

Feasibility Study
on
Restructuring of School Education System

Consultant: **Centre for Educational Research
and Social Development**

(2006)

Study Team

| | |
|------------------------------------|-----------------------------|
| Prof. Dr. Basu Dev Kafle | Team Leader |
| Prof. Dr. Kedar Man Pradhan | Specialist |
| Dr. Prem Narayan Aryal | Researcher |
| Dr. Damodar Jnawali | Researcher |
| Mr. Shiva Raj Badhu | Associate Researcher |

FINDINGS, RECOMMENDATIONS AND ACTION STEPS

This chapter presents the major findings, recommendations and action steps based on the discussion of the results in the previous chapter. In the previous chapter data and information collected from the field as well as through the related literature were analyzed and interpreted to address the issue of feasibility of restructuring school education system. Analysis and interpretation of the data was related to various key components of the proposed restructuring of school education system. What follows are major findings derived from the discussion of results and recommendations followed by an outline of action steps to facilitate the process of implementation of the new (proposed) structure of school education system.

4.1 Findings of the Study

The major findings are derived from the analysis and interpretation of the data and information done in the preceding chapter. The major findings are outlined under the respective key components of the study.

A. Existing contributory practices

1. Given the average number of class rooms (6.6) and the average classrooms size (20.20 sq. m.) based on the number of students (241) at primary level, two rooms each with 26.25 sq. m. space were found to be needed to accommodate an ideal number of 35 students in a class.
2. As indicated by the workshop participants, the distribution of the classroom space per student at secondary level was found to be 1.0 sq. m. which is also agreed by the participants of the dissemination workshop.

3. Of the 15 schools surveyed, eight (53.3%) were found without library facilities and one out of the ten schools (secondary and higher secondary) was without science laboratory facility. Even those with library and laboratory facilities they were found without essential related materials.
4. Strength of the existing secondary school system appeared in the form of providing access to school age children including the disadvantaged groups (DAG), provision of level wise final examination, readability of the textbooks and comprehensive evaluation system as the supportive measures for implementation of the proposed structure. Similarly, application of academic calendar, shared expense by the community, increased quality of education and systematic and regular evaluation system were the strengths of higher secondary education as supportive measures for the implementation of the proposed structure.
5. Inadequacy of qualified and trained teachers, decreasing quality of school graduates and lack of practical activities in the delivery of instruction were found to be the weaknesses of the existing secondary education system. Similarly, poor vertical linkage of secondary education with Higher Secondary Education system, lack of practical knowledge and vocational skills, lack of job security of teachers, inaccessible education to extremely poor and inadequate budget were found to be the weaknesses of higher secondary education system.
6. Motivation of preparation for examination, ease of measuring the level of knowledge, convenience in preparing the test items, uniformity in examination system and easy to evaluate students' performance were found as the strong aspects of existing assessment system.
7. Little objectivity in evaluation, formality driven examination, examination phobia, lack of regular periodic terminal examinations and faulty promotion practices were found to be the weak aspects of the existing assessment practices.
8. Majority of the teachers and head teachers (55.6%) were found to state that training/workshop/orientation was the major support available from the resource persons followed by organization of meetings (37.8%) and preparation of instructional materials (31.1%).
9. According to majority of the teachers and Head teachers (52.7%), the major sources of funding were the government followed by students (admission fee/student fee, 46.67%) local

community (grants), clubs (donation), land (leasing), VDC/DDC/municipality and local people (donation, endowment).

10. As reported by Head teachers, existing curricula of primary to higher secondary levels have, more or less, addressed basic life skills as group work (cooperative skill), social skill (maintaining relationship), respect for elders, discipline, character, solving daily life problems like letter writing, health related skills, learning and earning skills, office management skills, communication skills, decision making skills and the skill related to civility.
11. In all the three levels of primary, secondary and higher secondary schools, there were community supported teachers. The presence of community supported teachers in the schools has created ground for garnering community support in implementing the new structure.
12. Majority of secondary school teachers (54.54%) with 1-10 grades were found to have been teaching at more than one level and more than 33 percent of them were found teaching at both the secondary and higher secondary levels.
13. Enrolment of students at primary level was found to be fluctuating every year in the selected primary schools. Moreover, there was less number of students enrolled in primary level than five years back in 2058 B.S. This fluctuation and decrease in enrolment in primary level might be due to the escalating conflict, discontinuation of student support program like Tiffin, uniform, scholarship, and growing attraction of parents toward private school. Unlike the primary level, the trend of student enrolment at lower secondary level was found to be steadily increasing.
14. Transition rate from grade five to six (from primary to lower secondary) was found between 78 to 80 (80 being in the year 2059). Similarly, transition from grade eight to nine (from lower secondary to secondary level) was 77 in the year 2061 B.S. A sharp decline in transition rate was found from grade 10 to 11 as compared to the rates of five to six and eight to nine.
15. All the selected schools were found to have served more than 60 percent of school age population of the catchments area. However, 40 percent of these selected schools were found to have served 95 percent students of the catchments area.
16. Majority of the Head teachers and teachers were found to state that the existing provision of students support program was inadequate for attracting from DAG children for enrolment in the school.

B. Restructuring feasibility

17. A large majority of the Head teachers and teachers (91%) and district education officials (80%) stated the need and possibility of restructuring the school education system from grades 1-10 to 1-12 with major reasons as to bring school education at par with the school system of SAARC countries, to prepare students with necessary knowledge and skills to cope with the challenges of the 21st century and to maintain quality of education.
18. Majority (53.33%) of the Head teachers and teachers were found to be in favour of changing all existing 1-10 schools into the proposed structure 1-12 immediately whereas more than two thirds of the District education officials favoured the change of all the existing schools into the new structure not immediately.
19. Majority of the Head teachers and teachers (60%) at secondary level as well as SMC/Community members expressed their readiness to run higher secondary level education (11-12) within a period of three years. However, 40 percent of them were found in favour of having immediate transition to new structure. More than two thirds of the respondents were found to state that their schools would be ready to run the proposed structure approximately within a period of five years.
20. Majority of the Head teachers and teachers as well as district education officials indicated that the proposed structure would increase motivation of teachers to upgrade their qualification and training, provide more experience and expertise, balance the work load of teachers at different levels and provide opportunity to teach at higher grades for primary teachers and lower grades for secondary teachers.
21. Majority of the district education officials (86.67%), SMC members and community people (86.67%) and Head teachers and teachers (51.11%) attached the advantage of a large school system with the proposed school structure.
22. A large majority (around 90%) of the Head teachers, District education officials and FGD groups of SMC members and community people were found to be hopeful about the contribution of the proposed school structure (1-12) to improve internal efficiency of the schools, the reasons being addition of qualified and trained teachers in the schools, increased funding from government, increased access to enrolment particularly in grade 6 and 11, and opportunity for continuation of rural children including girls and DAG children to grade 12.

23. Most of the FGD participants (12 out of 15) expressed their views that the proposed structure could minimize the gap between community and institutional schools.
24. Majority of the Head teachers/teachers, District education officials and SMC members and community people were found to be of the opinion that the local people would take initiative in sending their children to schools, mobilizing resources for the school development and supporting school activities as the members of SMC and PTA as well as supporting the parents of disadvantaged children to send their children to school under the new structure.
25. Since government's contribution was found to have barely met the salary expenses of the teachers, there was little possibility to meet the other expenditures on students support and school development programs indicating that government has to make a thorough financial preparation to implement the proposed structure.
26. With respect to the income and expenditure of higher secondary schools, a significant part of expenses is found to have been met through the local sources indicating that the proposed structure can be supported by the local community.
27. Majority of the primary Head teachers/teachers (80%) and secondary Head teachers/teachers (73.3%) stated that they had no required resources to upgrade their qualification needed for the proposed structure.
28. Head teachers/teachers and district education officials suggested different types of potential local resources ranging from school income (through different income generating schemes of the school), local products of the community, local taxes, collection of local donations, local government grant to students' fee that can be gainfully employed to uplift the educational status of the schools. The same can be expected for the implementation of the proposed structure.

C. Risks and challenges

29. According to the majority of the district education officials (73.33%), potential problems that can be associated with running 1-12 or 9-12 grades in place of the existing system are physical facilities followed by qualified teachers and other human resource (60.0%) and financial situation (53.3%). Participants of central level workshop also raised this as a potential risk in accommodating the students under the new structure.

30. As indicated by the majority of district education officials, if the proposed structure is implemented, the school and the community would get qualified and trained teachers (66.7%), they would be able to lower illiteracy rate (60.0%), students could study up to upper grades in their locality in familiar environment (53.3%) and the locality will get improved educational status (46.7%).
31. As pointed out by Head teachers and teachers, shortage of funding (60.0%), shortage of trained subject teachers (46.7%), and shortage of physical facilities (35.6%) were found to be the potential risks and challenges in initiating the new structure of primary education. Similar risks and challenges were pointed out by them for initiating the new structure of secondary education.
32. Participants of the central level workshop outlined financial resources in school management, management transfer, management of unified structure covering one through twelve grades, upgrading the quality of SMC and PTA, extension of free education and updating base line information as the major risks and challenges in initiating the new structure of school education.
33. As pointed out by Head teachers and teachers, local support to SIP (60.0%), encouragement as well as provision for teachers' upgradation (53.3%), empowered SMC to make local rules (51.1%), phase wise implementation (46.7%) of the new structure and provision for voluntary retirement of teachers (42.2%) were the common ways to immediately address the risks and challenges associated with the implementation of the new structure of education.
34. Additional ways to address the risks and challenges associated with the implementation of the new secondary structure (9-12), as reported by the teachers and Head teachers, were management of financial resources which could come from the government, support and commitment from the concerned (46.7%), revision of students' fees (48.9%) and involvement of local organizations such as NGOs and CBOs (40.0%).

D. Policy and institutional requirements

35. Community people and SMC members were found to identify the following areas of facilities that could be managed by local institutions:

- i. SMC members could visit the school regularly for monitoring purpose, provide financial support to the school as well as extend support to organize training and symposium to make the teachers accountable to their responsibilities towards the schools.
 - ii. Community people could help the school by visiting and providing feedback regularly, sending their children to the school, managing financial support as well as public land and property to the school and collecting donation.
 - iii. NGOs and CBOs could manage fund for the school and support school development programs such as health care and extra curricular activities.
 - iv. Local bodies of the government (VDC/Municipality and DDC) could become the main source of funding for the school, they can plan and execute collaborative work with INGOs/NGOs and CBOs, manage educational tax for the school and supervise school activities.
36. As suggested by the SMC members and community people, the policy measures to be adopted are: to increase financial support from local communities, raise and manage school improvement fund, motivate VDC/Municipality to be proactive in school improvement, mobilize donation from rich families, fix students' fees at secondary level, authorize the school to lease its land and other resources as well as allowing school to construct shops at its boundary.
37. A considerable number of teachers and Head teachers were found to suggest the preparation of rules that allow the members of the SMC to be its chairperson, to form advisory committee to assist SMC and to have more representation from PTA on it. District education officials in this respect were found to suggest inclusion of social workers, local intellectuals, former teachers and existing students in the SMC and to make SMC members more responsible and accountable towards their defined duties and roles by developing schools into interactive institutions.
38. Head teachers / teachers and district education officials were found to state that clearly and specifically spelt out roles and responsibilities, provision of regular meetings, PTA's freedom to make its own rules and working procedures, workshop and interaction programs for PTA members, coordination between SMC and PTA are some practical measures to make PTA more functional and responsible.

39. Majority of Head teachers and teachers were found to mention Intermediate degree (75.6%) with B.Ed. degree for Math, English Science teachers for primary (1-8) and Master's degree (68.9%) for secondary (9-12) school teachers the required qualification for some subjects such as. SMC members and community people's response was found similar to Head teachers' and teachers' with respect to the expected qualification of the teachers for the proposed structure. However, majority of district education officials were found to suggest Bachelor's degree (86.7%) for the proposed primary structure (1-8) and Master's degree (93.3%) for the proposed secondary level (9-12) as the required qualification of the teachers.
40. The respondents: Head teachers and teachers, community people and SMC members and district education officials identified basic infrastructure of the school, school finance, supply of trained subject teachers, accountable administration responsible to the SMC, student support programs and regular monitoring and supervision of the schools as areas in need of government support to facilitate the implementation of the new structure.
41. Majority of Head teachers and teachers and district education officials were found to indicate construction of building or rooms and furniture, supply of trained teachers, community awareness program, increased financial support for free primary education, child friendly learning environment, income generation activities for poor parents, proper implementation of CAS and regular monitoring and supervision as the major additional facilities of the immediate need to be added to the existing school facilities for both implementing the proposed primary structure (1-8) and ensuring completion of primary education.
42. Head teachers and teachers and district education officials were found to state that government commitment should be focused on the areas like regular and adequate financial support to the schools, teacher support and teacher development programs, regular monitoring and supervision programs and adequate physical facilities to the schools.
43. Head teachers/teachers and district education officials were found to opine that government's commitment to the management of trained and qualified teachers, scholarship to poor, deprived and disadvantaged, curricular adjustment for addressing the basic learning needs of the children, especially the disadvantaged, adequate budget to the schools, education awareness programs and supply of adequate materials would help promote equitable access to quality education.

44. Majority of Head teachers and teachers (75.6%) were found to state SMC as a major institution to govern the primary schools while DEO was considered the same for secondary schools (62.2%). However, majority of district education officials were found to be in favour of SMC for the governance of primary, secondary and higher secondary educational institutions.
45. All the respondents proposed decentralization strategy with delegation of authority to Head teachers and SMC for effective school administration and monitoring of the school activities.
46. All the respondents suggested implementation of CAS at primary level and formative evaluation at secondary level. Likewise, terminal examination was proposed at three grade levels: at grade five (school), grade eight (district) and grade twelve (national).
47. Majority of the students in the focus group discussions suggested the need of scholarship, supply of qualified and trained teachers, educational materials, setting of physical environment of the schools to make it conducive to learning as desirable measures for continuing their education up to grade twelve in their own schools.

E. Framework for implementation

48. Most of the Head teachers and teachers were found to have stated the following school structure:
 - B. Primary structure (1-8)
 - i. Three years of basic education (1-3)
 - ii. Five years of basic primary education (1-5)
 - iii. Eight years of primary education (1-8)
 - C. Secondary structure (9-12)
 - i. Junior secondary education (9-10)
 - ii. Senior secondary education (11-12)
49. It was also found that removing primary grades from existing schools would be difficult in terms of administrative and socio-political challenges. None of the respondents (head teachers/teachers and SMC/community people) was found in favour of reducing the grades of the school from 10 to 8 and to divide the school structure between grades. As the majority of existing schools have either grades 1-5 or grade 1-10 structure, these schools can first be transformed into the new structures as per the need, demand and capacity of the local community.

50. To promote the enrolment of DAG children, door to door campaign, school dress distribution, NGOs/INGOs participation for sharing the cost of school expenses and initiation of income generating projects for the poor parents were the major strategies suggested.
51. As indicated by community people and SMC members, major areas of parental support were found to be (in order of priority) regular visit to school and on the spot suggestions, managing teachers at the time of need, participation in awareness program and different school activities, persuasion to NGOs for fund raising to school, participation in school construction works, and sending children to school regularly.
52. All the Head teachers/teachers and District education officials stated that final examinations should be conducted at the end of grade 12 at national level. In the same way, twelve focus groups (out of 15) were found to have the same opinion. The 8th grade was recommended for final examination at primary level. The same grade was also recommended for district level examination.
53. Majority of all the respondents stated that external examination be conducted at the end of grade 8 at district level, grade 10 at regional level and grade 12 at national level. They also preferred uniformity of examination at the national level.
54. Majority of the teachers and head teachers (71.1%) and SMC members and community people (46.7%) supported higher secondary education as appropriate level to prepare students for the world of work.
55. Overseas employment, agriculture and farming, teaching/accountancy, self employment, business, skilled labour work, secretarial/clerical job and industrial work were found to be the areas for the world of work as reported by SMC members and community people. The SMC members and community people in the FGD stated that household management skill was the major area of expected knowledge and skills.
56. Regarding the contents to be added to the existing curriculum, the teachers and head teachers stated that the major areas to be included were moral education, health education, language and mathematics for primary level whereas vocational trade and earning skills, agriculture, health, computer skills, technology, communication skills, accountancy/education, local contents and household management were the areas for secondary level.

57. Head teachers, Teachers, community people and students in FGD were found to state that the proposed structure should be very much accommodative because the suggested contents are expected to prepare the students to enter into the world of work.
58. Regarding the role of resource persons, the head teachers and teachers stated that the RPs should be more qualified and trained than the Head teachers and that proper coordination with schools was needed.
59. Music and dance, debate, yoga, physical fitness and library work were reported as the major activities to be included in the new structure. The students and community people indicted that the existing school system has not addressed these activities.
60. The major measures to minimize the weaknesses of the existing structure as reported by all the respondents were provision of subject wise teachers, promotional scheme for teachers, promotion of tutorial classes, programmes for DAG children, adequate physical facility, government commitment, regular inspection of schools, cost recovery, monitoring and supervision, empowerment of the SMC, continuation of CAS and formative evaluation at the secondary level.

4.2 Recommendations of the Study

The following recommendations are suggested based on the findings drawn from the study. The recommendations are of both long term and short term nature. They are grouped and presented under the key components of the study:

A. Existing contributory practices

1. As the need for two more rooms was pointed out to be added to the existing primary schools (1-5) with an average number of 35 students in a class, it is recommended that both the space and number of rooms need to be increased for the implementation of the new structure with 0.75 sq.m. per student at primary level and 1.0 sq.m at secondary level.
2. To implement the proposed new structure in school education system, the strategies of the existing secondary and higher secondary education system such as access of education to DAG children, regular level wise comprehensive examination, application of academic calendar, community shared expenses and increasing concern for quality education should be continued on a renewed form.

3. Prior to the implementation of the new structure, issues related to availability / supply of qualified and trained teachers, use of practical activities for the delivery of curriculum and instruction, linkage of secondary education with higher secondary education, objectivity in evaluation, formality-driven examination, school finance should be addressed by the Ministry of Education and Sports and the Department of Education.
4. As the existing assessment system is linked with faulty promotion practices, examination phobia and disintegrated examination practices, the proposed structure has to do away with these ills by switching to letter grading system at the end of secondary level (grade 12) with each of the letter grade defined and the learning outcomes specified. Moreover, as the finding indicates, formative assessment system has to be introduced from the later primary grades so as to build it into secondary grades to avoid disintegration of the existing examination practices.
5. Regular, periodic terminal examinations should be introduced as part of formative evaluation for secondary level under the new structure in order to facilitate objective assessment of students' performance based on which students are to be promoted to upper grade and level.
6. As the contribution of resource person has been recorded mainly in the form of providing training to the teachers and head teachers, the RPs are to be made more contributory in the new structure with their upgraded qualification (at least M.Ed.) and training.
7. As the government continues to be the major source of school finance, government's grant should be more directed to bring quality in education based on cost sharing principle for secondary level through the application of public private partnership initiative.
8. Though the existing curricula have, more or less, been found addressing the basic life skills, more life skills are to be included in the curriculum with a focus on survival skills, civic skills and pre-vocational skills at the primary (1-8) and vocational skills, economic skills self employment skills and technical education at secondary level.
9. As community support in the implementation of the proposed school education structure is inevitable and as it is evidenced by the existence of community supported teachers mainly at the secondary and higher secondary levels, the Department has to devise a mechanism to enlist more cooperation and involvement of the community in garnering support beyond the recruitment of teachers.

10. The finding that more than 33 percent teachers are teaching at both the secondary and higher secondary levels suggests the possibility of restructuring the school system at two levels: 1-8 primary and 9-12 secondary from the perspective of placing the teachers at the designated level with the existing teaching force on one hand and recruiting new teachers with a concentration on their qualification, on the other.
11. Implementation of the new structure is also recommended on the ground that it will help avert the decline in transition rate from grade 10 to 11 once the new structure is put in place by accommodating 9-12 grades in secondary structure.
12. As existing schools are serving more than 60 percent school age population in the catchment area, implementation of the new structure is recommended to accommodate and retain the students at least at the primary level (1-8 grades).
13. To promote the enrolment of DAG children under the new structure and retain them at least through the primary level, door to door enrolment campaign, increased incentive, involvement of local CBOs in sharing the cost of schooling of these children and initiation of income generating projects for the parents of these children are strongly recommended as the strategic measures.
14. As parental support is vital to acceptance and implementation of the new structure, it is recommended that community ownership of the school be increased by encouraging parents to visit school regularly, provide on the spot suggestions to teachers, Head teachers and SMC members, manage the teachers at the time of need and involve them in fund raising drive and invite them to participate in school activities by organizing them regularly.

B. Restructuring feasibility

15. As the new structure is expected to bring school education at par with the school system of SAARC countries by preparing the students to cope with the challenges of 21st century, it is recommended that unified integrated curriculum framework be developed right through pre-primary to twelve grades to avoid the fragmentation of school education into different unwanted levels and structure.
16. The proposed structure should be implemented on phase-wise basis spanning a period of five years starting first with potential schools that demonstrate readiness, centrality of location with

satellite schools, adequacy of physical facilities and teachers with more than required qualification for the existing level and gradually moving to other schools allowing them preparation time for the intended transition.

17. Introduce a system to allow teachers with the required qualification and training to move between levels i.e. primary and secondary, under the new structure so that primary teachers can teach at higher grades and secondary teachers at lower grades.

18. As the proposed structure is expected to have the benefit of a large school system, the potential schools under the new structure should be allowed to develop themselves into large schools in different regions where possible.

19. It is no doubt that the new structure will be demanding from several perspectives: from students support system to teacher development mainly related to quality education initiative. It is therefore recommended that the government has to make a thorough financial preparation embodying the partnership approach in its effort to address the educational needs of the people.

20. Teacher development should be considered as one of the key components of the new school structure. It is therefore recommended that the ministry has to make enough provision for the development of the school faculty be that in the form of in-service, pre-service, recurrent training and education of the teachers

21. To enlist continuous support from the local community people in connection with the implementation of the proposed structure, areas where such cooperation is needed should be identified and interactive communication with the local community people should be the focus of the school management mainly through the SMC and PTA.

C. Risks and challenges

22. As physical facilities, human resources and financial situation of the schools were reported as being inadequate and as the risks for implementing the new structure, cost-free education for primary grades (1-8) and cost sharing education for secondary grades (9-12) should be clear cut funding policy of the government.

23. The existing system of school education has created limited opportunity for the students to study up to upper grades under one structure in their locality in familiar environment. To overcome this challenge, potential schools should be identified to upgrade them into the new structure.
24. As local support to SIP, encouragement for teachers' upgradation and empowerment of SMC to make local rules appeared to be the potential risks and challenges for quality improvement of school education, policies should be made to empower local authorities to work out programs for phase wise implementation of the new structure of school education and address these challenges systematically.
25. In order to address the risks and challenges associated with the implementation of the new structure, a plan should be developed to manage financial resources from the government, local bodies and community people and revise students' fees based on cost-free and cost sharing policy of school education system.
26. To address the risk and challenges related to management transfer, management of unified structure, upgradation of the quality of SMC and PTA, extension of free education and updating baseline information, regular fund flow to school, job security of the teachers, formation of an academic advisory body to the school, regular awareness training to SMC and PTA members, definition of the elements of free education and installation of SMIS in the school should be initiated according to the need of the new structure.

D. Policy and institutional requirements

27. In order to mobilize local institutions for the implementation of the new structure of school education, amendment should be made to the Education Regulations to incorporate the following aspects associated with local institutions.

SMC:

- i. monitoring the school activities regularly
- ii. mobilizing peoples' participation in raising fund
- iii. extending support to organize training and symposium to the teachers
- iv. identifying potential areas of income generation to encourage the concerned agencies for their investment to motivate the community people to send their children to the school

- v. empowering PTA to observe the school and provide feed back regularly
- vi. developing schemes for managing financial support to the school
- vii. developing schemes for managing public land and property of the school
- viii. fixing students' fees at the secondary level
- ix. ensuring more representation from PTA on SMC

Local government bodies (VDC/municipality/DDC):

- i. identifying sources of fund for the school
- ii. allocating defined amount of budget to support school development
- iii. managing education tax for the school
- iv. monitoring and supervising school development activities with immediate feedback
- v. planning and executing collaborative work with NGOs/CBOs
- vi. authorizing the school to lease its land and other resources

NGO/CBOs:

- i. identifying and collecting resources for school development
- ii. supporting implementation of school development program
- iii. coordinating institutional efforts for the school in health care and extra curricular activities
- iv. in case of small schools with less teacher-student ratio and multi-grade setting, two teachers with Intermediate degree for 1-5 grade schools.

28. With respect to forming the SMC, the following recommendations are made:

- i. allow the members of the SMC to be its chairperson,
- ii. include social workers, local intellectuals, former teachers and existing students in the SMC
- iii. form an advisory committee to assist the SMC to be functional
- iv. ensure more representation from PTA on SMC
- v. make SMC members more responsible and accountable towards their defined duties and roles

29. In order to make PTA more functional and responsible, the following changes should be made in the Education Regulations:

- i. state clearly and specifically the roles and responsibilities of the PTA
- ii. authorize PTA to make its own rules and working procedures
- iii. make the provision of regular meeting
- iv. organize workshop and interaction programs for the PTA members
- v. work in coordination with the SMC for school development

30. With respect to minimum qualification, training, number of teachers and student-teacher ratio, the following provisions should be made:

- i. Primary level (1-8)
 - Minimum qualification: Intermediate degree
 - Training: Ten months duration
 - Number: In addition to the teachers with Intermediate degree (four persons), three persons with B.Ed./B.A. for English, Maths and Science and one B.Ed. degree with school management training for Head teacher
 - Student-teacher ratio : Mountain 30:1, Hill 35:1, Tarai 40:1
 - In case of small schools with less teacher-student ratio and multi-grade setting, two teachers with Intermediate degree for 1-5 grades school
- ii. Secondary level (9-12)
 - Minimum qualification: Bachelor's degree
 - Training: Ten months duration
 - Number: In addition to teachers with Bachelor's degree (four persons), four persons with Master's degree, and one Master's degree with school management training for Head teacher
 - Student-teacher ratio: Mountain 35:1, Hill 40:1, Tarai 45:1

31. It is recommended that government should support the schools in areas like infrastructure of the school, finance, supply of trained subject teachers, student support program and regular monitoring and supervision of the schools in order to facilitate the implementation of the new structure.

32. The following major strategies should be developed and implemented in order to ensure regularity of attendance and completion of primary education:

- i. Community awareness program
- ii. Child friendly learning environment

- iii. Income generating programs for poor parents
- iv. Increased fund
- v. Effective implementation of CAS

33. Policy statements of the government should reflect its commitment in relation to regular adequate financial support to the schools, teacher support and teacher development programmes, strict monitoring and supervision programmes and required physical facilities to the schools in order to implement the new structure efficiently.

34. Scholarship to poor, deprived and disadvantaged children, curricular adjustment for addressing the basic learning needs of the children, management of trained and qualified teachers and special programmes for parental awareness should be reflected in education policy documents as government's commitment to help the school promote equitable access to quality education under the new structure.

35. SMC should be empowered to make it a major governing institution of school education.

36. Policy should be declared to implement decentralization strategy with delegation of authority to Head teachers and SMC for effective school administration and monitoring the school activities.

37. With respect to the implementation of new structure of school education, the following alternatives are suggested:

- i. three years basic education (1-3)
- ii. five years basic primary education (1-5)
- iii. eight years primary education
- iv. secondary education (9-12)
 - junior secondary (9-10)
 - secondary (11-12)

38. Assessment system should be restructured as:

- i. continuous assessment system (CAS) up to grade 5
- ii. school level exam: grade 5, 6, 7, 9, 11
- iii. resource centre/district level based examination at grade 8
- iv. regional level exam at grade 10
- v. national level exam at grade 12

39. Internal assessment should further be based on implementation of CAS at primary level and formative evaluation at secondary level.

40. Basic education should be redefined to include human rights, peace, preliminary information on communication technology, dignity of labour, gender equality and equity, emphasis on inclusion, socialization, cultural beliefs, national values and expectations, essential life skills, preparation for preliminary occupation, child friendly environment and 7 Rs (reading, writing, arithmetic, rights, responsibilities, relationships and recreation).

41. Preparation for continuous education, respect to traditional occupation and its promotion, motivation to live and learn together, socialization in global context, competitiveness, preparation for occupation, life skills, and preservation of human and cultural values should be addressed while redefining goals of primary and secondary education.

E. Framework for implementation

42. Since majority of Head teachers/teachers, district education officials, SMC members and students were in favour of 1-8 structure for primary level, the selected primary schools should be converted into new structure (1-8) as per the need, demand and capacity of the local community.

43. Since the proposed structure has implications for different types of linkages, the following provisions should be made in this connection:

- Subject wise linkage should be there with horizontal connection to ensure parity among different contents of the same subject as well as balance of breadth and depth of different subjects on one hand and vertical connection to establish spiral linkage between primary and secondary education and between grades on the other.
- Psychological linkage should be established not only between age and grade level of the students but also between age and instructional delivery as to be addressed through teachers' guides and learner support materials.
- Linkage should also be established at the implementation level (school level) between the goals of school education and their translation into class room practices.
- Existing gap between general education and vocational education should be bridged by addressing vocational and life skills education in general education and vice versa.

44. In order to prepare the school graduates for the world of work, overseas employment, farming skill, moral education, health education, language and mathematics, computer skills, and science and information technology are to be included as the new areas in the schools curriculum through the revision of the existing curriculum.

45. The role of resource persons should be made more effective by raising their qualification and training in order to facilitate the implementation of the proposed structure.

46. Since the existing structure has not duly addressed the needs of the students, the new system should be implemented in order to minimize the gap between community and institutional schools. For its effective implementation, provision of tutorial classes, programme for DAG children, adequate facilities, regular inspection and monitoring, and empowerment of the SMC should be properly managed at local levels.

47. To further up the task of restructuring process more systematically at a wider scale, it is strongly recommended that task force committees be set up in areas as management, access, equity, quality, teacher development and finance of the proposed school education system.