (Group work) Activity 1: Role of Teachers Activity 2: Role of Head teachers Activity 3: Role of SMC/PTA Activity 4: Role of Students Activity 5: Role of Parents	Developing Action Plans in groups
2:00 to 2:15		Break	Break
2:15 to 4:30	Session 4	Sharing from each group	Sharing the Action Plans from the groups Closing



Workshop Procedure

On the first day, the first session was more focused on sharing the participants about the best practices for improving quality of education in schools. The session was led by Mr. Dwarika Nath Amgain, CTO of LEARN, and the main purpose of that session was to make them realize the need of their active participation and collaboration for bringing change in their schools. He also discussed their common goals as a member of the school community.

After the first session, the participants were divided into two training halls; both the groups had almost equal representation from SMC, PTA, and Head-teachers. Since there were less representation from students and teachers, they were put in separate rooms. In each hall the participants were divided in to small groups including the same category. Hence that homogeneity in groups made them to think, work and share their common views with the other representatives in the hall.

The second session was used to explore and assess their roles in practice. The participants discussed and made a list of what they have been doing as a student/teacher/head-teacher/SMC

member/parent. Each group developed a list of common practices and shared with others in the hall (see Appendices 2, 3, 4, 5 and 6). During the discussion other groups also added some of the roles performed by them in their school context.

The third session was used to make the participants to explore their roles from others prospective, and others roles in their prospective. That exercise provided each group a complete overview of their roles and responsibilities and what they are expected/should do to improve the learning environment of the schools from their positions. They ended the first day by sharing their group works, list of expectations (see Appendices 7, 8, 9, 10 and 11) and discussions.

The second day was started a little early so that they could leave early to reach their homes on the same day. They all together in a single hall reviewed the first day's outcome. Mr. Amgain shared some of the research based evidences on the impact of school culture in creating teaching- learning environment in schools. Meanwhile RP, Mr. Puri explained the roles and responsibilities of teachers, head teachers, SMC and PTA as expected by the Education Ministry and he also shared the expectations from DEO, Myagdi.

On the second session the participants worked in their groups to reflect their roles in schools. They shared their positive roles and also they reviewed their roles critically, which they shared with other groups in both the halls. In the third session the participants were guided to develop action plans in order to perform their roles more effectively. The participants shared their plans with others in the last session of the day that was a combined session. Some of their action plans are shown in Appendices 12, 13, 14, 15, 16 and 17.

CEO of LEARN, Mr. Krishna Bahadur Tilija Pun and CTO, Mr. Dwarika Nath Amgain led the training on both the days. RP, Mr. Ram Chandra Puri was also actively involved in communicating the education policies and expectations from DEO.

Training Team

Mr. Krishna Pun, CEO, LEARN

Mr. Dwarika Nath Amgaun, CTO, LEARN

Mr. Ram Chandra Puri, RP, DEO, Myagdi

Workshop Evaluation

At the end of the program all the participants were requested to evaluate the effectiveness of the program. They were asked to put tick (✓) under Outstanding/Good/Fair/Not Good/Bad. Twenty of them felt the program was “Outstanding” to increase their involvement/roles for improving the quality of school education, and twenty one felt the program was “Good”.

Program Effectiveness-Participants' Reflection:

Effectiveness	No of Respondents
Outstanding	20
Good	21
Fair	0
Not good	0
Bad	0
Total	41

Though there were quite a many parents and SMC members who could hardly write, all the participants actively took part on both the days. They all provided their two full days for the

workshop. They were very enthusiastic and motivated for learning and sharing their views, and committed to support for change in their schools in days to come. The representatives also appreciated the LEARN' effort to make them aware of their roles and all the contributions for the training and support, provided to their schools.

That was the first time LEARNs included even students and teachers in such awareness workshop. The best part of the workshop was all the stakeholders were there to listen to each-other and experience how others have perceived their roles and responsibilities. In most cases other groups' expectations were more than what the particular group had considered their role in school.



Conclusion

The workshop was able to reflect the roles and responsibilities and the participants and make aware of what they were expected as a member of the school community. The program was formally closed with high expectations from all the participants. Representatives from each group showed their commitments to increase their positive roles and change the academic standard of their schools. Most of the participants agreed up on the need of reshaping their school culture and re-defining their roles in their schools.

Achievements

- 44 members of school communities from 13 schools participated the program very actively
- They realized their expected roles from other members and by law
- The participants made a list their roles and responsibilities
- The participants learnt and practice to develop action plans
- They showed commitments to apply the learning from the workshop

Challenges /Recommendations

- Majority of the parents are innocent and uneducated, they consider they have no role to improve school environment.
- Parents cannot guide students at home in their difficulties in learning
- Most of the parents are supposed work for the whole day round the week and cannot manage time for their children and school
- Students in the middle school and high school level are more fond of “mela”, events organized for entertainments for several days in the community. Such events have distracted the young students from their learning

- Head teachers and teachers have to play a vital role in changing the school system since they are in major role and they are the only educated and influential people in the community.
- All the members of the school communities need to agree to work together and act for the change from their level



Appendices

Appendix 1: Participants

S.No.	Name	Position	School
1	Ram Bahadur Khadka	SMC Chair	Mukti Marga SS
2	Rita Khadka	PTA Chair	Mukti Marga SS
3	Mekh Bahadur Khadka	Head Teacher	Mukti Marga SS
4	Bhakta Bahadur Baruwal	Lead Teacher	Mukti Marga SS
5	Ananda Kumar Thakur	A.Head Teacher	Shikha SS
6	Khem Bahadur Paija	Lead Teacher	Shikha SS
7	Bhim Bahadur Pun	SMC Chair	Paudwar SS
8	Tham Maya Pun	Head Teacher	Paudwar SS
9	Kumari Paija	Lead Teacher	Paudwar SS
10	Sabin Paija	Student	Paudwar SS
11	Usha K.C	Student	Paudwar SS
12	Jas Bahadur Tilija	SMC Chair	Khibang LS
13	Kamal Prasad Subedi	Head Teacher	Khibang LS
14	Tek Bahadur Khadka	Teacher	Khibang LS
15	Bina B.K.	Student	Khibang LS
16	Kalpana Pun	Student	Khibang LS
17	Shiva Pun	Student	Khibang LS
18	Lal Bahadur Paija	SMC Member	Paudwar PS
19	Dipak Pun	PTA Chair	Paudwar PS
20	Tulman Rana	Head Teacher	Paudwar PS
21	Amar singh Purja	SMC Member	Kindu PS
22	Kamala Garbuja	PTA Chair	Kindu PS
23	Rudra Bahadur Khadka	Head Teacher	Kindu PS
24	Tham Bahadur Paij	SMC Chair	Shikhar PS
25	Gokul Tilija	PTA Chair	Shikhar PS
26	Man Bahadur Tilija	Head Teacher	Shikhar PS
27	Anita Pun	SMC Chair	Laligunras PS
28	Bishna Ram	PTA Chair	Laligunras PS
29	Lila Devi Pun	Head Teacher	Laligunras PS
30	Bhuban Purja	SMC Chair	Sharada PS
31	Chin Bahadur Pun	Head Teacher	Sharada PS
32	Lil Bahadur Khadka	SMC Member	Bhuwani PS
33	Nar Bahadur Baruwal	PTA Chair	Bhuwani PS
34	Bel Bahadur Baruwal	Head Teacher	Bhuwani PS
35	Khadga Giri	SMC Chair	Pokhare PS
36	Khil Bahadur Baruwal	PTA Chair	Pokhare PS
37	Lok Bahadur Baruwal	Head Teacher	Pokhare PS
38	Gokul Bahadur Baruwal	SMC Chair	Mukti Path PS
39	Bahut Bahadur Baruwal	PTA Chair	Mukti Path PS
40	Maiya Baruwal	Head Teacher	Mukti Path PS
41	Dirju Rantija	SMC Chair	Himalaya PS
42	Puspa Sunar	Head Teacher	Himalaya PS
43	Chandra Dungal	Head Teacher	N. Annaupurna
44	Deu Bahadur Jukjali	PTA Chair	Paudwar SS

Appendix 2: SMC's Role in Practice

SN	SMC's Role in Practice
1	Monitoring the teachers' work at school
2	Meet teachers and PTA to communicate their roles and responsibilities
3	Checked teachers and students if they are in proper uniform
4	Supported to conduct coaching/remedial classes for students
5	Suggested to conduct the ECAs regularly
6	Interaction with the head teacher regarding the students and teachers
7	Get informed about the situation of teachers' quota (government funded)
8	Manage resources for infrastructure development
9	Award teachers based of the performance in SLC examination
10	Get informed about the distribution of the scholarships for students
11	Control the political/club activities in school premises
12	select teachers for training
13	Studying and following the education acts, policies and rules
14	Organizing the conventions and meetings
15	Assessing the needs and managing resources
16	Consult the head teacher and others \ for maintaining administrative and financial transparency
17	Set code of conduct for teachers and make to implement them
18	Check if the teachers are developing materials and applying training in classes

Appendix 3: Parents' Role in Practice

SN	Parents' Role in Practice
1	Work with teachers and SMC for school improvement initiatives
2	Guide parents to send their kids to school
3	Visit school and get informed about the teaching-learning activities
4	Support in infrastructure development
5	Check if the fees are against the rule and government policy
6	Check if the right kids are getting the scholarship
7	Help students for drinking water, toilet, and sports activities
8	Instruct teachers to improve quality of teaching
9	Conduct meeting regularly
10	Monitor school activities including students' discipline
11	Inspire teachers to take part in training and apply them in practice
12	Make students ready with materials, books and proper uniform while sending to school
13	Discuss with teachers and parents to improve students' behavior

Appendix 4: Teachers' Role in Practice

SN	Teachers' Role in Practice
1	Regular in school and classrooms
2	Develop and use teaching materials in classroom
3	Apply the skills (learnt in training) in the classrooms
4	Collect relevant resources for instruction
5	Apply CAS in student evaluation
6	Develop/ improve students' behavior
7	Make the school student friendly

Appendix 5: Students' Role in Practice

SN	Students' Role in Practice
1	Disciplined in school
2	Participate in school activities
3	Attend school regularly in school uniform
4	Respect and regards on teachers
5	Ask questions to teachers
6	Follow school rules
7	Volunteer in school activities

Appendix 6: Head-teacher's Role in Practice

SN	Head Teacher's Role in Practice
1	Meetings and interactions with SMC, PTA and students regarding academic and other issues
2	Identify and support special need students in school
3	Follow instructions from RP and DEO
4	Develop and apply school's annual work plan
5	Conduct and manage exams
6	Management of books, teachers' guides and educational materials
7	Develop code of conduct of self and others
8	Work division and handing over responsibilities
9	Follow policy and instructions from the higher authorities
10	Co-ordination between various organizations
11	Class observation and feedback
12	Effective implementation of CAS and Portfolio
13	Check students' works/assignments
14	Inspire teachers for professional development
15	Develop TIP and curricular planning
16	Award outstanding students and teachers
17	Conduct ECA
18	Classroom management
19	Coordinate the school community for school's physical, financial and educational development
20	Develop infrastructure needed for the school
21	Crisis and conflict management
22	Make school child-friendly and free from gender biased

Appendix 7: Other Stakeholders' Expectations from the Students

SN	Roles and Responsibilities	Head Teachers	SMC	Teachers	Parents
1	Students attending school regularly in time	*	*	*	*
2	Active participation and enthusiasm in school activities	*		*	*
3	Follow school rules and be in discipline	*		*	*
4	Respect and regard the teachers and parents	*	*	*	*
5	Show interest and dedicated in studies	*	*	*	*
6	Perform well in examinations (SLC)	*	*		
7	Participate in tutorial and remedial classes	*	*		
8	Not misusing the mobiles	*			
9	Come to school in clean school uniform		*	*	*
10	Not bunking school/classes		*		
11	Not fighting		*		
12	Complete home assignment regularly			*	*
13	Bring the required tools and materials			*	*
14	Ask for help with others to resolve problems			*	
15	Apply the learning in practical life		*		*
16	Talk to parents about happy/unhappy moments of the school		*		*
17	Remain away from bad companies				*
18	Use time at home to learn the lessons				*
19	Have goals and ambitions	*			
20	Take responsibilities and develop leadership skills	*			

Appendix 8: Other Stakeholders' Expectations from the Teachers

SN	Roles and Responsibilities	Students	SMC	Teachers	Parents
1	Managing instructional resources			*	
2	Good administration		*	*	
3	Proper appraisal and recognition of good works	*		*	
4	Supportive and unbiased	*		*	
5	Class observation/monitoring and feedback	*		*	
6	Managing the required educational infrastructure		*		*
7	Academic progress		*		
8	Create teaching-learning environment		*		*
9	Create fun and joyful learning environment	*			
10	Regular classes	*			
11	Accessible and resourceful classes and labs	*			*
12	Quality education				*
13	Child friendly environment				*
14	Consult and involve the stakeholders in decision making		*	*	

15	Delegate responsibilities		*	*	
16	Inform SMC before taking leaves		*		
17	Develop SIP and follow up with higher authority		*		
18	Maintain financial transactions transparent		*		
19	Take feedback and listen to parents		*		
20	Monitoring and supervision of teaching learning activities		*		
21	Manage toilets and drinking water in hostel/school		*		
22	Approve leave requests and manage classes		*		

Appendix 9: Other Stakeholders' Expectations from the Parents

SN	Roles and Responsibilities	Students	SMC	Head teachers	Teachers
1	Gather more students				*
2	Infrastructure development		*	*	*
3	Support and provide feedback/suggestions to school administration and SMC		*	*	*
4	Create learning environment and support in home assignments at home		*	*	*
5	Committed and effective representation in committees		*		
6	Send children to school in time		*	*	
7	Improve educational standard	*		*	
8	New and appropriate projects ideas			*	
9	Equipment and environment for sports and entertainments	*			
10	Manage tiff, books, copies for children	*	*		
11	Manage School uniform	*	*		
12	Child friendly environment	*			
13	Buy interesting and joyful books	*			
14	Check books and copies regularly		*		
15	Visit school and interact with teachers regularly		*		
16	Provide/manage regular study time at home		*		
17	have faith and respect towards profession			*	
18	Become responsible and accountable			*	
19	Support to make school a zone of peace			*	
20	Control students outside the school			*	
21	Develop good culture in students			*	
22	Guide students to set goals for their life			*	

Appendix 10: Other Stakeholders' Expectations from the SMC

SN	Roles and Responsibilities	Students	Parents	Head teachers	Teachers
1	Teachers' regularly attending the school in time and make teaching effective	*	*		
2	Create child friendly and peaceful school environment	*			
3	Extracurricular activities in schools	*			
4	Manage resources and infrastructure and facilities	*		*	*
5	Arrange educational tours for students	*			
6	Well facilities residence for teachers				*
7	Appreciation and rewards for good works				*
8	Manage subject teachers according to the quota			*	
9	Resolve conflict in school			*	
10	Bring the kids out of school back to school			*	
11	Monitoring and supervision		*		
12	Create child friendly and peaceful school environment		*		
13	Remove the wine shops from the school surroundings		*		
14	Ensure positive and strong relationship between the stakeholders				*
15	Ensure positive and strong relationship between the stakeholders				*
16	Bring programs that improve academic quality in school				*
17	Supervision, monitoring and feedback				*
18	Develop positive relationship between teachers and students			*	

Appendix 11: Other Stakeholders' Expectations from the Teachers

SN	Roles and Responsibilities	Students	SMC	Head Teachers	Parents
1	Use full time in classroom	*	*		*
2	Respect the profession		*		
3					
4	Inform head teacher before taking leaves		*		
5	Attend school regularly	*	*		*
6	Attend school in time	*	*		*
7	Inter the classroom with instructional plan and resources/materials	*	*		
8	Provide quality education to children	*	*		
9	Provide regular home works		*		*
10	Teaching in joyful way	*	*		
11	Inform parents regarding the child's attendance and learning		*		*

12	Become responsible and accountable		*		*
13	Become role model			*	
14	Create child friendly classroom environment	*		*	
15	Have knowledge of IT and use it in instruction			*	
16	Apply CAS effectively in student evaluation			*	
17	Spend more time with students	*		*	*
18	Have knowledge of the subject and child psychology			*	
19	Enthusiastic to learn and creative			*	

Appendix 12: Action Plan-Head-teachers

SN	What	Time/When	Who	Materials/Resources
1	Provide regular home works and do correction	Regular	Teachers and students	Instructional materials and time
2	Unit tests and reporting	Periodic, after each unit	School administration, Teachers and SMC	Instructional materials and questions
3	Identify and support special-need children, make child-friendly classrooms	Regular	School administration, Teachers and SMC	Instructional materials
4	Make infrastructure development plan	In Baishakh-2074	School administration, Teachers, parents and SMC	Physical and financial estimates

Appendix 13: Action Plan-Teachers

Objective: Improve students' academic level (60% to 70%)

SN	What	Time/When	Who	Materials/Resources
1	Develop annual instructional planning and make the instruction effective	Beginning of the year	Subject teachers	Curriculum, books, teacher's guides
2	Implement CAS	Regular	Teachers, students	CAS forms, Student's portfolio
3	Ensure child-friendly instruction	Regular monitoring	Teachers, students	Instructional materials
4	Use ICT in instructional activities	Regular	Teachers, students	Computers, projectors, CDs, VCDs, E-library
5	Outcome analysis and feedback	Periodic, in each 4 month	Teachers, students, parents, head-teachers	Progressive cards, Observation forms, Record forms

Appendix 14: Action Plan-SMC

ઉદ્દેશ્ય: વિદ્યાલય વરપરથી વાલાવળ સ્વચ્છ શાળા બનાવવું.				
ક્ર.સં.	કે. ગતે	સમગ્ર કાળે કાળે પાલ	કાળે	કે-ગાઈડ
૧	વિ. ભ. સ. અવિભાજન ૨ અવિભાજન સંઘ કે. સ્વચ્છ બનાવે	૨ મહિનામાં ૧ પાલ	વિ. ભ. સ. શિ. અ. સંઘ અવિભાજન	સ્વચ્છ પાલિકા
૨	વિદ્યાલય વરપર વૈદ્યવિદ્યુત રોજી	૧ પાલ જોઈ દેખી બાવળ સમ	- " -	પાલિકા મંજૂર
૩	લમ્પાડોડ લગાડવું	૧ પાલ સ્વચ્છ દેખી જોઈ સમ	- " -	લુહંગા, લારજાલી સ્વચ્છ પાલિકા વાલુવા

Appendix 15: Action Plan-Teachers

रचनात्मक कार्ययोजना

विद्यालयी शैक्षिक सुधार

उद्देश्य: विद्यार्थीको शैक्षिक स्तर वृद्धि गर्ने। (जस्तै औसत सिकाई उपलब्धी ६० बाट ७० बनाउने)

क्र.स.	के गर्ने	समय (कहिले / कतिपल्ट)	कसले	के चाहिन्छ
१	शिक्षकहरूसँग अन्तरक्रिया गरी विद्यार्थीको शैक्षिक स्तर बढाउने उपायहरू तय गर्ने।	महिनाको दुई पल्ट	प्र.अ. , शिक्षकहरू	विद्यार्थीको सिकाई उपलब्धीको रेकर्ड, बैठक पुस्तिका
१	विद्यालयको परीक्षी तालिम लागू गर्ने	२०७३ माघ ३० गरी	निरमान समीती	निरमान समीती
२	विद्यालय हातामा कवर फिक्का लगाउने	२०७३ माघ २० गरी	शिक्षक विद्यार्थी	फिक्का, मल पानी, औजार
३	खेल मैदान निरमान	२०७३ जेठ १५	निरमान समीती र आर्थिक प्रायक	निरमान समीती सामग्री
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Appendix 16: Action Plan-Head-teachers

रणनीतिक कार्ययोजना

उद्देश्य: विद्यार्थीको शैक्षिक स्तर बढाउने। (जस्तै औसत सिकाई उपलब्धी ६० बाट ७० बनाउने)

क्र.स.	के गर्ने	समय (कहिले / कतिपल्ट)	कसले	के चाहिन्छ
१	शिक्षकहरुसंग अन्तरक्रिया गरी विद्यार्थीको शैक्षिक स्तर बढाउने उपायहरु तय गर्ने।	महिनाको दुई पल्ट	प्र.अ. , शिक्षकहरु	विद्यार्थीको सिकाई उपलब्धीको रेकर्ड, बैठक पुस्तिका
२	ठानि र व्यवहारमा सुधार	हप्ताको २ पल्ट	विद्यार्थी	विद्यार्थीको सहमति
३	विद्यालय Compound भित्र जवाबारी लागूपदार्थ सेपना गर्ने	हप्ताको २ पल्ट	विद्यार्थी, शिक्षक, प्र.अ.	कुडा नियम
४	विद्यालयमा व्यवहारिक शिक्षाको गतिमकता व्यवस्था	महिनामा एक पल्ट	शिक्षा सम्बन्धि संस्थाले	शिक्षकहरुको सहभागीता र अन्तरक्रिया
५	शिक्षक र विद्यार्थीको मेलमिलाप	सधैं	शिक्षक र विद्यार्थी	दुर्बल विद्यार्थीको माया र ममता
६	विद्यालयमा जुनस्तरीय शिक्षा दिने	हप्ताको एक पल्ट	शिक्षकले	विद्यार्थी सक्रिय भएर पढ्ने
७	विद्यालयमा मेला लगाउने नपाइने	सधैं	समुदाय	चतना, केटक र सहमति

Appendix 17: Action Plan-Teachers

रणनीतिक कार्ययोजना
संस्कार परिवर्तन ।

उद्देश्य: विद्यार्थीको शैक्षिक स्तर वृद्धी गर्ने। (जस्तै औसत सिकाई उपलब्धी ६० बाट ७० बनाउने)

क्र.स.	के गर्ने	समय (कहिले / कतिपल्ट)	कसले	के चाहिन्छ
१	शिक्षकहरुसंग अन्तरक्रिया गरी विद्यार्थीको शैक्षिक स्तर बढाउने उपायहरु तय गर्ने।	महिनाको दुई पल्ट	प्र.अ. , शिक्षकहरु	विद्यार्थीको सिकाई उपलब्धीको रेकर्ड, बैठक पुस्तिका
२	विद्यार्थीको सिकाई उपलब्धीको रेकर्ड तय गरी सोको आधारमा शिक्षकहरुको कार्य तय गर्ने।	महिनाको १ पल्ट	प्र.अ. शिक्षकहरु र विद्यार्थी	सहभागिता / बैठक पुस्तिका
३	सहभागिता सभा र विद्यार्थीको सिकाई उपलब्धीको रेकर्ड तय गर्ने।	सप्ताह	सर्वे	सहभागिता सभा
४	परिवर्तन तथा उपलब्धीको अवलोकन र निरीक्षण गर्ने।	महिनाको १ पल्ट / विद्यार्थीको सिकाई	प्र.अ. शिक्षकहरु र विद्यार्थी	उपलब्धी रेकर्ड
५	पूरा निरीक्षण गर्ने र पहिलेको २ हातको उपलब्धीलाई उपलब्ध गराउने।	महिनाको १ पल्ट	प्र.अ. शिक्षकहरु र विद्यार्थी	पहिलेको रेकर्ड + उपलब्धी सुपरग्रेड
६	सहभागिता तथा सुधारालाई लक्ष्य गरी निरीक्षण गर्ने।	आवृत्त अनुसार	प्र.अ. शिक्षकहरु र विद्यार्थी + सहभागिता सभा	सहभागिता, सुधारालाई लक्ष्य गरी निरीक्षण गर्ने।
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