



SOCIAL AUDIT

Basuki Primary School

Social Report

Baisakh 2060 –Baisakh 2061



Basuki Primary School

Lankuri Bhanjyang, Lamatar VDC ward no.9, Lalitpur District

Table of Contents

Contents	Page
Social Audit Statement	3
1. Introduction	4
2. History and Background	4
3. Mission, Values, Objectives and Activities	5
4. Stakeholders	6
5. Scope of the Social Audit	7
6. Performance Analysis	9
7. Compliance	32
8. Environmental Impact	33
9. Finance	34
10. Main Issues, Conclusions and Recommendations	36
11. Problems and Weaknesses of the Social Audit Process	37
12. Future Plans	38
13. Appendices	40

SOCIAL AUDIT STATEMENT

Basuki Primary School

The Social Audit Panel examined the draft Social Report submitted to it and discussed it in detail with Rajen Chand (teacher), Kapil Gautam (local facilitator), Sushan Acharya (consultant) and Sushila Pandey (consultant) all representing Basuki Primary School at the Social Audit Panel meeting held on 14 May 2004.

I have examined the substantially revised and expanded Social Report which has been prepared following the Social Audit Panel meeting and which has taken into account the various points identified in the notes of the Social Audit Panel Meeting¹ and which has reorganised the report following a proposed draft format. The Panel also examined a sample of the data and the sources of information on which the Social Report has been based. We believe that the process outlined above has given us sufficient information on which to base our opinion.

We are satisfied that, given the scope of the social auditing explained in the revised draft, recognising the omissions identified and given the limitations of time available to us, the Social Report is free from material mis-statement and presents a fair and balanced view of the performance of Basuki Primary School as measured against the stated objectives and the views of those stakeholders who were consulted.

In the notes of the Social Audit Panel meeting we identified a number of important issues to be taken into consideration during a future social audit cycle. In particular we would refer to the following:

- i) The need to consult the other key stakeholders referred to on page 5 of the Social Report;
- ii) The need to consult all key stakeholders on all stated Objectives and Activities;
- iii) The need to develop methods of stakeholder consultation which are appropriate to the different stakeholder groups;
- iv) The need to ensure that adequate quantitative information is available to report on all Activities, making year on year comparisons where possible.

The members of the Social Audit Panel were:

- a) John Pearce, Social Audit Network UK (Chair)
- b) Gajendra Lal Pradhan, Regional Education Directorate
- c) B K Shrestha, Global Action Nepal

Signed: 
Chair of the Social Audit Panel

Dated: 20 June 2004

¹ The notes of the Social Audit Panel meeting form part of the social auditing process and may, by arrangement, be inspected along with the full social report at Basuki Primary School, Lankuri Bhanjyang, Lamatar VDC ward no. 9, Lalitpur District, Nepal.

1. Introduction

The Basuki social report is part of a pilot project being facilitated by the European Commission Education Co-ordination Office (ECECO) jointly with the Department of Education. The pilot was conducted in one school in each of three districts of Nepal, viz: Chitwan, Morang and Lalitpur. The pilot was conducted between March-June 2004. Justification for the pilot is briefly explained below.

In the next five year programme for education in the Basic and Primary Sub-sector, there is increased attention on marginalized groups and decentralized decision-making. The Core Document explains the intention to link systemic, institutional and individual performance through public performance management (p.41)”. The Flash Report Indicators and Timing (Draft EFA FA) mentions one of the outcome and process indicators of Flash Report 2 as 'Percentage of schools with completed social audit'. The Draft Aide Memoire of the Joint Technical Mission (January 15-27, 2004) mentions that 'at the school level, use of block grants to serve girls and disadvantaged, the achievement of school improvement objectives and community satisfaction with school services will be monitored through social audits carried out by community organisations and NGOs. The MOES will ensure that social audits will be implemented in a phased manner with the objective of covering all schools within the EFA programme period'.

Social Audit provides a useful mechanism to promote accountability among the service providers and ownership among the local communities and hence a pilot on Social Audit is was conducted in three schools, essentially as a learning process to work out the best mechanism to implement Social Audit in schools of Nepal. The findings from the pilot will be used to feed into policy and planning level for future Social Audit exercise being undertaken by the HMGN.

2 History and Background

The Organisation

Basuki Primary School is a community school which was established in 2035 (B.S) in the Lankuri Bhanjyang at Lamatar VDC ward no.9. Its catchment area lies between Batase danda of Kavre in the east, Sisneri in the west and Mane Dovan and Phulchoki temple in the south. Its Resource Centre is Lubhu. Basuki has applied for management hand over to the community. Its primary funding is from the Government but can also raise funds from external sources.

Basuki has 5 teachers and one office peon. 113 students were enrolled in 2060. The total population of the catchment area is 443 (203 females and 240 males). Literacy rate of the total population of the catchment area is 42% (18.7 % female and 23.34% male, 2060). Lankuri Bhanjyang is a predominantly Tamang settlement.

The Social Audit

The period of the social audit was 2060 Baisakh to 2061 Baisakh. The work was carried out as a pilot jointly by international and national consultants, schools, DEO and a local facilitator. Two national consultants, Sushan Acharya and Sushila Pandey, conducted most of the facilitation and prepared social report.

3. Mission, Values, Objectives and Activities¹

The objectives and activities are drawn from the School Improvement Plan of 2060, consultations with the school and nationally accepted objectives and activities as drawn from various Government documents and a workshop held on 24th-25th March with officials from DOE, DEO and national and international consultants. Although not all the objectives and activities reported here are shown in the SIP, the school still conducts them and they are or should be an integral part of school teaching and learning activities.

Objective 1 To promote access and retention
Activities

- Provide incentives such as scholarships
- Create a conducive environment to attract children to come and stay at school

Objective 2 To provide relevant and quality primary education
Activities

- Adopt child friendly teaching and learning methodologies
- Conduct extra curricular activities
- Ensure provision of required curriculum and text books
- Ensure provision of sufficient number of teachers
- Ensure provision of training and technical support to the teachers
- Ensure regular attendance of teachers and students
- Facilitate in mother language where required

Objective 3 To ensure that the school's physical environment and infrastructure is safe, adequate, child and ecologically friendly
Activities

- Provide sufficient teaching aids, educational materials and sports materials
- Provide adequate physical facilities in a good state/quality

Objective 4 To ensure that the school operates in a socially inclusive way irrespective of gender, caste, religion, ethnicity and disability
Activities

- Ensure inclusive composition of teachers, students and SMC
- Provide for children with disability
- Provide a discrimination-free atmosphere in relation to cast/ethnicity, gender, disability, religion

Objective 5 To ensure efficient management of the school
Activities

- Ensure an effective and active SMC
- Conduct regular teacher meetings
- Keep efficient records on all school related matters
- Prepare SIP and oversee its implementation

¹ Information on mission and values were not collected.

Objective 6 To encourage and promote community's links with the school

Activities

- Encourage parents and community members to come to school through informal and systematic channels
- Mobilise local resources and raise community contributions
- Ensure an effective and active PTA

Objective 7 To provide other appropriate educational services

Activities

- Upgrade the service to lower secondary grade

4 Stakeholders

The Stakeholder Map

A full stakeholder (anyone/organisation that influences or is influenced by the school) analysis of a school was drawn during a workshop organized from 22-24 March 2004 in Kathmandu with officials from DOE, DEO (Lalitpur, Morang and Chitwan) and national and international consultants. The list includes the following

- Students
- Teachers
- Parents, guardians, PTA
- School Management Committee
- Resource Centre
- District Education Office
- Funders, founders, local donors
- Private schools
- Teacher unions
- Subject experts and educationalists
- VDC, DDC, VEC, DEC
- INGOs, CBOS, civil society development partners in the education sector
- DOE, MOES, RED, TTC, SEDC, CDC, Distance Education Centre, NCED
- Students who drop out from education and children who do not enter the education system



Officials from DEO Chitwan, DOE and a national consultant taking part in a social audit scoping exercise

Key Stakeholders

The workshop considered the following to be the main key players

- Teachers
- Parents
- SMC
- Students
- Wider community/civil society
- Local donors

For Basuki school the list of stakeholders to be consulted during social audit was later re-analyzed and agreed in the meeting held between international and national consultants. The Following were identified as primary stakeholders to be consulted.

- Students
- Parents
- School Management Committee (SMC)
- Schoolteachers including the head teacher

Other key stakeholders who were not consulted due to lack of time are Resource Persons, the teachers' unions, the VDC, local donors (including hotel which provides funding to Basuki school), children (and their parents) who do not come to the school and organisations which assist the school including local NGOs. However these stakeholders will be consulted in future Social Audits.

5 Scope of the Social Audit

Social book-keeping

To assess delivery and impact of the stated objectives and activities both quantitative and qualitative methods were applied. Some nationally identified indicators to measure performance of some of the objectives and activities are included in the analysis. The quantitative data was drawn from following sources:

- SIP
- School records
- Government documents

Stakeholder consultations

For qualitative information, primarily group discussions and unstructured interview were applied. Thirty five students, from class 3-5 were consulted in one group.



Students of Basuki Primary School taking part in consultations

A total of 30 parents (20 mothers and 10 fathers) representing 6 different settlements from the catchment area were consulted separately using the same set of guideline. Group discussions were held with 3 male SMC members. Similarly 3 teachers were consulted separately. The head teacher and the female teacher were consulted individually.



Parents of students of Basuki Primary School taking part in consultations; also seen in the photo are school RP and DEO official

Annex 1 provides the lists of the consulted stakeholders. The guidelines for focus group discussions and forms used to collect quantitative information is given in Annex II.

Table 1 Summary of the data collection process

Method	Respondents/Source & consultation date	
Qualitative. (Knowing the school & sensitising about Social Audit)	Teachers & SMC members	April 9, 2004
Qualitative. Discussion & interview on the objectives and other school related matters	Parents, teachers & HT	April 15, 2004
	Female teacher, SMC & students	April 16, 2004
Quantitative	SIP, School record, Education Act/Regulation	April 18 & 20, 2004

Female SMC member could not be consulted because she was absent on the day of consultation and the Social Audit team could not make another visit due to lack of time. However she participated during local dissemination stage i.e. when the draft social report was shared with the local stakeholders.

6 Performance Analysis

Objective 1	To promote access and retention (Indicators: Net enrolment rate, Gross enrolment rate, Drop out rate and survival rate)
--------------------	---

Activity 1	Provide incentives such as scholarships
-------------------	--

Descriptive and Quantitative information

As an incentive for retention Basuki receives 500 rupees per year from the government for two disadvantaged and hard working students. However the school felt that since there are many who are in need of support it decided to give one hundred to each of the five high achieving children as a reward for good work. This decision was verbally informed to the SMC who agreed with it. Hence one each from Grades 2-4 and two students from Grade 1 were given the award. The 2060 scholarship was received around Asoj and they were distributed at the end of Chaitra after publication of results. 3 boys and 2 girls got the award in a school function by Aang Chhiring Sherpa from a nearby hotel who is also a local donor for the school. The list of students who got scholarships in 2060 is given in Annex III. Mr Sherpa also provided additional scholarships to 15 students including above students. From each class top three students were awarded with NRS 500, 300, 200 respectively.

What do stakeholders think about performance regarding this activity?

Parents: information not collected

SMC: information not collected

Students: information not collected

Teachers: Some of the teachers feel that scholarships can be considered more as a reward for good work rather than as a means for retention. They also feel such a nominal fee does not really help in a substantial way.

Commentary

In the short time it was not possible to find impact of the scholarship in addressing the problem of retention. It was also not possible to meet students who had got the scholarships. It was found that the school's criterion differs from that of the Government. It is worth thinking whether criteria of such scholarship should focus on poorest of the poor or to high achievers and whether it is really contributing towards access and retention. It should also be considered if such a nominal fee of Rs 250 should further be split.

Activity 2	Create a conducive environment to attract children to come and stay at school
-------------------	--

Descriptive and Quantitative information

The school feels that limited teacher quota, space and furniture and poverty are constraints to increasing the number of students. It feels that if the learning environment at school is improved it will help children to come and stay at school. This refers to providing quality education which will be dealt with detail in Objective

3. However the school has applied the following specific retention measures. These include:

a. Conducting extra curricular activities

- One class wise quiz contest, cultural programme and drawing competition was held for all the classes in which all the students participated.
- One Quiz and one drawing competition was for girls and boys from class 3-5 separately. The students were asked to form their own groups.
- One quiz contest was held for mixed groups of girls and boys. Students were asked to make their own groups with at least one girl participant.
- One school cultural programme was held for all the students.
- One musical chair competition was held for all the students of class 1.
- One each singing, dancing and running contest was held for students from each class

Winners in different categories were awarded. Students' drawings were assessed with SMC's representative in the assessment team. Candy or other small items were given as tokens of appreciation to the best drawings. Most of these events were held on one Friday of each month, which is also called Good Friday.

b. Giving and checking homework

Giving and checking homework has also been acknowledged as a measure to retain children in school. Teachers check it and if the students have not done homework they scold the students.

c. Teaching English in Grade 1

Basuki keeping in view the demand of the parents, labour market and required competency in higher grades has been offering English course from grade one for the last six years.

Additionally SMC members and teachers also persuade parents to send their children to school.

What do stakeholders think about performance regarding this activity?

Parents: The mothers pointed out that English teaching from grade one has been one of the factors preventing dropout. They said that singing class is organised every Friday. According to them if the homework is not completed teachers get upset with the students and students do not want to face it.

SMC: The SMC feels that limited teacher quota, space and furniture and poverty are constraints to increasing the number of students.

Students: Though the children enjoy drawing they prefer Quiz. They said that a quiz is useful for examination because they get answers to the questions related to the lessons taught.

Teachers: information not collected

Commentary

Although better learning outcomes are a measure of retention from the children's point

of view, extra curricular activities such as a quiz have been more important in improving learning outcomes than as a direct measure of retention. The school should also widen the scope of extra curricular activities as indicated in the Education Regulations. The fact that children are more inclined towards textbook learning than creativity may hinder their personal development.

Overall Performance Analysis of Objective 1

The SIP of Basuki School has identified access and retention as one of their major objectives. Compared to 2059, when a total of 109 students (48 girls and 61 boys) were enrolled, a total of 113 students (51 girls and 62 boys) were enrolled in 2060. See Annex IV. NER of Basuki School as given in the SIP is as follows:

	2059 (beginning)	Target for end of 2059	2060 (Srawan)	National (2058)
NER	65%	75%	84.44%	81.1%
Girls NER	45%	55%	46.15%	75.1%

Source SIP 2059 and 2060

According to the school record for 2059 Basuki Primary School's middle-of-the-grade dropout rate is nil. See Annex V.

However all the students who enrol do not survive to the next grade. In other words many students do not show up next year. Either they fail the end of grade examination or simply do not return to school for economic reasons. Once they are older they are either kept home for household work or sent to urban areas for wage earning work. Basuki has not however recorded in the document how many actually did not return to school. However the children could have joined other schools as well, the information of which is not available at Basuki. The school has also not calculated the cycle completion rate. Basuki's continuation to another grade (which is also known as survival) matches with the national status. According to the teachers in Basuki very few get through the end of grade examination and not all who passed return to the school. At national level as well only 67.8 per cent of those enrolled in grade one reach grade five (MOES, 2001). The discrepancy in the available data and the complicated procedure to calculate the survival rate prevented us from finding out the survival rate of Basuki.

Though all the key stakeholders view activities conducted by school as useful measures to keep children in the school according to the parents and teachers poor economic condition of the families and lack of adequate facilities in the schools make children and families pull out from school. They said that poor families can't afford even for school dress and stationary. Being dependent in agriculture children are expected to help in farm work they added. As the children grow older, parents are tempted to send them off to urban areas for work. Children's involvement in economic activity or household chores becomes essential for family survival, thereby increasing the chances of dropout. Children whose parents are involved in daily wage earning work also impact the schooling. On one hand they can hardly participate in school activities and on the other they fail to prepare meals for children on time. This kind of situation frustrates the teachers as well. A teacher's experience illustrates this situation.

"At the beginning I thought that if the children bring copy and books, and the teacher teaches it would be fine, but when I began to encounter other things I sometimes even feel like quitting. For example, one day a child in the middle of a lesson stood up and said that he wanted to go home. When I asked why he said that he had not eaten anything that morning. I knew he would be missing the lesson yet I couldn't stop him and also wondered whether he even had food at home."

According to teachers, failure in the end-of-grade examination is another reason for dropout. Different suggestions given to address problem of access and retention by the stakeholders were: improved and safer infrastructure, additional teachers, more incentives to the poor and a positive learning environment

Key Learning Points

- Main obstacle to access and retention were found to be economic hardships and lack of adequate facilities at school. Future plans should make efforts to address these concerns, in particular concerns relating to school facilities.
- Proper use and impact of scholarships should be analysed by the school.
- The school should widen the scope of extra curricular activities

Objective 2 To provide relevant and quality primary education

Activity 1 Adopt child friendly teaching learning methodologies

Descriptive and Quantitative information

Teachers have adopted group work methods in the classrooms as child friendly measures. According to the teachers those who are shy or introvert are also placed in the activities and groups with more active ones. But not much is expected from her or him. They are given insignificant roles. When they begin to feel comfortable in participating and interacting then only they are assigned lead roles.

What do stakeholders think about performance regarding this activity?

Parents: information not collected

SMC: information not collected

Students: Students said that corporal punishment is almost non-existent in their school. They said that they like school because they get opportunity to learn and play.

Teachers: information not collected

Commentary

This activity was not consulted in detail but students find the school enjoyable.

Activity 2 Conduct extracurricular activities

Already covered under objective 1, activity 2.

Activity 3 Ensure provision of required curriculum and text books***Descriptive and Quantitative information***

The curriculum and course books approved by HMG is being implemented. HMGN rule ensures free distribution of text books to all those enrolled. In Basuki all the students who had passed and enrolled into new Grades got all the text books. According to the rule the parents are supposed to buy books for their children and on submission of the receipts the money would be reimbursed by the Government. When the school tried this system in previous years many students did not buy books and hence in 2060 the head teacher used his personal money to buy books so that all the children would get books before classes started. But since the Government does not reimburse money until after six months of submission of receipts the Head Teacher has to bear the financial burden.

The school also provides additional learning books such as Guras and Basic Environmental Science.

What do stakeholders think about performance regarding this activity?

Parents: Availability of textbooks was an issue raised by the parents. According to them the textbooks are usually not available with all the children.

SMC: information not collected

Students: information not collected

Teachers: Not all the students have text books during teaching because books are made available to those enrolled but many parents often send their children to the class without formally enrolling them for months. And in some other cases younger children are enrolled and obtain the books but eventually after sometime they disappear and show up next year by when most of them would have either lost or destroyed the books. These children would be registered as repeaters. According to the rule the repeaters don't get new books.

Commentary

If the school enrolls students even after formal enrolment period has passed it should ensure that all the students should have a complete set of text books. Since text books are provided free of cost this should not cause financial burden to the school and teachers as seen in the case of Basuki. But this issue is outside the direct influence of local schools and hence should be dealt by the Central Level Government.

Activity 4 Ensure provision of sufficient number of teachers***Descriptive and Quantitative information***

Minimum number of teachers required for primary Level (class 1-5) is 5. Currently there are three teachers on regular quota but they all are on temporary appointment. All three are intermediate pass which satisfies the Government's criteria which requires that primary level teachers should have a minimum of SLC degree. All

<p>the three teachers including the head teacher have temporary teaching licenses. SIP 2060 identified additional teachers as a need. Regarding additional teachers the school has submitted seven applications to date (non were submitted in 2060) requesting for a teacher.</p> <p>Education Regulation makes a provision of at least one post of primary level female teacher in a primary school. The school has requested a female teacher to be posted to the school. The answer from the DEO is to wait until there is a vacant post in the school when they can supply a female teacher for the vacant post. However the school has arranged two additional teachers (one male and one female) from financial contributions from a local hotel. Both the teachers are SLC pass.</p> <p>National STR 2001 stands at 39.9 and the school's STR (2060, Srawan) stands at 22.6 taking into consideration voluntary teachers.</p>
<p><i>What do stakeholders think about performance regarding this activity?</i></p> <p>Parents: information not collected SMC: information not collected Students: information not collected</p> <p>Teachers: Teachers feel there is a need for additional teachers on a regular quota.</p>
<p><i>Commentary</i></p> <p>At present Basuki school has 3 teachers on a regular government quota which is insufficient for five classes that are being run. Though the school has obtained the minimum teacher quota prescribed by the Education Regulation, the stakeholders feel that they need additional teachers. Although teachers' appointment is beyond school's direct influence the school has managed to arrange two voluntary teachers which should be considered an achievement. Schools should continue to pursue for additional and, in particular, female teachers according to the regular quota.</p>

<p>Activity 5 Ensure provision of training and technical support to the teachers</p>
<p><i>Descriptive and Quantitative information</i></p> <p>All the temporary teachers receive salary according to the financial code of HMGN but they are not entitled to the regular teacher training of MOES. However on school's initiation the following trainings were received by school teachers:</p> <ul style="list-style-type: none"> • 10 day training on pedagogical skills provided by DEO/RC to three regular teachers • 2 trainings on teaching English to the English teacher provided by Global Action (INGO). The second of these trainings was given by a British professor.
<p><i>What do stakeholders think about performance regarding this activity?</i></p> <p>Parents: information not collected SMC: information not collected Students: information not collected Teachers: Teachers think that training would help them a lot in teaching. They</p>

gathered this experience from the 10 day training on pedagogical skills provided by DEO/RC. Since they have not received sufficient training, teachers do not feel comfortable handling many lessons. The course load, inadequate academic support to the students, lack of a complete set of teacher guides, and inadequate technical support to the teachers were raised as the major difficulty. Teachers for example said that the Maths course is heavy and there is not enough time for practice. Similarly teaching English grammar has been a challenge due to inadequate weighting given to it in the textbook. When asked why they did not identify this training need in SIP, the teachers said, "*SMC members say that the teachers ask for training only so that they don't have to come to the class. They feel like teachers are trying to escape*". Training or orientation about the curriculum would be useful to understand the intent of the curriculum and the textbooks. For example according to the teachers the pictorial book (ref. to grade one textbook) tries to give multi concept from one picture. But since there are no captions on one hand and teachers are not given training on the other it has been difficult to deliver the multi concept as expected by the curriculum they said.

Commentary

The teachers of Basuki are inadequately trained. They are not eligible for basic training provided by NCED. Lack of training has frustrated teachers. In this sense technical support for teachers is necessary. Lack of confidence by teachers to some extent explains Basuki's student retention problem. Since the teachers are not trained in multi grade teaching and the classrooms are not big enough to add more furniture the problem seemed more pressing. With the construction of new blocks this problem will ease a bit. But the school should continue to explore links with outside agencies who provide such training. The RP's support could also be increased.

Activity 6 Ensure regular attendance of teachers and students

Descriptive and Quantitative information

According to the HMG regulations the minimum working days of a school in one academic session is 220 days. Compared to 2058 the school has made progress in increasing number of teaching days.

	2058	Target for 2059	2059	Target for 2060	2060
School days open	225	-	215	-	-
Classes run	157	220	190	220	-
average attendance of teachers	211	220	202	-	-
Students' average attendance	165	198	210	198	-

Source: SIP 2050 and SIP 2060

The schools are entitled to 60 days holidays, which include 40 days summer and winter holidays, 15 days during Dashain and Tihar and 5 local holidays. It was informed that the holidays are given as prescribed. Similarly a teacher of a

Community School has to take at least 24 periods class in a week. In Basuki as many as 36 periods are held in a week.

The HMGN rule states that the school should not admit any student in the middle of the academic session however the school does admit students months after the official admission time has completed. This is one reason why not all the students get text books. However in attempt to ensure education to all the children the school feels it is justifiable to prolong admission time.

What do stakeholders think about performance regarding this activity?

Parents: information not collected

SMC: The SMC is very pleased with the performance of the school in this area and said that except during holidays and leave all the teachers are regular.

Students: information not collected

Teachers: Since five teachers have to take all the classes from 1-5 there is a pressure for one teacher to teach more classes than required in the regulation.

Commentary

Teacher's performance regarding attendance was highly praised by the SMC. Although school's reason for admitting students even after the official time has lapsed is justifiable it should motivate parents to admit children on time so that all the students can get text books and can benefit from whole calendar year.

Activity 7 Facilitate in mother language where required

Descriptive and Quantitative information

The Education Act gives provision to teach primary students in their mother language if desired. As the student composition reflects almost all the students of Basuki belong to Tamang language group. None of the teachers are from a Tamang background or can speak fluent Tamang. Language difficulty is experienced mostly in grade one.

What do stakeholders think about performance regarding this activity?

Parents: Parents do not see language as a problem in this school.

SMC: information not collected

Students: information not collected

Teachers: According to the teachers most of them can understand and communicate with children in Tamang. One teacher is much better as he was very interested and bought a dictionary and also asked children to help him with vocabulary and meaning. According to the teacher if they survive grade one there is little chance that they would discontinue due to language. This can be verified from the students' own experience as well. The third, fourth and fifth graders who were consulted said that they find Nepali and the environmental education easiest subjects and English reading and

writing, and maths the most difficult ones. According to a teacher,
' language problem seemed minor as we could communicate in their language but we began to recognise that for teaching learning it was still not enough. Therefore we are realising the necessity of downward extension as well so the children would be prepared for grade 1'

Commentary

Due to the time constraints students of class 1 could not be talked to nor class 1 teaching could be observed. Mother language requires a tricky balance between parents' desire to mainstream their children and children's ability to learn from second language. Teachers have identified language problem in class 1 and they are considering pre class 1 classes. This should be given serious thought in future plans.

Overall Performance Analysis of Objective 2

SIP 2060 mentions the plan to coordinate with different organisations, agencies, NGOs to address school's existing problems (educational, economical and geographical and administrative) to give quality education to children. In this regard they have been carrying out many activities as described above.

Teachers' expectations in regard to quality education is to see their graduates excel academically in any other schools they go to. Teachers feel that curriculum is fine and feel that for the last two years they have been able to give a better education in terms of quality. Students expectations in regard to quality education is as teachers' i.e. to excel academically in any other schools they go to. But students find English reading, and writing and Maths very difficult. The parents' expectations from primary education is however different from the teachers'. Mothers expected to see their children capable of helping the household in economic terms i.e for economic sufficiency in future. The fathers expected that the children would learn Nepali, gain knowledge and be able to live easily in any part of Nepal. Both mothers and fathers however are not convinced that their expectation would be fulfilled with only fifth grade education. In order to get better jobs children should study beyond primary level they said. It is important to note that environmental education in primary level is an integrated subject which includes social studies as well. Till grade III the course is called "My surrounding" (English translation). But in grade four and five it is called "My environment" (English translation). The course also includes practical work. This is perhaps what mothers were referring to when they said that they like the way the school is persuading students to pursue for environmental cleanliness.

Although learning achievement, promotion and repetition are not the only measures of quality education they nevertheless give an indication of quality of education on offer.

Learning Achievement

The subject wise score of 2059 and 2060 shows that there is no huge difference between the learning achievement of girls and boys of Basuki. The achievement level in grade four is more at par than that of grade five. In grade four Maths boys are in a slightly better position than the girls. However in grade five it is reverse. (See annex VI).

Promotion

The grade promotion (pass) record of 2059 indicates that there is a significant disparity among boys and girls in total. (See annex VII). Girls are in favour. The grade wise analysis also shows that girls are ahead of boys except in grades 2 and 5. The analysis of pass rate against grade specific gender wise enrolment also shows girls in better position than that of boys. It is only in grade 1 that many girls failed. Among boys the pass rate is much lower than that of girls in all the grades except grade 5. The grade promotion (pass) record of 2060 also indicates a significant disparity among boys and girls in total. (See annex VIII). But as opposed to the previous year boys are in favour this year. The grade wise analysis also shows boys ahead of girls except in grades 2 and 4. In grade 5 none among the girls passed. Last year worst case was of grade one, where as this year it is of grade five among the girls. In 2060 all the girls failed in Grade 5.

Repetition

As compared with the enrolment data of the previous year in grade 1 and 2 the repetition of Basuki is lower than the national average. (See annex IX). Similarly repetition in grade four and five are zero which can be considered better than the national situation. But the available data does not reflect the failed ones who decided not to return. The situation of grade three of Basuki is discouraging because 71.4 per cent of the boys repeated the grade.

Key Learning Points

- Ensure technical support to the teachers to raise their confidence level
- Ensure that the text books are provided to all the students and used throughout the year
- Sufficient teaching, educational and sports materials should be arranged. Those materials that are free distribution should be immediately arranged to be brought to school.
- The school should continue to pursue for additional and in particular female teacher according to the regular quota.
- The language problem of class 1 should be addressed.
- The school should motivate parents to admit children on time so that all the students can get text books and can benefit from whole calendar year.

Objective 3	To ensure that the school's physical environment and infrastructure is safe, adequate, child and ecologically friendly
--------------------	---

Activity 1	Provide sufficient teaching aids, educational materials and sports materials
-------------------	---

Descriptive and Quantitative information

The Education Regulation requires provision of teaching materials like Blackboard, Map, Globe, and Mathematical instruments as per requirement. It also requires provisions of library with the availability of curriculum, textbooks and other reference books as well as provisions of playground and sports materials. Provision of library, laboratory and teaching materials are also required.

Plans and achievements of teaching aids and educational materials are as follows:

Plan for 2060	Achievement at the end of 2060
One library	A library has not been established as such but the school has collected some books from an INGO (GAN)
1 New lab	Not accomplished
Get curriculum	Not accomplished
Get teacher guides for all classes	Not accomplished Teacher Guide Books for physical education, English of Class 5; Social Studies, Nepali and physical education for class 4 and non of the Guide books for Class 1 and 2 are available with the school.
Get materials for Maths and Social Studies	Not accomplished
Get a globe, packet board and flash cards	Not accomplished
Prepare groundwork for the computer education	The objective to prepare ground work for computer education was stemmed from the generosity showed by a British HF Holiday Group. The agency is ready to provide a computer. At present school infrastructure is not conducive to computer education because it neither has room for computer class nor electricity in the building. But since there is electricity supply in the school area the school says it can easily get the electric connection in the new building that is being constructed.

The school has some story books and teaching materials such as wall charts, wooden letters. Now and then teachers also use tape recorder to enhance English listening skills and also to allow children to record and listen their own voices both for language learning and enjoyment purposes. But teachers are facing problems in buying new batteries for the tape recorder. They said that the batteries run out very quickly.

Regarding sports materials it has skipping rope and a ball.

What do stakeholders think about performance regarding this activity?

Parents: information not collected

SMC: SMC members told that the few sports good left are also worn out and are in need of immediate replacement. They added that the school has not been able to buy new ones.

Students: According to the students, they get story books to read and like them. However they are more inclined towards textbooks. They said that they find the textbooks more relevant because they have to take exams and the questions are asked from the textbooks books not the story books.

Teachers: Since teachers' Guide books are not available, adequate teachers do not

feel comfortable handling many lessons.
<p>Commentary</p> <p>Although children's inclination towards text books is good for learning achievement, the school should be aware that this is not hindering their creativity in other areas of learning. Since children's reason for liking text books is to pass the exam, the school should explore ways of running exams that does not only test on the text books. Financial support is required for educational and sports materials to ensure quality improvement thereby creating a child friendly and safer learning environment. In the case of Basuki, student incentives are also important to ensure retention, and for enhanced achievement of those who are in school.</p>

<p>Activity 2 Provide adequate physical facilities in a good state/quality</p>
<p><i>Descriptive and Quantitative information</i></p> <p>The Education Regulation requires provision of the following in the school:</p> <ul style="list-style-type: none"> • Classrooms: Normal height of classrooms must be 9 feet and safe from rain and heat Class wise per student area shall be less than 0.75 square meters in case of pre-primary and primary schools Classrooms shall be hygienically clean with good flow of air and light. Normally, minimum number of students in case of community schools shall be 50 in the valley • Provision of furniture according to the number of students in each classroom. • Provisions of safe drinking water according to the requirement. • Provisions of separate toilets for boys and girls • A spacious school compound in which all the students may stand and school premises to be surrounded by compound wall • Provisions of first aid to be made in the school. <p>Performance of the school against above criteria is as follows:</p> <p>Classrooms: There is one building with 3 classrooms for 5 grades. Grade 4 and 5 share one room. So do grade 3 and 4. The Government criterion sets maximum number of students in a classroom to be 50, which is complied by the school. However sharing of a classroom by students from two classes poses other problems in conducting teaching learning activities. There are no separate office or staff room. The roof needs rehabilitation to protect from rain and wind. The classrooms looked clean and had good flow of light and air.</p> <p>The SIP 2060 identified need to repair and rehabilitate old building but this has not been accomplished yet. Similarly a new school building was identified which is under construction.</p> <p>Furniture: Inadequate furniture is seen as a problem in Basuki. According to the teachers, student do fit in the available benches just for sitting and listening. But at the</p>

writing time they begin to quarrel as one's hand/elbow touches and disturbs the other they said. Nevertheless according to the teachers despite the constraints sitting arrangements are changed. Sometime benches are organized in circular form and sometimes face-to-face. Reorganizing the sitting arrangement has been very challenging because of lack of enough space they added. The Head teacher is also concerned about limited space, teachers and furniture. He said that all three are essential for quality education. The SIP planned to provide sufficient furniture to all the students. The plan and achievements of the school regarding furniture is as follows:

Plan for 2060	Achievement
The school has 2 tables and it planned to repair one of them and make one new table	Not achieved
The school has 5 chairs and it planned to repair 3 chairs and make 5 new ones.	Not achieved
The school has one cupboard which it planned to repair as well as to make a new one	Not achieved
The school has 10 sets of desks/benches and it planned to make 16 new sets.	A request has been made to the local Forest User Committee through the School Management Committee for the timber required for making new furniture. The committee has promised to give required timber if fund needed to make the furniture is raised. Some timber has already been given to the school.



A new block with the support from JICA through DEO is under construction. This will provide two extra rooms. The school plans to further divide these classrooms into four rooms.



State of a classroom in Basuki Primary School. Most of the classrooms are bare except furniture and a blackboard

Toilets: In addition to existing two toilets in the school the SIP had identified construction of two toilets in 2060. This objective has been met. A two-compartment toilet has been recently constructed with the support of NRS 60,000 from Richard Moroie through the Multi Purpose Community Development Service. The community gave contribution by providing unskilled labour such as digging and bringing timber from the forest under Forest User Committee's supervision. A local person was made the treasurer who also looked after lunch expenses for community labourers. Lunch

was provided by the school. There are separate toilets for girls and boys. All the students use the toilets.

Drinking water: There is water supply in the school but teachers said that it was not very safe to drink. Students have to go about 5 minutes far to get drinking water.

Rubbish Disposal: There is no rubbish disposal in the school.

Light/Electricity: The school does not have electricity. The old block is not well-suited for electric connection. The windows however provide sufficient sunlight.

Playground and compound wall:

The school has a playground which it planned to extend but has not been able to extend it yet. The SIP had planned to make a fence around the school to make the school more safe but the plan is still in the pipeline.



Lack of a compound wall in school means it is open to all kinds of visitors

Moreover the existing block does not comply with earthquake safety but the one which is being constructed does.

The land the school is built on is not owned by the school. Therefore initiatives have been taken by the school to obtain legal ownership of this land. Regarding this all the local people of the catchment area have given a written agreement to let the school own the public land the school is built on. This agreement has been submitted to the VDC. The school team has also been to the land office a few times to pursue the matter further. However no recent follow up has been done on this.

What do stakeholders think about performance regarding this activity?

Parents: Mothers raised furniture problem. According to them student who reach late do not get to sit in bench and this situation discourages them to go school. However the students did not agree with their mothers. Some mothers who happened to be observing the consultation with children responded to the furniture related query but students argued with them and said that they have not encounter such problem. They also find the present block unsafe.

SMC: information not collected

Students: The children do not see inadequate classroom as a problem. According to the students the grade four and five students who are housed in one room are taught the same books. Since they get to learn the same lessons for two years they have better chances of getting through the fifth grad final examination they said.

Teachers: Teachers said that due to inadequate classrooms teachers are forced to run multi grade teaching which is not effective. For the head teacher inadequate space and furniture also prevent the school from bringing more

children.
<p>Commentary</p> <p>The issue of land ownership needs to be followed up. The existing block which the stakeholders found unsafe requires immediate rehabilitation. The school has made a good provision of toilet facility. Rubbish disposal facility needs to be installed. The classrooms do not have a very stimulating environment. Except the classroom which is also used as an office room they lack display of any pictorial or other materials. There is an army camp about 200 metres away from the school. The camp was established about eight months ago. Since school is in a remote area there could be concerns from security point of view.</p>

Overall Performance Analysis of Objective 3

Minimum requirements on infrastructure for establishment of a school as mentioned by the Education Regulation have not been met. The stakeholders also feel that physical facilities at the school are insufficient. Insufficient efforts have been made to keep classrooms stimulating and attractive. But efforts have been made by the school to improve physical infrastructure with various government and non-government organisations and from people's participation and contribution. Community participation/contribution and individuals donation were found the major source to fulfil required physical infrastructure need.

Key Learning points

- Issue of land ownership needs to be followed up
- A rubbish disposal facility should be arranged in the school
- Since the Forest User Committee has agreed to give timber the school should explore matching fund to make use of this offer.
- Efforts should be made to make classrooms attractive and stimulating

Objective 4 To ensure that the school operates in a socially inclusive way irrespective of gender, caste, religion, ethnicity and disability

Activity 1 Ensure inclusive composition of teachers, students and SMC

Descriptive and Quantitative information


All the students of the school are from the Tamang ethnic group. Of the four teachers two are Brahmin, one is Chhetri and one is from the Newar ethnic group.

What do stakeholders think about performance regarding this activity?

Parents: Parents said that since the children have no one to observe, imitate, and interact with other than their own community, i.e. Tamang they have limited learning opportunity to learn from other languages and cultures. Particularly exposure to culture of education and Nepali language was felt lacking by both the groups. Both of these factors were considered highly

<p>essential for students of Basuki many of whom are first generation schooler.</p> <p>SMC: information not collected Students: information not collected Teachers: Teachers supported parents' views regarding difficulty of homogeneous community.</p>
<p>Commentary</p> <p>Homogenous community has been seen as a drawback in the context of Basuki. Nevertheless a teacher from Tamang Community could be useful especially for younger children. The school could set up schemes such as pen-friends with schools of other castes and languages to address stakeholders' concerns about not being able to interact with people from other communities.</p>

<p>Activity 2 Provide for children with disability</p>
<p>Descriptive and Quantitative information</p> <p>The school does not know if there are any children with disability in the catchment area.</p>
<p>What do stakeholders think about performance regarding this activity?</p> <p>Parents: information not collected SMC: information not collected Students: information not collected Teachers: The teachers are not aware of the problem in the catchment area</p>
<p>Commentary</p> <p>While conducting survey of children in the catchment area the school should try and find if there is anyone with disability and if found encourage them to come to school.</p>

<p>Activity 3 Provide a discrimination-free atmosphere in relation to caste/ethnicity, gender, disability, religion</p>
<p>Descriptive and Quantitative information</p> <p>The school has tried to promote girls' participation in different activities such as quiz by requiring every group should have one female member.</p> <p><i>Girls and boys mingling together during Social Audit Consultations</i></p>

<p>What do stakeholders think about performance regarding this activity?</p>

Parents: information not collected
SMC: information not collected
Students: information not collected
Teachers: The teachers said that no cases of discrimination on the basis of caste/ethnicity, gender or religion are found in the school.

Commentary

This section was not consulted in details. However specific activities to promote gender equity could be promoted.

Overall Performance Analysis of Objective 4:

Detailed discussions were not conducted on issue of inclusiveness in the school but overt cases of discriminations were not found. Stakeholders find the school's Tamang only population as a hindrance to their children's growth.

Key Learning Points

- School should explore ways of addressing parents' concerns regarding homogeneity of the school

Objective 5 To ensure efficient management of the school

Activity 1 Ensure an effective and active SMC

Descriptive and Quantitative information

The SMC of Basuki was formed through consensus. It was formed in Chatira 23 2059 according to 7th amendment. 30 people attended the SMC formation meeting including parents, teachers, Resource Person and ex ward Chairperson. In total there were eight women present. The committee was formed as per the Education Act. It has a total of nine members including one female member. The composition of the panel is given in Annex X.



The Education Act (Seventh Amendment) primarily expects the SMC to generate and mobilize resources, do the planning and management, supervise and monitor the school activities, and facilitate the administrative work.

SMC members taking part in Social Audit Consultations

The SMC has been meeting meets once in every two months since its formation. Besides that it has also met few other times when needed such as during toilet and building construction. They also meet as and when necessary. The SMC members

were actively supervising the construction of the new building during the field visit.
<p><i>What do stakeholders think about SMC's performance regarding this activity?</i></p> <p>Parents: information not collected SMC: not applicable Students: not applicable Teachers: information not collected</p> <p><i>Commentary</i></p> <p>Since the SMC is newly formed they are not aware of all the school activities but they are making efforts to learn about their roles and responsibilities.</p>

Activity 2 Conduct regular teacher meetings
<p><i>Descriptive and Quantitative information</i></p> <p>According to the regulations one of the functions of the head teacher is to hold staff meeting at least once a month, have discussion on the school related subjects and to maintain record of such meeting and discussions. In Basuki every month a staff meeting is held but this is informal and no minutes are taken.</p> <p><i>What do stakeholders think about school's performance regarding this activity?</i></p> <p>Parents: not applicable Students: not applicable SMC: information not collected Teachers: information not collected</p> <p><i>Commentary</i></p> <p>Staff meetings could be made more systematic and minutes could be taken.</p>

Activity 3 Keep efficient records on all school related matters
<p><i>Descriptive and Quantitative information</i></p> <p>Regarding records the following are kept in a cupboard in the office cum classroom.</p> <ul style="list-style-type: none"> • SMC file with minutes and decisions taken • Students enrolment record book with information on date of birth and parents • Students attendance book • Teachers attendance book • Financial record book (explained in detail in Finance Section) • Scholarship information file <p><i>What do stakeholders think about school's performance regarding this activity?</i></p> <p>Parents: not applicable SMC: information not collected Students: not applicable Teachers: information not collected</p>

<i>Commentary</i>
This activity was not discussed in detail.
Activity 4 Prepare SIP and oversee its implementation
<i>Descriptive and Quantitative information</i>
<p>The school has prepared a SIP for 2060. Two teachers including the HT have taken 5 day SIP preparation training twice. SIP was prepared with the involvement of only two teachers (including HT) and SMC chairperson. However the teachers were involved in collecting information for this. The school has a separate operational annual plan. However there is no reporting system on the implementation of either of the plans.</p>
<i>What do stakeholders think about school's performance regarding this activity?</i>
<p>Parents: Parents don't know about SIP.</p> <p>SMC: The SMC members except CP are not aware of this. SMC CP admitted that the SIP could not be implemented well.</p> <p>Students: information not collected</p> <p>Teachers: Teachers said that the prescribed format tied them to a large extent. Therefore the school has another operational annual plan. According to the teachers the SIP was prepared more as an administrative requirement than as an actual plan for improvement. The SIP for 2060 was prepared in Srawan of 2060, four months after the academic year started. The school did not get much support during its preparation. Teachers were more concerned about meeting the deadlines set by the DEO so could not have extensive consultation. Since the school did not receive any feedback on the first SIP the school did not know what a good SIP should contain. The SIP was also prepared on the basis of what could attract more funds from the DEO and hence not based on needs and ground reality. Consultation was only done with older members of the community in order to gather historical information about school. The female teacher was unaware of SIP. HT admitted that the SIP could not be implemented well.</p>
<i>Commentary</i>
<p>The SIP was not found to be very well thought out plan and in future the SIP should be prepared with more analysis, relevant strategies and genuine needs. The recommendations from Social Audit should also be incorporated into the plan.</p>

Overall Performance Analysis of Objective 5

The school has a SMC which is starting to take interest in school functioning. The school has basic managerial procedures in place. Most of the stakeholders were not involved in preparing SIP.

Key Learning Points

- Need based SIP should be made with consultations with the stakeholders

- SIP and annual plan should be one and the same
- Emphasis should be given to implementing the SIP and not only preparing one

Objective 6 To encourage and promote community's links with the school

Activity 1 Encourage parents and community members to come to school through informal and systematic channels
--

<i>Descriptive and Quantitative information</i>
--

Most parents come to school when the administration deliberately invites them. In 2060 the parents came to school on four specific occasions - Results day, book distribution day and after six months of commencement of the academic year when they were called for discussion with the school. The school is aspiring to be a community handed over school.

<i>What do stakeholders think about performance regarding this activity?</i>

Parents: Mothers said that they visit to admit or readmit their children, to pick up the report/result, and to participate in occasions like Social Audit consultations. The mothers said that sometimes nearby residents go and see whether their children are playing/fighting or studying well. The parents also do not feel that each and everyone should regularly visit the school. For example fathers said

"those who live close to school are around so there is always someone from among the parents to look after".

They also said that they visit school when there is a problem and/or in leisure time. Most of them come from economically difficult condition and usually in villages they have to be heavily involved in maintain the farm and the livestock. This allows them very little time to come to school.

The fathers also added, *"if we are educated or literate then we would know what our children are learning and could also oversee their study".*

SMC: information not collected

Students: information not collected

Teachers: The teachers expect parents to visit or at least be present when invited. Teachers claimed parents hardly come to school except during admission and results. They said that if the children fail in the final examination or do not get desired results parents are upset and come to school to complain and sometimes pull them out. Teachers said that although some parents are more interested in participating in meetings with the school to discuss different aspects some community members are not very keen and they disrupt the meetings. Head teacher suggested workshops for raising awareness would be beneficial for ownership feeling among parents.

<i>Commentary</i>

Links between community and schools is positive but it needs to be improved in

particular if the school intends to be a community hand over school.
--

Activity 2 Mobilise local resources and raise community contributions
--

<p><i>Descriptive and Quantitative information</i></p> <p>The school's regular income does not fulfil all the identified needs. Hence SIP focuses on the need to mobilise local resources to address school's existing problems as a priority. In this regard a local contribution has been gathered in different activities. Major contributions have been on the following:</p> <ul style="list-style-type: none"> • In toilet construction the community gave contribution by providing unskilled labour such as digging and bringing timber from the forest under Forest User Committee's supervision. A local person was made the treasurer who also looked after lunch expenses for community labourers. Approximately NRS 66000 was given by Multi Purpose Community Development Service. • Timber was provided by the local forest user committee for toilet construction and building construction. Timber has also been promised to make new furniture if the school raises money to construct them. Some timber regarding this has already come. • In new building construction in addition to NRS 160,000 provided by the DEO/JICA 30% local contribution needs to be raised. This amounts to NRS 48,000. So far local contribution equivalent to NRS 1200 has been raised. This was calculated by converting unskilled labour such as digging into monetary terms. The SMC and teachers are trying to explore links to raise this fund. <p>Besides this the SMC members ask for support from individual foreigners who pass by. But the school has not been able to secure permanent solution regarding financial mobilisation.</p>
--

<p><i>What do stakeholders think about performance regarding this activity?</i></p> <p>Parents: Mothers said that sometimes foreigners come and distribute clothes and chocolates to the children.</p> <p>SMC: information not collected</p> <p>Students: information not collected</p> <p>Teachers: information not collected</p>

<p><i>Commentary</i></p> <p>Despite having financial constraints, local resources have been mobilised. The immediate need is to raise 30% contribution for construction of the new building.</p>

Activity 3 Ensure an effective and active PTA
--

<p><i>Descriptive and Quantitative information</i></p> <p>According to the regulations there shall be a Teacher-Guardians Association</p>
--

consisting of all teachers of a community school and guardians as its members. The Basuki school does not have a PTA.
<p><i>What do stakeholders think about performance regarding this activity?</i></p> <p>Parents: information not collected SMC: information not collected Students: information not collected Teachers: information not collected</p> <p><i>Commentary</i></p> <p>This section was not discussed in details.</p>

Overall Performance Analysis of Objective 6

Community and school have been working together in lot of aspects but there are still room for improvements. The school does not feel that it has optimum level of community participation.

Key Learning points

- Head teacher's suggestion on workshops for raising awareness among parents could be looked into
- Immediate need is to raise 30% contribution for construction of the new building

Objective 7 To provide other appropriate educational services

Activity 1 Upgrade the service to lower secondary grade

Descriptive and Quantitative information

The Basuki community strongly feels the need of upgrading the facility up to lower secondary grade (grade 8) and this has been identified as a priority in the SIP 2060. The justification is that since there is no lower secondary school in an accessible distance students tend to discontinue after the completion of grade five. A secondary school with lower secondary classes is one hour away from the village. One has to walk through the forest which is not safe for children said the parents, teachers, SMC members and the head teacher. One must have a company to commute to walk through this route. Therefore the continuation to upper level also very much depends on the availability of a reliable company or peer. This situation has affected girls more. Finance is another factor that has contributed to this situation. The higher level schools charge more on one hand and the distance from home requires additional money for tiffin on the other. So far discussions have been held on the need to upgrade the service to lower secondary grade.

What do stakeholders think about school's performance regarding this activity?

Parents: A father gave his own example "two children who have completed primary level from this school are at home. Their education is of no use in daily

household work nor can I afford to send them down the hill to secondary school because school charges more and I have to provide extra money for tiffin. It is also dangerous for little children to walk alone. My daughter who was good in study hardly completed grade 7. After that she couldn't continue because the boys who also went to the same school didn't accompany her. They would either walk faster or act on their own" Mothers also said that upgrading to lower secondary would ease such students who had to go for study in next village, Dhungen (one hour walk from the village)

SMC: SMC feels the need to upgrade to lower secondary.

Students: information not collected

Teachers: Teachers are not happy to see their products hang around with grade-five degree which they think does not pay back much in life. They think that their graduates should be able to continue their studies. They said "*since there is a grim chance of these children continuing their study it feels like we are here only to provide them education just up to grade five.*"

Commentary

Since upgrading to lower secondary is a priority set by SIP and all the stakeholders this objective should be followed up and necessary actions should be taken.

Overall Performance Analysis of Objective 7

Other educational services have not been provided yet but the school is considering provision of pre primary classes to address language problems as well as upgrading service to lower secondary grades. The stakeholders feel the need to upgrade service to lower secondary. Information on other educational services were not collected.

Key Learning points

- Follow up necessary actions to upgrade service to lower secondary

7 Compliance

According to the regulations responsibility to oversee compliance is with the District Education Office, and in particular Resource Person and school supervisors. Due to time constraints a detailed discussion could not be held with the RP to analyse school's compliance. The RP however have said that there is no fundamental violation of any of the regulation although some of the aspects such as in relation to infrastructure and other provisions are lacking. Following checklist has been formulated to analyse the school's compliance with relevant statutory or voluntary standards. The comments are on the basis of discussions held on some aspects with the stakeholders and RP, but it should be noted that detailed status of compliance was not studied and following checklist only gives superficial status. For the details of each of the checklist HMG Acts and Regulations should be consulted.

Description	Compliance	Remarks
Provisions related to infrastructure (Rule 4,6)	Partial; not discussed in detail	Infrastructure is neither sufficient nor in a good state. For details see objective 3 in section 6
Provisions related to medium of education, curriculum and text books (Act 7, Rule 6, 31,35, 37)	Fully	Due to late admissions not all have full text books. For details see objective 2 activity 3
SMC formation (Act 12, Rule 23,24,29)	Fully	A nine member SMC is in existence for one year. See objective 5, activity 1 for details
Provisions and functions regarding SMC (Act 12 a, Rules 25,27)	Partially	SMC is new and still learning about its roles and responsibilities. See objective 5, activity 1 for details
PTA formation (Rule 30)	Not formed	
Provisions regarding exams (Rule 39)	Fully	The schools conducts its own exams
Provisions related to extra activities (Rules 6, 76)	Partially	Only limited extra curricular activities are conducted. See objective 1, activity 1 for details
Provisions regarding number of students (Rule 77)	Fully	Number of students in each classroom is less than 50 and students per teacher is 22.6. See objective 3, activity 2 for details
Provisions regarding admissions (Rule 78, 84)	Partially	Due to practical consideration students are admitted even after formal admission time has lapsed. See objective 2, activity 5 for details
Provisions regarding students' promotion (Rule 82, 83)	Fully	
Provisions related to academic session and working days (Rule 84)	Fully	School is regular See objective 2, activity 5
Provisions related to closure of schools (Rule 85)	Information not collected	Information not collected

Provisions related to teachers' qualifications (Act 16f; Rule 6)	Fully	The teachers have either SLC or IA qualification
Provision of female teacher (Rule 91)	Partially	A female teacher has been employed from local contribution but she is not in regular quota. See objective 2, activity 4 for details
Provision relating Headteacher and teachers (Rules 92, 95)	not discussed in details	SMC is happy with the school's performance
Provision Relating to Temporary Appointment (Rule 97)	not discussed	not discussed
Provisions relating to salary and allowances for teachers (Rules 6, 100- R 105)	not discussed	not discussed
Provisions related to leave for the teachers (Rules 106- R 111)	not discussed	SMC is happy with the teachers' attendance
Provisions related to codes of conduct for teachers (Rule 133)	not discussed	not discussed
Provisions related to codes of conduct for students (Rule 134)	not discussed	not discussed
Rules regarding fees of students (A 16d)	Fully	Students are not charged any fee but willing parents give donation during admission
Provisions relating to scholarship	Partially	Instead of 2 students as instructed by the HMG scholarships are split into five students. See objective 1, activity 1 for details
Provisions relating to School Emblem, Naming, national anthem, flag, students uniform (Rules 153- 157)	Fully	
Provisions regarding protection of school property (Rules 158, 160-163)	not discussed	not discussed
Provisions regarding academic statistics (Rule 6)	not discussed	not discussed
Provisions related to annual details (Rule 6)	not discussed	not discussed

8 Environmental Impact

The school is in a peaceful area and is conscious of the surrounding environment. There is no overt negative impact of the school on the environment. Moreover there is no industrial installations in the locality that would affect the school environment. There is a separate subject on Environment as part of the curriculum which raises awareness, skills and attitude on environmental issues. This gives plenty of opportunities for students to engage in environmental activities. In 2060 students were involved in following specific activities:

- Cleaning campaign of school compound was done twice
- About 200 saplings were planted in surrounding area by all the students. To increase feeling of ownership pieces of paper with students' names were attached to the saplings. However all the saplings have died.

Commentary

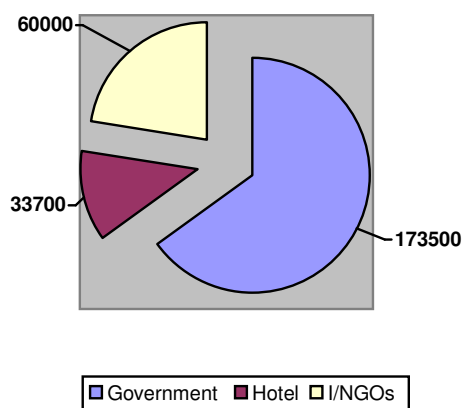
The school does not have an environmental policy but it has been proactive in doing environmental activities. However it should also give more attention in making measures such as plantation sustainable.

9. Finance

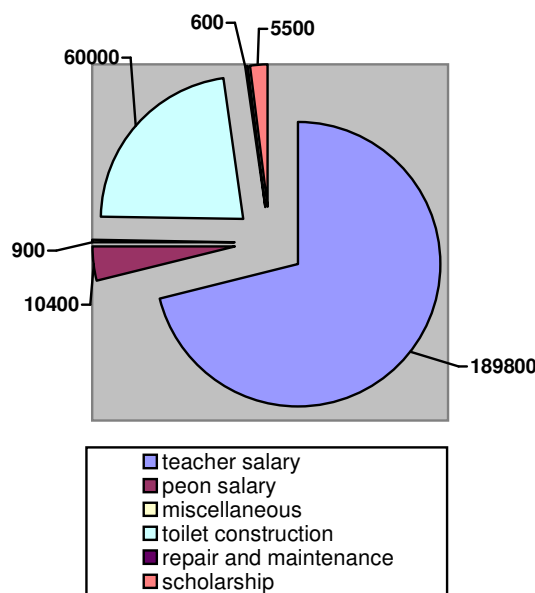
Status of income and expenditure

Income and expenditure for the financial year 2060/2061(ongoing) is given below:

Income 2060/61(ongoing)



Expenditure 2060/61



The financial record of Basuki shows that the only regular source is the Government Grant although a large sum of money has also been raised through other means. One local resort has supported the school for two volunteer teachers and scholarships in 2060 B.S. It also got financial support from MPDS. However, according to the teachers and SMC members the money received from the private source is not fixed. It depends on the earning of the hotel which has been providing this additional grant. Details of income and expenditure are given in Annex XI.

Financial Compliance

Detailed information was not held on any of the financial compliance with all the key stakeholders. Below is given basic information provided by the school. However the

report itself will be a medium to disseminate financial information to all the stakeholders and hence promote transparency.

- According to Rule 6 timely information of income and expenditure, academic achievements and programs for next academic session of the school shall be given to the guardians having called their annual meeting. Basuki has been providing information of income and expenditure to the guardians on Parents day. It also presented financial information regarding toilet construction fifteen days after the completion of the toilet. However an extensive discussion was not held on this topic.
- Rule 6 also prescribe that books of incomes and expenditures shall be kept according to Rule 170 (details of rule 170 is given in Annex XII). It also instructs that record of evidences of investment made by the school shall be kept. The school maintains income account book, expenditure account book, fees registration book are kept. Instead of monthly in come and expenditure account yearly record is kept. However books of incomes and expenditures were also not looked at in details. The present available record does not mention the amount obtained from private sources. Basuki began receiving donations from the hotel from the beginning of this financial year. The accounts at the end of the fiscal year will show private donations. The SIP, which is a public document, mentions the income from the Government and expenditure incurred. However money from the hotel was given in a parents gathering. Hence the community should be aware of income earned. Money is also collected during admission time from parents as donation worth NRS 40 which was also not shown in the SIP. Regarding scholarships the school has record of distribution to only two students as per the Government rule but the money was actually distributed to five students. Hence the reality does not match with the official record.
- As prescribed by the rule 168, according to the headmaster he prepares budget estimates which is then approved by the Management Committee. The budget is prepared on quarterly basis which is then sent to the DEO.
- As prescribed in the rule 168, according to the school fund of school is spent according to the decision of the Management Committee.
- According to rule 168, school fund shall be operated with joint signatures of Headmaster and chairman of the Management Committee or any member designated by him and the responsibility for keeping accounts of the school fund shall lie on the Headmaster and the person working as accountant. The amount of school fund may be deposited to any nearby bank having opened an account for operating the school conveniently. Basuki school has an account in the Nepal Bank Ltd which is jointly operated by the headteacher and a teacher. By the same rule all expenses of the school shall be borne from the amount collected in the school fund. In case of Basuki School large sum of money is deposited in the bank but small donations raised locally are not deposited in the bank. Some donors such as hotelier and MPDS have directly spent the money instead of depositing it in the bank.

10. Main Issues, Conclusions and Recommendations

Summary of main issues and Recommendations

Overall the stakeholders were happy with the performance of the school. During local dissemination of the draft social report the stakeholders raised following areas needed improvements:

- need to upgrade school service to lower secondary
- lack of compound wall in the school
- lack of ownership of the school land
- lack of sports materials
- lack of teacher training

They also suggested that if possible future plans should look into improving economic hardships of the community. Besides above issues other issues as already identified in previous sections are reiterated below along with recommendations.

- Lack of adequate facilities at school was identified as an obstacle to quality education and hence future plans should make efforts to address these needs, in particular to make classrooms more stimulating.
- Impact of scholarship as a retention measure is unknown. Proper use and impact of scholarships should be analysed to make them more effective.
- Students' inclination towards textbooks and exams may hinder their creativity. The school should find ways of motivating children in doing creative activities not just to pass exams. Scope of extracurricular activities could be widened.
- Although school's reason for admitting students even after the official time has lapsed is justifiable it should motivate parents to admit children on time so that all the students can get text books.
- There is a lack of sufficient teaching aids and materials. Those materials that are free distribution should be immediately arranged to be brought to school and efforts should be made to look for other resources as well.
- The school should continue to pursue for additional and in particular, female teacher according to the regular quota.
- Problem of class one students' difficulty in Nepali language should be addressed.
- School should explore ways of addressing parents' concerns regarding homogeneity of the school
- A rubbish disposal facility should be arranged in the school.
- SIP is prepared only to meet bureaucratic requirements and to attract money rather than to improve the school. This has prompted school to make another operational annual plan. Future SIP should be need based and for improvement of the school. It should be planned after consultations with all the stakeholders. The recommendations from Social Audit should be incorporated into this plan. SIP and annual plan should be one and the same. Emphasis should be given to implementing the SIP and not only preparing one
- Links between community and schools needs to be improved in particular if the schools intends to be a community hand over school. The immediate need is to raise 30% contribution for construction of the new building.

Conclusion

Overall Basuki Primary School is making efforts to provide quality education to the children of its catchment area. However the school faces a lot of constraints in terms of resources both human and physical. Its links with community forestry group, local hotel and INGOs have paid off in terms of access to trainings and financial resources and these efforts need to be continued.

The school plans to give continuity to those successful activities conducted as directed by national objectives and as shown by social Audit. It will also take into consideration other issues identified by social audit and make efforts to address them. The school feels that although social audit has involved deep scrutiny into their internal processes it has been very useful to make all the activities of the school very transparent and to evaluate to what extent the school has been successful in meeting its goals and objectives. It has also helped to identify actual issues/problems as well as to find resources to solve these. It hence feels Social Audit exercise should be given continuity, an opinion reiterated by SMC and parents participating during local dissemination. As the activities of the school are made public through social audit process, accountability and transparency will be increased.

11. Problems and Weaknesses of the Social Audit Process

Basuki was the first school where the pilot was conducted. Due to this some of the concepts and methodologies were not clear. Questionnaires used were also found wanting and a number of methodological lessons were learned in the course of preparing the Basuki social report. In particular following issues were seen as major problems:

- The school was not very clear what Social Audit was and what they were getting into. Teachers feel that organisers should have clearly explained to the stakeholders details of the pilot. Lack of understanding meant that the some of the stakeholders took Social Audit as a mechanism to propose what the school needs to the organisers.
- Information collection was not very extensive. Methods of information collection were limited to focus group discussions. Due to time constraints other more innovative techniques on participatory rural appraisals (PRA) and questionnaires could not be prepared. Discussions with students were not divided on the lines of sex, nor were they made child friendly. Issues on gender were also not articulated well into the discussions.
- Although a small group of students were invited for discussions many more joined in making it difficult to have systematic dialogues.
- Basic foundation of Social Audit in particular establishing clear objectives and activities framework was not established and this caused confusions both while collecting information as well as writing the report. Much information were found wanting in terms of analysing performance of the school. This caused confusions on scope of the Social Audit. This also means that the present Social Report on Basuki school is not complete and the next cycle of Social Audit should fill in these gaps.

- Quantitative data provided by the school were inconsistent and this required more effort and time to find out the real scenario.
- Aspects of compliance could not be fully discussed due to a lack of developed set of checklists.
- The school feels that scrutiny into school's internal processes has revealed that some of the actions that the school is conducting as practical adjustments are not necessarily as prescribed by the HMG. The school is conducting dual reporting on some aspects such as scholarship fund and admission timing. It was not clear how these aspects should be reported in social report.
- Some of the problems encountered by the school are beyond their sphere of influence and hence it is difficult to be accountable to provide those services.
- Due to lack of a clear understanding among stakeholders and lack of full attendance of the stakeholders actual problems may not have been identified.

However the process itself was found to be self illuminating and useful. The school plans to use the findings from Social Audit to improve their school activities. The school has already realised the importance of improving its future SIP which can be considered a concrete outcome from the process of Social Audit.

12. Future Plans

Dissemination and Dialogue

The draft social report was disseminated to the local stakeholders through local facilitator, who held a group discussion to not only verify if their comments were fairly reflected but also to see views and facts of different parties. It is hoped that this will lead to greater transparency of the school's activities. Due to national strike and household work many participants could not come. Altogether 17 people took part in the sharing (5 parents, 5 SMC members, 4 teachers and 3 students from class 4 and 5). Of the total participants two were female (one SMC member and one student). Since many of the stakeholders were illiterate the local facilitator verbally read the report to the group and held discussions. The report was also circulated to the teachers, literate SMC members and the Resource Person for any written comments. All the comments have been integrated into the final Social Report.

The findings and experience of the social audit pilot will be disseminated at national level with the objective of preparing a relevant model for Nepal.

Follow-up Action

The school plans to use the Social Report to inform future planning at the school, in particular School Improvement Plan. Hence further discussions on issues which have arisen will be conducted during preparation of next SIP, when solutions and recommendations could be discussed. The school plans to act on the issues identified by the Social Audit in the future. In this way Social Audit will be part of a broader school improvement planning process.

The Next Social Audit Cycle

The Basuki social audit is part of a pilot project being facilitated by the Department of Education (DOE) with the technical support from the European Commission Education Co-ordination Office (ECOCO). Subject to the assessment and evaluation of the pilot, it is likely that social auditing will become a regular part of the planning, monitoring and evaluation process of Basuki school. The concept and practice of social accounting and audit is new and only being tested. Whether and how it becomes embedded depends on the assessment and evaluation of the pilot project.

However the school has found social audit exercise to be very useful and plans to conduct it next year even if it is not given any technical support. The school suggests that this exercise should be given continuity at the national level and it should not be limited to paper work.

Annex 1

Consulted stakeholders

Venue: Basuki Primary School, Lakuri Bhanjyang-9, Lalitpur

Mothers

SN	Name	Village/Tole	SN	Name	Village/Tole
1	Sundari Gole	Sahu Tole	11	Sushila Lama	Purano Gaun
2	Sancha Maya Tamang	Bhoj Danda	12	Kanchi Maya Lama	Bhimsen Danda
3	Maili Tamang	Tama Tole	13	Chini Maya Lama	Bhimsen Danda
4	Thuli Maya Tamang	Bhimsen Dada	14	Ramri Maya Lama	Purano Gaun
5	Phulmaya Waiba	Halana Chour	15	Lalmaya Lama	Purano Gaun
6	Manamaya Tamang	Halana Chour	16	Thulimaya Lama	Purano Gaun
7	Maya Tamang	Halana Chour	17	Maili Tamang	Bhimsen Danda
8	Asha Maya	Bhoj Danda	18	Dhan K. Lama	Purano Gaun
9	Sainli Lama	Purano Gaun	19	Thulimaya Tamang	Bhimsen Danda
10	Sunita Moktan	Purano Gaun	20	Indramaya	Purano Gaun

Fathers

SN	Name	Village/Tole	SN	Name	Village/Tole
1	Kalu Lama	Purano Gaun	6	Dil Bahadur Tamang	Purano Gaun
2	Bir Bahadur Tamang		7	Rajan Lama	Purano Gaun
3	Jetha Lama	Purano Gaun	8	Damber Bahadur Lama	Purano Gaun
4	Shyam Lama	Purano Gaun	9	Ram bahadur Tamang	Bhoj danda
5	Palsen Lama	Purano Gaun	10	Indra Lama	Purano Gaun

Teachers

SN	Head Teacher	SN	Teachers	SN	Female teacher
1	Shiva Hari Dahal	1	Rajan Chand	1	Nani Maya Bista
		2	Bimal Raj Poudel		
		3	Dhan Bahadur Sreshtha		

School Management Committee

1. Ram Bahadur Lama (SMC Chairperson)
2. Dil Bahadur Tamang
3. Palsang Lama

Students Both girls and boys from class 3-5

Annex II

Guidelines for focus group discussions

Goal: To achieve equitable quality primary education					
Educational objective: To increase internal efficiency			Social Objective: To provide relevant/quality education in a child friendly environment		
Indicators	Tools/source	Respondents	Indicators	Tools/source	Respondents
Student teacher ratio	School record		Satisfaction		Teacher
Trained teachers	"		Teacher	GD	Students
Female teachers	"		Students	"	Parents
Learning achievement of grade 4 & 5 in core subjects	"		Parents	"	
GER & NER	" & Census data if available of the cluster		Text book and curriculum	"	Teachers, Students, Parents, HT, SMC
Drop out rate	School record		Motivation		
Cycle completion of primary level	"		Choice of parents	"	Parents
Teacher attendance	"		Choice of students	"	Students
			Choice of teachers	"	Teacher
			Involvement of key stakeholders in school activities	"	Teachers, Students, Parents, HT, SMC
			Learning environment		
			Quality of classrooms (light, furniture, ventilation etc)	Observation, GD	Teachers, Students, Parents, HT, SMC
			Learning materials (text books, teaching aids, play materials etc)	Observation, GD	Teachers, Students, Parents, HT, SMC
			Child friendly environment (including application of	Observation, GD	Teachers, Students, Parents, HT, SMC

Goal: To achieve equitable quality primary education					
Educational objective: To increase internal efficiency			Social Objective: To provide relevant/quality education in a child friendly environment		
Indicators	Tools/source	Respondents	Indicators	Tools/source	Respondents
			training)		
			Socially disadvantaged (gender/disabled/ethnicity/caste) friendly environment	GD	Teachers, Students, Parents, HT, SMC
			Separate toilet for girls	GD, observation	Students, parents, teachers
			Involvement in Extra curricular activities (involvement of gender/disabled/ethnicity/caste)	GD	Teachers, Students, Parents, HT, SMC
			Teaching/learning in local language	GD	Students, Parents
			Management		
			Formation & composition of SMC and PTA	GD	Teachers, Parents, HT, SMC
			Minutes of meetings of above	Register review, GD	Teachers, Parents, HT, SMC
			General parents assembly	GD	Teachers, Parents, HT, SMC
			Baseline survey and statistics		
			Disclosure of financial information and comments	GD, consultation	School Admin, parents
			Students with a complete set of text books	GD, quick inventory	Students, Teachers
			Proper distribution and use of scholarships	School record, GD	HT, SMC, Parents
			Information management	Record review, GD	HT, SMC
			SIP preparation and implementation	GD	HT, SMC, Parents, teachers

Guideline for GD with parents, head teacher, teachers, students and SMC. These are all open ended questions.

SIP identified objectives

- a. Discourage drop out
- b. Create a positive learning environment
- c. Greater community involvement

Parents

1. What made you send your children to this school? (Ref. motivation)
2. Do you send all of your children to school?
3. How often do you visit your children's school? On what occasions do you usually visit? What do you do in your visits? Do you provided any suggestions to the teachers?
4. What do you expect from your children's school?
5. Do you think that your children's school can fulfill your expectations? If yes how? If no why not?
6. What do you think about what your children learn at school? (Ref. curriculum, textbooks, etc.)
7. What else besides studying in the classroom that your children do at school? (Ref. extra curricular activities)
8. Do you know how do the teachers teach your children in the classroom?
9. What kinds of facilities are there in your children's school (Ref. physical facilities-toilets, water, play things, etc.)?
10. What languages other than Nepali do your children and teachers use in classroom (if the mother tongue is not Nepali)? What do you feel about using your language in the classroom?
11. What is needed in terms of school physical facility and teacher qualities (may need to explain what these mean) in order to fulfill your expectations?
12. Could you tell us how do your children usually spend time in the classroom? (e. g. listening to the teacher, chatting with class mates, doing work with peers, asking question to the teacher, etc.)
13. What you do gain by sending your children to school at present and in the future?
14. What supports do children get from school?
15. What do you lose by sending your children to school at present and in the future? Why do you think children drop out from school?
16. How are your girls treated at school? What do they say about going to school?
17. Do you have PTA? If not why not? What is your plan in this respect? If yes, how was it formed? What has been the benefit? How has PTA been helpful in school development/improvement?
18. What do you know about SIP of your children's school? Were you involved in preparing SIP? If yes how? Who set objectives in SIP? What do you think of those objectives?
19. Do you know where the money for school expenses comes fro and how and where is the money spent?
20. Is there any suggestion that you can propose to achieve relevant/quality education in this school?

Teacher

1. What made you work in this school? What do you expect from this job? What have you achieved? What have you not achieved yet? Do you expect to achieve what has not been achieved yet?

2. Were you involved in preparing SIP? If yes how? Has it been implemented? What were implemented and what were not? Who set objectives in SIP? What do you think of those objectives? Should anything else be included in them?
3. What do you expect from the primary school children?
4. Have you been able to fulfill these expectations? Is yes how? If no why not?
5. What do you think about what your children learn at school? (Ref. curriculum, textbooks, etc.)
6. How can you as teachers ensure access equity (providing access and incentives particularly to educationally disadvantaged children and girls and bring them at par with non disadvantaged children) and quality (making the teaching learning applicable and relevant to students' lives) primary education?
7. Who among your students (Ref. in terms of gender, caste, ethnicity, age, etc.) participate most in classroom activities and in extra curricular activities? Why? How do you encourage others who are not that active?
8. What languages other than Nepali do you and children use in classroom (if the mother tongue is not Nepali)? What do you feel about using local language or mother tongue in the classroom?
9. What constraints do you face in terms of teaching learning in your school?
10. How do you use skills that you learnt in the training?
11. What else do you do in your school besides classroom teaching? How do you involve community in school improvement and development?
12. What teaching/learning materials (other than textbooks, teacher's guide, curriculum) are there in your school? If yes, when and how do you and children use these materials?
13. What is the status of physical facilities in your school? (Ref. physical facilities-toilets, water, play things, etc.)?
14. Is there any suggestion that you can propose to create a good learning environment in order to achieve relevant and quality primary education in your school?

Head teacher

1. What made you select teaching job? What motivated you to take the HT position? What is your experience of SIP preparation exercise? Who were involved in SIP preparation training?
2. Who were involved and in what capacity? Who set objectives in SIP? What do you think of those objectives? Should anything else be included in them?
3. (*This question need to asked only after reviewing the SIP*) There are slots for social aspects and professional aspects in the SIP which are left blank. Why is that? What was expected in these slots?
4. How did you decide or identify indicators for SIP?
5. Has SIP been implemented? What were implemented and what were not?
6. What do you expect from the primary school children?
7. Have you been able to fulfill these expectations? Is yes how? If no why not?
8. Have the children of disadvantaged groups from this cluster been able to access primary education? If yes what are the measures to ensure this? What are the measures that you and your school family applied?
9. How have the students' support programs (Ref. scholarship, uniforms, etc.) helped increase access and internal efficiency (reduced drop out, reduced repetition, enhanced retention)?

10. What do you think about what your children learn at school? (Ref. curriculum, textbooks, etc.)
11. What teaching/learning materials (other than textbooks, teacher's guide, and curriculum) are there in your school? If yes, when and how do you and children use these materials?
12. What is the status of physical facilities in your school? (Ref. physical facilities-toilets, water, play things, etc.)?
13. What do you expect from this job? (Ref. satisfaction), What have you achieved? What have you not achieved yet? Do you expect to achieve what has not been achieved yet?
14. Do you have PTA? If not why not? What is your plan in this respect? If yes, how was it formed? What has been the benefit? How has PTA been helpful in school development/improvement?
15. How was SMC formed and who represent it?
16. How has SMC been helpful in school operation and in teaching learning improvement?
17. In what occasions do parents usually come?
18. Who ensures that the students are getting equitable educational experiences in your school?
19. How do you make sure that your teachers create a non-discriminatory teaching learning environment in the classroom?

SMC

1. Have the children of disadvantaged groups from this school catchment been able to access primary education?
If yes what are the measures to ensure this?
What are the measures that you applied?
2. Who were involved and in what capacity? Who set objectives in SIP? What do you think of those objectives? Should anything else be included in them?
3. *(This question need to asked only after reviewing the SIP)* There are slots for social aspects and professional aspects in the SIP which are left blank. Why is that? What was expected in these slots?
4. How did you decide or identify indicators for SIP?
5. Has SIP been implemented? What were implemented and what were not?
6. What do you think about the quality of teachers in your school? How do they teach? Are you satisfied with their teaching? Are they adequately qualified? In your opinion and experience what would they have done differently?
7. What other qualities do you think are required for a teacher besides his/her educational qualifications?
8. Do you think that trainings have helped them to make their teaching more effective? If yes, in what ways? If not, what are problems have you seen in the existing teacher training programs?
9. What do you think the teacher training should include in order to make teachers more effective and efficient?
10. Do you have PTA? If not why not? What is your plan in this respect? If yes, how was it formed? What has been the benefit? How has PTA been helpful in school development/improvement?
11. How was SMC formed?

12. How have you been helpful in school operation and in teaching learning improvement? (ref to reducing drop out, reducing repetition, increasing retention)
13. How have parents/guardians been helpful in school operation and in teaching learning improvement?
14. Who ensures that the students are getting equitable educational experiences in your school?
15. How do you make sure that your teachers create a non-discriminatory teaching learning environment in the classroom?
16. How have you contributed in primary school improvement/development (both in physical infrastructure and teaching learning quality)?
17. What is your experience of SIP preparation exercise? Who were involved and in what capacity?
18. How did you decide or identify indicators for SIP?
19. Has SIP been implemented? What were implemented and what were not?

Students

1. What do you expect from your school?
2. How do you usually spend your day at school? How do you spend your class time What do you like to do in school besides classroom learning? (To be asked separately to the girls and boys)
3. Do you think that your school can fulfill your expectations? If yes how? If no why not?
4. Would you tell about the programs (if you have any) that your school organizes (including extra curricular activities)? to satisfy your expectations?
5. Who participates in such activities?
6. What languages other than Nepali do you and your teachers use in classroom (if the mother tongue is not Nepali)? What do you feel about using your language or language other than Nepali in the classroom?
7. What do you think about what you learn at school? (Ref. curriculum, textbooks, etc.)
8. What is needed in your school (in terms of physical facilities such as bench-desk, light, book rack, reference books, etc.; teacher qualities such as maximum time given to teaching, paying attention to better and weaker students proportionately, considering the needs of girls and Dalit children, etc.) in order to fulfill your expectations?

Forms used to collect quantitative information

Admission						
Girls				Boys		
Grade	2059	2060	inc/dec by no.	Grade	2059	2060
1	18	17	1	1	18	17
2	11	7	4	2	11	7
3	11	9	2	3	11	9
4	5	14	-9	4	5	14
5	4	4	0	5	4	4
Total	49	51	-2	Total	49	51

Pass						Fail					
Girls			Boys			Girls			Boys		

Grade	Dropout (Basuki) 2002-003 (2059)			Dropout (National) (MOES, 2001)		
	Girls	Boys	Total	Girls	Boys	Total
1				14.3	13.5	13.9
2				3.9	4.7	4.3
3				3.5	4.4	3.95
4				2.3	6.4	4.35
5				9.7	9.3	9.5
Total				33.7	38.3	36

Grade	Repetition (National) (MOES, 2001)			Repetition (Basuki) , 2002-003 (2059)		
	Girls	Boys	Total	Girls	Boys	Total
1	38.3	39.1	38.7	6	5	11
2	17	16.7	16.85	1	7	8
3	12.3	12.3	12.3	0	5	5
4	12.9	12.5	12.7	0	0	0
5	9.1	9	9.05	0	0	0
Total	89.6	89.6	89.6	7	17	24

Annex III

List of students who got scholarships from the Government at the end of 2059

	Name	Sex	Caste
class 1	Sancha lal Tamang	Male	Tamang
class 1	Nirmala Lama	Female	Tamang
class 2	Ramesh Tamang	Male	Tamang
class 3	Kamal Tamang	Male	Tamang
class 4	Bimali Tamang	Female	Tamang

Annex IV

List of total students enrolled in 2059 and 2060

	2059 (taken from SIP)*			2060 (taken from end of the year students register)*		
	Total	Girls	Boys	Total	Girls	Boys
Total students enrolled	109	48	61	113	51	62
Class 1	32	17	15	33	17	16
Class 2	32	11	21	17	7	10
class 3	18	11	7	27	9	18
Class 4	12	5	7	28	14	14
class 5	15	4	11	8	4	4
6 to 10 age group	66	36	30	-	-	-

* SIP shows total of 105 but school register book shows a total of 109.

** this information is not compatible with SIP because students were enrolled long time after the official enrollment period ended. The SIP in table 3 (a) page 5 shows total of 68 students studying in Basuki in 2060. The table 4 (a) in page 5 shows total of 98 students studying in Basuki. The table here i.e. Annex II (b) shows total sum of students shown in both these tables as well as those enrolled after SIP was prepared in Srawan as found from the end of the year register book.

Annex V

Drop out rate

	2059 (2002/03)			National (2001) %		
Grade	Girls	Boys	Total	Girls	Boys	Total
1	0	0	0	14.3	13.5	13.9
2	0	0	0	3.9	4.7	4.3
3	0	0	0	3.5	4.4	3.95
4	0	0	0	2.3	6.4	4.35
5	0	0	0	9.7	9.3	9.5
Total	0	0	0	33.7	38.3	36

Annex VI

Academic achievement of the students of grades 4 & 5 by caste/ethnic group, 2059 and 2060 (Subject wise score level)

	2060		2059		2060		2059	
	Class 4				Class 5			
	Girls	Boy	Girl	Boy	Girls	Boy	Girl	Boy
English								
High	55%	38%	39%	38%	37%	42%	44%	44%
Low	33%	36%	34%	35%	33%	35%	33%	33%
Average	40.09%	36.66%	36%	37%	35.25%	39%	41.33%	38.44%
Maths								
High	62%	36%	47%	52%	36%	40%	57%	44%
Low	36%	34%	34%	35%	25%	38%	36%	35%
Average	45%	35%	37%	40.25%	30%	38.75%	43%	39%
Science								
High	53%	36%	42%	40%	35%	42%	62%	53%
Low	34%	34%	35%	34%	25%	34%	33%	33%
Average	40.72%	35.33%	38%	37.75%	32.25%	37.25%	50%	40.77%
Nepali								
High	62%	39%	36%	37%	40%	50%	54%	45%
Low	34%	33%	33%	36%	33%	36%	33%	33%
Average	41.63%	36.66%	34.2%	36.5%	36%	41.25%	41.66%	38.66%

Annex VII

Enrolment, Pass, fail (2059)

	Enrolment		Pass		Fail	
Grade	Girls	Boys	Girls	Boys	Girls	Boys
1	17	15	5	4	12	11
2	11	21	10	12	2	8
3	11	7	11	2	0	5
4	5	7	5	4	0	3
5	4	11	3	9	1	2
Total	48	61	34	31	15	29
6 to 10 age group	36	30				

Annex VIII

Enrolment, pass and fail (2060)

	Enrolment		Pass		Fail	
Grade	Girls	Boys	Girls	Boys	Girls	Boys
1	17	16	8	10	8	7
2	7	10	6	8	1	2
3	9	18	4	15	5	3
4	14	14	10	6	4	8
5	4	4	0	3	4	1
Total	51	62	28	42	22	21

Annex IX

Comparison of Repetition rate with National Average

	Repetition (National) (MOES, 2001) in %		Repetition (Basuki) , 2002-003 (2059) in % based on previous year's enrolment	
Grade	Girls	Boys	Girls	Boys
1	38.3	39.1	35.2	33.3
2	17	16.7	8.3	35
3	12.3	12.3	0	71.4
4	12.9	12.5	0	0
5	9.1	9	0	0

Annex X

List of SMC

1. Ram Bahadur Lama (CP)
2. Bhakta Bahadur Lama- member
3. Maili Tamang- member
4. Ward Chairperson-ex officio member
5. Rajan Chand - member
6. Patsang Lama- member
7. Purna Bhadur Tamang- member
8. Dil Bahadur Lama-member
9. Head teacher - General Secretary

Annex XI

Details of income and expenditure (2060/61) (ongoing)

Income 2060/61

S.No	Description	Amount (NRS)
	Government	1,73, 500
1	Teacher salary	1,61, 100
2	Administrative	11000
3	Miscellaneous	900
4	Scholarship	500
	Others	93,700
1	NGO (MPDS)	60,000
2	Hotel (Adventure Camps)	33,700
	Total	2,67,200

Expenditure 2060/61

S.No.	Description	Amount (NRS)
1	Teachers Salary	1,89,800
1.1	Teacher salary (government)	1,61, 100
1.2	Volunteer teachers' salary (hotel Adventure Camps)	28,700
2	Administrative	11,900
2.1	Peon Salary	10,400
2.2	Repair and maintenance	600
2.3	Miscellaneous	900
3	Scholarship	5500
3.1	Scholarship (government)	500
3.2	Scholarship (local hotel)	5000
4	Construction	
4.1	Toilet construction	60,000
	Total	2,67,200

Annex XII

Rule 170,

- (1) All types of school shall maintain accounts of income and expenditure according to the format as provided in Schedule-23.
- (2) Duty of maintaining accounts of income and expenditure including bills, receipts and other necessary documents shall be of the authority authorized to make expense from the fund of the school.
- (3) It shall be the responsibility of the Headmaster to maintain or cause to maintain documents having them authenticated pursuant to sub-rule (2).
- (4) While maintaining account of income and expenditure according to sub section (1), details description of purchase and sale of goods and cash

- property, liability of school etc. shall be clearly stated so that the real condition of the functioning of the school may be known.
- (5) It shall be the responsibility of the Headmaster to maintain or cause to maintain school's assets such as cash, goods and other property safe from being haphazardly expended, lost or wasted and to keep account or records of such things.
 - (6) The headmaster shall send the report of income and expenditure of the school to District Education Office within the prescribed time either monthly or three monthly

Schedule 23

	name of ledger	Prescribed form no
1.	School budget sheet	form no 1
2.	income account book	form no 2
3.	Expenditure account book	form no 3
4.	Cash book	form no 4
5.	bank book	form no 5
6.	Advance account book	from no 6
7.	Stock book	form no 7
8.	Monthly income and expenditure account	form no 8
9.	Fees registration book	form no 9
10.	Balance sheet	form no 10