

A report of three day leadership workshop

In

Saraswati Secondary School Badalgaun Kavre

As known, Association Ek Pahila started to work with the Saraswati Secondary School two years ago and it supported with science lab materials, library resources, furniture and classroom management. Also, it supported 8 shelters to community people after the earthquake in 25 April 2015. This work of EK Pahila sets social value of the organization very high in the community. The main thing is love and encouragement from Mr. Madhav Shrestha is motivating factor for the principal. Association Ek Pahila people wanted to see more changes in quality of education of the school, which is taking place, but there are some managerial difficulties and also some confusion to form the management committee. School principal is working to set all issues regarding the management and to push up the academic activities and support to the teachers. Facilitator from Rato Bangala Foundation involved in facilitating leadership workshop. Saraswati school having 312 students (in 2016/17) and 14 teachers are working to grow those students. Schools have enough classrooms and other facilities, even they need to set a long term goal and to develop the proper physical structure. Basically, the playground is not enough, even they have no space to gather all students during the assembly time.

The details of the workshop are as follows;

Objectives of the workshop:

- To create an environment for teamwork among the teacher staff
- To clarify the role of each stakeholder in school
- Help to develop a School Improvement Plan (SIP) for the year 2074 (2017/18)

Methodology:

All teachers (*listed in Annexure*), school management committee members, parent teacher association committee members participated in the workshop. Some classes on good exposure for participants, review of the existing situation of the school, create an opportunity to know each other, SWOT analysis of school and SIP process activities were in priority during the workshop. It is a participatory workshop where everyone had an opportunity to learn and act. Participants visit community and interview with parents and community members. They have firsthand knowledge of community and everyone has better understanding among the team member.

Activities completed during the workshop:

Following activities were completed during the three day workshop

Welcome by school principal:

School principal spoke in the beginning and he did welcome to all participants and he explained about the importance of the three day workshop also. He emphasized on quality of education. Also, he shared about his schools' successes and possibilities.

Enlightening word by director EK Pahila:

Mr. Shrestha explained his experiences about education in Nepal and also, he explained about the support that he is contributing to Saraswati secondary schools from 2015. In his word, he feels Saraswati School as his own house and he thinks about this schools' progress each and every time. At this time he realized the importance of proper planning in schools and he decided to conduct this workshop based on School Improvement Plan – SIP. So, he hired trainers from Rato Bangala Foundation and organized this workshop.

Introduction of participants:

Meta cards were distributed to each participant, and then everyone wrote name, existing duty/position/role, best performance in the year 2073 and a target for the year 2074 BS in the card. It was interesting to share one another's card and to explain about neighboring friend. Participants have an opportunity to open their experiences and ideas to learn and grow own self. Finally, participants have a list of ideas to grow themselves in the year 2074 BS. Open sharing among the friend/team became helpful to know each other and also accept friends with their reality.

A presentation on well performing community school:

A presentation was made on well performing school in Dailekh district. Rato Bangala Foundation worked with all community schools in Dailekh district and RBF had run an integrated project with more than 500 community schools in Dailekh. It had conducted a comparative study based on time. This school had improved its management, teaching and learning, creative and interesting environment for students and also welcoming environment for parents and visitors. All changes in school were completed in a sustainable way and also initiated by the school stakeholders. The attractive classrooms, engaged teachers and enthusiastic students were proven result of their hard work. A comparative study of that school was discussed among the participants and finally each participant had committed to making a single contribution in the Saraswati school. A list of most important and applicable activities was prepared or a month for

22 participants.

Situation analysis of school (Strength, Weakness, Opportunity and Threats):

A very important activity SWOT analysis was conducted after every ones' excitement with the better performing school's presentation. This idea was new for all participants and they had never been analyzed their school before. All participants enjoyed in group works. All participants worked in four different groups. Teachers having long experience in that school, had shared about the history of the school. Then all groups worked on topics; – Strengths, Weaknesses, Opportunities and Threats. They listed out several points in each topic. Each group presented their work. Sharing about schools' strength and opportunity was very exciting and participants were encouraged with those possibilities. Similarly, sharing about weakness and threats helped them to develop the further plan/ideas clearly.

Presentation on Rato Bangala School (RBS) slides:

A presentation was made on Rato Bangala Schools' classroom and teaching learning process. Classroom management, resourcing the classroom, furniture set up in the classroom, managing teaching and learning material in the classroom and hands on skill activities for the children were discussed. It also became an inspiring session for participants that they realized they do not need more expensive materials to perform best classroom teaching and learning. The simple, attractive and meaningful RBS classes were a good exposure for them. They came to conclude that teachers can make a difference in the classroom and they can perform better with simple materials.

Review of Five year School Improvement Plan (SIP):

Participants were divided into different 7 groups and each group has a section of an existing 5 year SIP. They were asked to read the given section and review its status. Any participants were unknown about the SIP process of development, resourcing and implementation. Head teacher and two more teachers had an idea about SIP. So the review showed that the implementation of SIP was very poor. Other teachers and committee members were not involved or they were not taking initiation of implementing. After making a presentation by each group, every one realized the importance of collaborative work to developing SIP for each year. It was great lesson for head teacher that participatory way of SIP making increases the percentage of performance and involvement of each and every stakeholder.

Watching a documentary on community schools:

A documentary on “**School without wall**” was played for half an hour. It had covered a project

work and by a grade, meeting with parents and community people, community walks by teachers and students, group work of students in a nature area. Also, a simple classroom was used and local materials were highly collected and used during the teaching and learning process. Different community people were playing a role as a guest teacher or resource person. They were teaching in an effective way. Those lessons were very effective and practical for teachers also. Participants learned to improve their school with the ideas explored in that video. Finally, participants were asked to compare their situation with the situation in the video. Participants had concluded that their situation in the school is very rich, but they are performing poorly. Watching this video, many of them were committed to work in a planned way and to perform better in the future.

Community visit:

As the school is a common institution of the community, each school should maintain good relationship with the local community. During new admission, different celebrations and result distributions, community people should be invited. Community people should know about the school and they should support to the school. But these things are not happening and the relationship between school and community is not good and they are blaming to each other. Since, participants were sent to community and to survey community peoples' verdict about the school and the quality of education. Two people went to a house and they conducted interview with the house owner. They had very positive response from people. As the form is there, community people have little information about the school and they are happy to support the school as it needed. Information collected in the forms was very useful to develop a school improvement plan. Community survey became a very impressive activity for all participants.

Preparing a copy of SIP for the year 2074 BS:

Finally, participants worked out on the school improvement plan for the year 2074 BS. They discussed about the regular activities, school needs and available resources. They listed all needs and activities and then grouped in different areas like academic and physical facilities. They put the priority to each activity. Five different groups worked in different areas and then they presented their group work. Presentation gave the SIP final form. Finally, every one impressed with the SIP because it was very practical and easy to meet the target.

Results of the workshop:

Following are the main results of the workshop;

1. Head teacher has more ideas about the team work and involving all stakeholders in school activities.

2. School team discussed openly, shared their ideas and concerns and now they are open in their team. A teamwork environment is developed and trustworthy environment is among the friends. All teachers are motivated and enthusiastic to involve in perform school calendar except their daily teaching and learning process.
3. Teachers, school management committee and parent teacher association members are informed or they know about the process of SIP development and the importance of SIP.
4. Saraswati School has set a goal for the future five years and it is easier to guide the plan each year.
5. A copy of SIP is prepared for the year 2074. Each teacher and committee member are responsible to perform at least one event in the plan.
6. Also teacher and committee members have developed an immediate action plan for the three months and it will help to upgrade the school/classroom facilities and also school system.

Recommendations to Association EK Pahila:

1. Saraswati School is already known as the lead school in the district as well as in the other districts. This school has started several best practices and teachers are active and motivated. Also, there are many possibilities to improve the school. Teachers are young and energetic and also they are enthusiastic to work harder and better. School has enough land and a big school premises. It is needed to maintain properly because the sloppy land is difficult to organize different programs. Resource allocation is easy because of unity of community and political parties. But politicization being started in school and it may be obstacle to perform the school calendar. Follow up and counseling by the Association EK Pahila may work to motivate the teachers and to unite whole community for the betterment of school.
2. School principal is dedicated and he has access to different resources. He can make difference and he can improve the school properly. But he needs follow up and connectivity of EK Pahila for the right direction of the school in future.
3. Follow project interventions, ring their mobiles and ask them to implement the SIP activities properly.
4. Inbuilt relationship with school principal and motivate him to implement the planned activities for the year 2074.

Reported by

Min Bahadur Shahi - Rato Bangala Foundation

Annexure

#	Name	Position
1	Ramesh Kaji Koju	Head teacher
2	Ashok KC	Teacher
3	Lalita Badal	Parent Teacher Association - PTA
4	Nanimaiya Badal	Teacher
5	Mukunda Prasad Badal	Teacher
6	Reshma Lama	Teacher
7	Prahlad Giri	Teacher
8	Sita Karki	PTA member
9	Sangita Timilsena	PTA member
10	Babita Badal	SMC member
11	Sushila Badal	„
12	Mathura Adhikari	Teacher
13	Saraswati Sharma	Teacher
14	Nirmala Timilsena	Teacher
15	Rupesh Nepal	Teacher
16	Sadhuram Badal	SMC member
17	Ramesh Prasad Badal	Teacher
18	Navaraj Badal	Teacher
19	Jitendra Prasad Badal	Teacher
20	Manoher Shrestha	Teacher
21	Krishna Prasad Sharma	SMC member
22	Rukmini Sigdel	Teacher
23	Kumar Prasad Dahal	PTA member