

TECHNICAL ASSISTANCE COMPLETION REPORT

Division: SASS

TA 3865-NEP: Capacity Building for Teacher Education			Amount Approved: \$500,000	
			Revised Amount: n/a	
Executing Agency: Ministry of Education & Sports		Source of Funding: JSF	Amount Undisbursed: \$23,357.57	Amount Utilized: \$476,642.43
Date of Report			TA Completion Date Original: 28 Feb 2003	Actual: 31 Oct 2003
Approval 17 May 2002	Signing 02 Aug 2002	Fielding of Consultants 02 Dec 2002	Account Closing Original: 28 Feb 2003	Actual: Expected in April 2004 ¹
Purpose and Output <p>The purpose of the Technical Assistance (TA) was to improve the knowledge and pedagogical skills of primary school teachers by building capacity of the teacher training institutions, particularly the National Center for Education Development (NCED), for (i) planning, managing, and delivering training to enable it to effectively take on the additional responsibility for delivery of training; (ii) developing curriculum and materials for teacher and management training; and (iii) incorporating gender and cultural sensitization elements in the training curriculum. The TA complemented the capacity building component provided by the Technical Education Project (TEP) to strengthen teacher training institutions. The expected outputs from the TA were: (i) a comprehensive teacher training policy; (ii) a staff development plan for training personnel; (iii) a training master plan for delivery of training through the Primary Teacher Training Center (PTTCs), higher secondary schools, and faculties of education; (iv) mechanisms for effective coordination between training providers and planning and administrative agencies; and (v) curriculum and materials development for management training. The sustainability of the TA inputs was ensured through incorporation of the activities into the regular activities of NCED and the PTTCs, and through skills development of the staff of these institutions.</p>				
Evaluation of Inputs <p>Cambridge Education Consultants was fielded in mid-December 2002 and completed services on 31 October 2003.</p> <p><u>Teacher Training</u> - The methods employed by the TA Teacher Training Team included the formation of working teams, adoption of a systematic working procedure and individual assistance to NCED specialists of the teacher training unit. The working teams adopted a systematic procedure in developing training of trainers (TOT), trainers' guide (TG) which included: (i) design and development workshop; (ii) assignment of the writing of selected sections of the TOT, TG etc. to a group of specialist writers; (iii) presentation of sub-group write-ups in a plenary session; (iv) editing of the whole document by a specialist donor; and (v) validation of the newly developed training materials.</p> <p><u>Management Training</u> - The management training sub-team planned and executed with NCED rapid need assessment (RNA) programmes in four different districts outside Kathmandu, and with the different client groups, using assessment tools that had been agreed in advance. The information provided by this exercise was used in the review and revision of the management training of educational personnel that followed. The management training section of NCED received support in four ways: (i) instant advice on issues shared in the discussion during the meeting; (ii) facilitation of some of the training sessions; (iii) observation of the training sessions and feedback; (iv) participation in the TNA seminar and preparation of the TNA reports and trainings.</p> <p><u>Training of Trainers</u> - The consulting firm helped NCED to develop different TOT packages and run the training by: (i) discussing the framework to be developed and materials to be written; (ii) giving short orientation to the writers, and providing them with relevant materials and references; (iii) advising them how to edit the drafts; (iv) co-planning different TOTs to be implemented; (v) facilitating the review and revision of some TOT packages; (vi) visiting training centers together with NCED staff whenever possible, for monitoring purposes; and (vii) writing reports together.</p> <p><u>Training Policy</u> - A thorough literature review was done, that included minutes of Training Implementation Committee (TIC) Meetings, Education Acts and Bylaws, policy papers, Ministry of Education and Sports (MOES) policy papers, Local Governance Act, reports on teacher education and training. These activities did not involve the NCED directly though the outcomes of the review were made available.</p> <p><u>Multi-grade Teaching (MGT)</u> Discussion sessions were held after completion of each phase of work. Necessary revisions were made on the work done by developing a consensus.</p> <p><u>Gender and Cultural Sensitization</u> - The approaches undertaken for the support and facilitation of the work of NCED staff and developing training programs were a combination of discussions and consultations with the Executive Director, Director and other staff.</p> <p><u>Distance Education</u> - The consulting team visited a resource center (RC) to be familiar with the activities carried out by the RCs. The vital need for the second phase of the in-service programme to teach subject content became apparent. Experts were drawn from different subject areas to form a team of Self Learning Materials (SLM) writers. The writers were given four days orientation training on development of SLMs in different subjects. The workshop helped to develop common understanding and approaches in instructional design and materials development. The writers were assigned to develop SLM for the second phase of the in-service program according to certain criteria and format. NCED staff were generally satisfied with the inputs provided. Performance of ADB and the Executing Agency was satisfactory.</p>				

¹ Consultant has not yet submitted the final statement of eligible expenditures. Therefore, account is not yet closed.

Evaluation of Outputs

An impressive range of training materials and technical papers has been developed which includes a training curriculum, TOT manual, TG, resource material for trainees (TRM), and a set of relevant and effective training material, visual as well as audio. As part of the fourth component, a gender and culture sensitization training program materials were prepared for primary teachers, local level officials and trainers. A staff development implementation plan was prepared by the TA team together with the NCED staff. However, regular and frequent interaction and consultation with training consultants provided a significant learning opportunity for the staff of training unit in the design of training materials and in planning and conducting TOT programs. More structured training of all NCED staff is still needed. It is also important that materials produced under the TA will be used on a continuing basis by NCED staff and all stakeholders involved in education development. NCED staff were generally satisfied with the outputs of the TA.

Overall Assessment and Rating

The TA has been successfully implemented. The consultants produced outputs in a satisfactory and timely manner. However, though the consulting team made effort to work in close consultation with their counterparts at NCED, more focus on capacity building of counterpart staff and their continuous involvement in the process of preparing plans and materials would have increased sustainability of the outputs. The overall assessment is successful.

Major Lessons Learned

Teacher Training – This evaluation of training exercise focuses more on the product (training materials) than the process (methodology). NCED should also focus on process evaluation by using not just the questionnaires but also a range of other tools.

Management Training – NCED should be concerned about the development of the training materials than their usefulness in the organizations for which they are intended. It can be expected that commitment to improving the materials will eventually extend to concern with changed management practices.

Training of Trainers – As NCED staff developed the new TOT materials themselves, it is expected that they will be put into practice, where possible, the more participative approach to training that is enshrined in the materials.

Training Policy – The present policy paper covers the major issues and gaps to be addressed at primary and secondary level suggesting formulation of new rules, by-rules, organizational structure and training strategies.

Multi-grade teaching – The importance of differentiating the current system of two-class teaching from the real MGT has been well accepted by the NCED staff as well as Department of Education (DOE) trainers and experts. The recommendations made by the team to undertake a small scale study in real MGT schools and using the newly developed MGT materials has been generally welcomed.

Gender and Cultural Sensitization – The methodologies adopted in the whole training package can be characterized as accommodative, positive and non-discriminatory. If these approaches are adopted by NCED then they will represent their commitment to improved practices.

Distance Education – It is premature to judge the early draft of the self-learning materials that must be considered in the light of the overall distance education strategy.

Integration between management training and teacher training – To ensure success of the whole program of Teacher Education Project (TEP), there has to be meaningful integration of all the management training programs with teacher training programs. Concepts and values need to be consistent over both strands of professional development.

Recommendations and Follow-Up Actions

NCED Management Capacity - The climate for training within NCED remains undeveloped. Rooms and furniture are inadequate for high level professional discourse. While the consulting firm brought these deficiencies in professional training practices to the attention of NCED, the consultants and master trainers who return from overseas professional training, will have to ensure that NCED becomes a model of good practice in all things related to training.

The exact responsibility of NCED staff has to be more clearly defined. There should be a clear delineation of tasks within the organization. With such a large and evolving network of institutions involved in teacher training it is essential that there are systems available for management to monitor progress of changes and to evaluate the changes with a view to corrective action and for future decision-making purposes.

Teacher Training – It is suggested that NCED could produce a manual on multigrade and multiclass methodologies and practical applications to support and supplement the training courses already developed (pre-service, in-service and condensed packages).

Management Training – The following were observed: (i) lack of focus on quality in management training; (ii) policy decisions on the purposes of training wherein all officers have to be trained within a reasonable time of their appointment; (iii) logistics of large scale training since the present time scales for training are inadequate for enhancing the performance of the education system; (iv) length of training courses should be shorter; and (v) limitation of the existing training facilities at NCED.