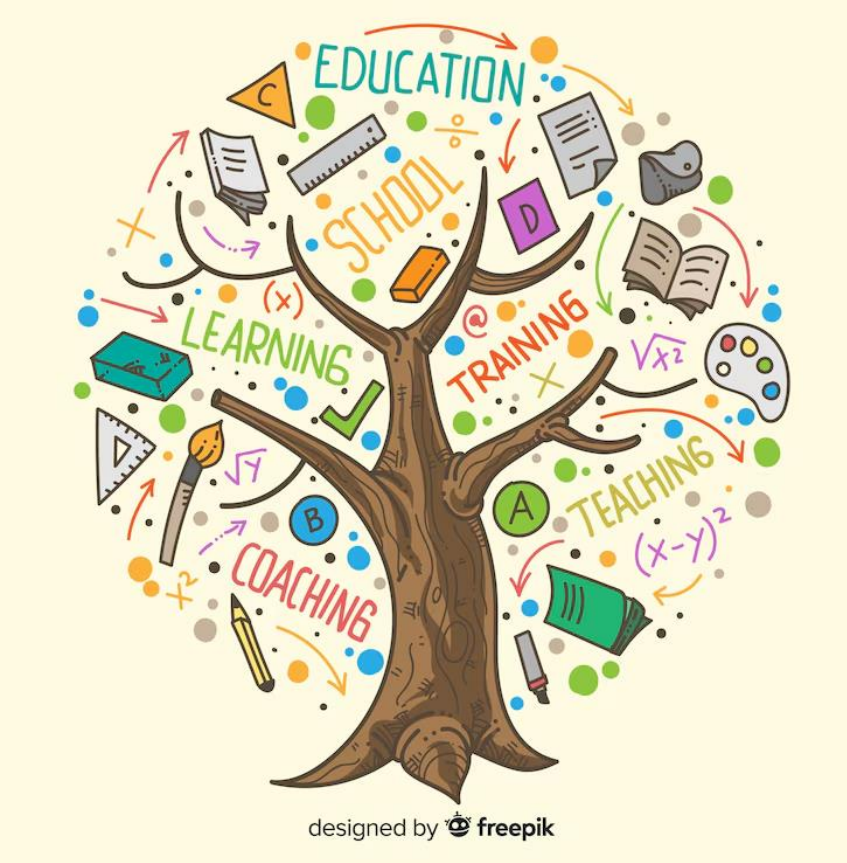


WEaRE

Water Environment and Risk Education

2024

A Review of terminologies Model and Beacon Schools Cluster System and Previous ‘Resource Centers’

Concept Document

Garry de la Pomerai

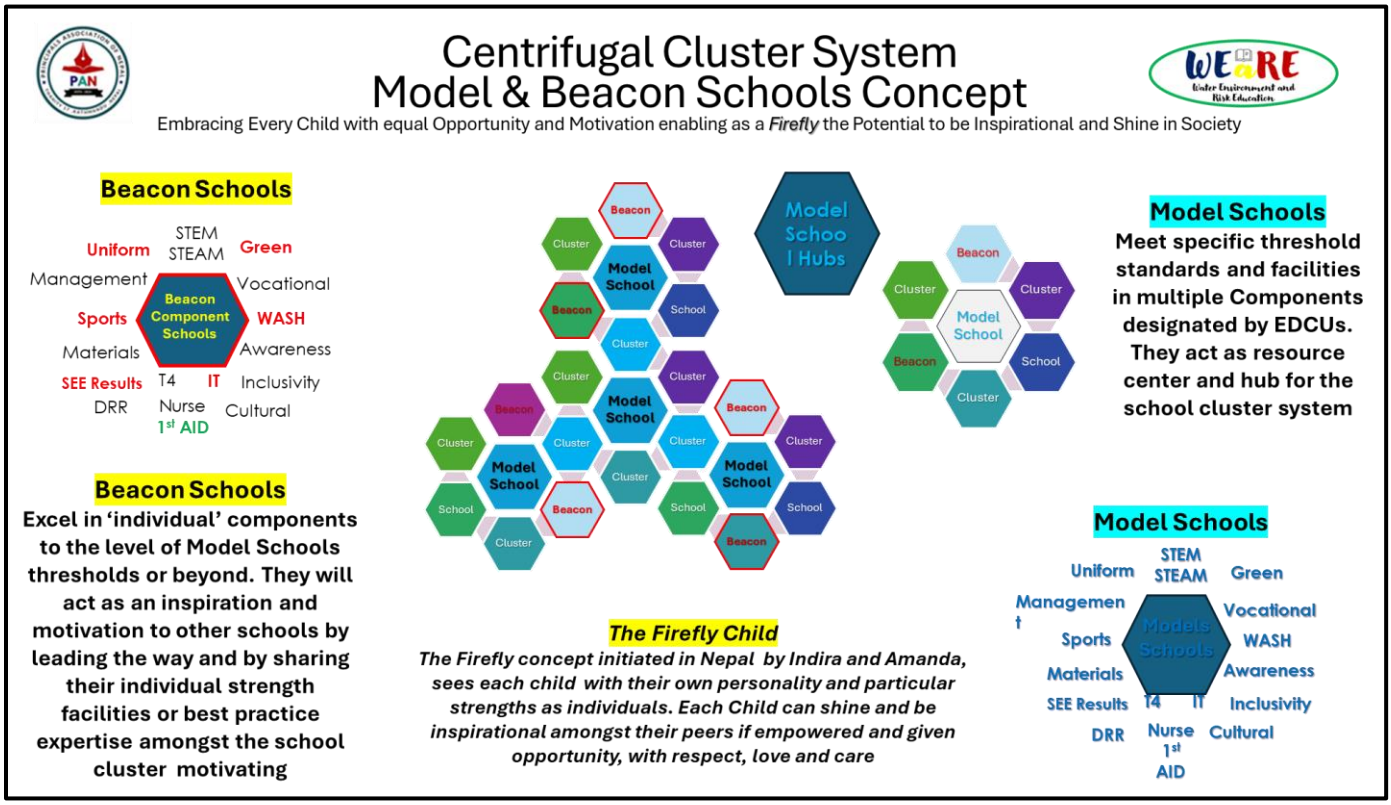
WEaRE v6

9/9/2024

The Objective:

Within the PAN "2024 Kathmandu Declaration", there are a significant number of aims and objectives for which PAN wishes to achieve. As the Implementation Agency, WEaRE is the appointed 'implementation coordination agency' strategizing in which is the best and most efficient route to achieve implementation.

The Cluster centrifugal System focuses on a central hub Focus, Model Schools and surrounded by presently 'short of threshold' schools, some of whom maybe schools with individual strengths and maybe classed as 'Beacon Schools' as specific discipline Resource Centres. This is to motivate Schools to highlight their strengths to be shared within the cluster with access or as demonstration. Similar to the Fire-Fly initiative to motivate individual Children, discovering their strengths between subjects or the activity abilities, allowing each to shine as a Beacon or Fire-Fly in Society.



1st Definition of a Model School. What are the necessary and realistic designations and eligibilities with thresholds which are necessary to achieve being a Model school? In Kathmandu Municipality/ Metropolitan authority ONLY one school could meet the requirements. Consequently, the Municipality then designed its own system and designations, creating one local 'model school' in each Ward. The importance of each designation is that it attracts significant funding. However, this funding comes predominantly from Donors over a 5 or 7 year period, and then the system changes again, funding ceases and responsibility falls back to the School to be competitive for funding.

Previous systems included 'Resource Centres', during the previous administration before 2015, the equivalent of today's 'model school', but then focusing on Media and IT, before most schools were connected to the net or indeed had computers. The resource centres ideally would be located central to a accessible cluster, in an amalgamation of today's proposal of Beacon Schools and Models schools, some of which may require new designations to enable more very good schools achieve model schools status, especially within tight knit Urban streets. Even the famous Durbar High School fails to comply as a formal Model School. Many older schools have sold off their surround land to enable facility development and to be competitive.

Attached is a comprehensive explanation as originally intended by the Government at the inception of the Model School implementation. Plus an introduction from Asia Development Bank. ADB was a primary investor into the Rebuilds and Retrofits of the new Model Schools post 2015. This strategy duration was to 2023.

BE CLEAR..... we are NOT looking at down grading any present Model Schools, even if shortfall of present eligibility.

2nd The suggestion of the establishment of BEACON Schools, that whist they cannot meet ALL of the model school specifications, they meet one or more components above the threshold. This promotes them as a strong school with that discipline... we are thinking of a range of core components which will apply. This encourages the schools, that due to size etc., can never meet the Model School Threshold for the next few years. As per a child, we must encourage and find their strengths which helps motivate them.

Its necessary to understand the challenges and criticism if we are to use a system and make it sustainable.

Concept of the 'BEACON School' - as opposed to the Comprehensive 'MODEL School'

Many schools will be unable to achieve Model School Status, however this does not suggest they do not or can not provide the excellence of education that the system strives for. To the contrary, many schools actually demonstrate they pursue excellence but in selected focus areas, much of which falls outside of the Model School requirements but contribute to an amenable learning and working environment. This concept is derived from the individual child Firefly approach, that what ever state of mind, physicality or social background, every child can shine, its simply a process of discovering their strengths and desires and natural abilities.

Components of excellence might include any or several of the following such as:
Science Labs, Libraries, School and Toilet Hygiene, Water Quality Provision, Canteen Hygiene, Nutritious Menus, Teacher Ratio, Uniforms and Turn Out, Sporting Activities, Extra Curricula Activities, Vocational Training in Specific Disciplines, Building Structure Safety, H&S Equipment Ie Fire And 1st AID Facilities, Staff Training, School Management Systems, Community Spirit, After School Activities for Community, Adult Training Access, Welfare and Inclusivity Facilitation, Road Safety, Cluster Collaborations, Child and Teacher Motivation Programs, School Exchange Programs, Multiple Agency Collaborations, Gender Equality, Girls Facilitation Systems And Care, Teacher Parent Interactions, Maintenance Programs, Green School Activities, Roof /Site Garden Facilities, Waste Management Segregation, Recycling Activities, DRR Drills Practice and Awareness, IT Facilities/ Computer Rooms, Remote Learning Systems, Transport To School, Safe Access to School From Home, Boundary Security, Environment Location Facility Safety and Security……. This list can be extended. But indicates that multiple disciplines contribute to good and safe education.
Example: *asked why Uniforms fit in the list? See Annex 1*

From these disciplines, individual schools will shine by addressing and achieving components at or above expectations of Model Schools, hence they become activity Beacons within their Municipality and District, demonstrating how to achieve and maintain those standards, so that others, with their own strengths , may collaborate and emulate, hence continuously developing Education facilities of Excellence using a centrifugal process of dissemination of best practice.

The Importance is to motivate and reward schools for shining within their abilities, and motivating through the cluster system, demonstrating opportunities and methods to improve in all sectors. Some Schools will never be capable of being a Model Schools due to constraints of size, land ownership etc, but their ability to perform education excellence ought not be deterred. Infact many schools will become Beacons for individual disciplines higher and beyond expectations of Model Schools designation. So it can be a two way motivation and learning exercise for school management and pupils alike.

Through the **Baseline Survey** being undertaken by WEaRE for PAN, strengths and needs will begin to be determined, and red-flagging will help address the critical safety or lack of facility issues which require prioritising. This survey will be piloted within KTM District initially, then to be rolled out across all 77 Districts via an online platform facilitated by the PAN District Committees. The survey will help identify components necessary within Principals and Management training, and for provision focus with specialist Agencies.
Simultaneously through the **UN GADRRRES Global Comprehensive School Safety National Policy Survey** being undertaken by 'Save The Children' and 'WEaRE' for Nepal, further policy and District priorities will be established to ensure equal attention across all Districts in Education development within Safe Environments. This National policy survey is to be a 'sample survey' of two or three Districts within each Province. Its part of a Global Survey on the condition of Education practices in multiple countries, helping to identify strengths and weaknesses.

Implementation: The intention is to disseminate through the geographical 77 Districts, using both the EDCUs as link to Government and the PAN Committee system, giving direct access to school Principals and their Management systems. Retaining the process to Districts boundaries enables implementation to be manageable and phased both in capacity and budget. Its allow accountability, accessible consultations and delegation of appraisals and feedback. Whereas the Provinces may well dictate regional policy, but regardless of location, there need be continuity of message across Nepal. Teachers migrate, as to families and children seeking best opportunities. Disjointed strategies between Provinces will lead to adverse competition and potential challenges within local economies beyond the Municipalities control. Conformity does not negate individuality and opportunity for excellence, hence the Model and Beacon school system.

In 2022 ADB describes the implementation of Model Schools Concept:

- Development of human capital is crucial to fulfill Nepal's vision to become a middle-income country by 2030. Improving basic and secondary school access and quality will help Nepal realize its goal.
- Model schools are provided with comprehensive infrastructure support and innovative aids including activity-based materials for math, science, and English, as well as ICT facilities for improved teaching and learning.

- Model schools serve as demonstration sites for improving the quality of teaching and learning in Nepal.
- A key difference between a model school in Pokhara for example, and over 26,000 other community and public secondary schools in Nepal: It is one of the 422 that have been selected by the Ministry of Education, Science, and Technology for upgrading to model schools.
- The Nepalese government introduced the concept of model schools in 2016 to end disparity in access to quality education—especially in the secondary level—and improve learning outcomes in science, Mathematics and English subjects in which students perform poorly. The plan seeks to upgrade at least one public secondary school in each of Nepal's 753 municipalities to a model school.
- Model schools serve as demonstration sites for improving the quality of teaching and learning in Nepal. The model school program is currently being implemented in 422 community schools offering grades 1-10 or grades 1-12.
- A new approach in public education

- The model school program is part of the government's School Sector Development Plan (SSDP), which launched in fiscal year (FY) 2016 and continues until FY2022. The SSDP aims to increase access of all children to quality school education through strategic assistance and reform initiatives to improve the equitable access, quality, efficiency, governance, management and resilience of the education system.
- The program is supported by eight development partners including the Asian Development Bank (ADB). ADB has pledged $120 million for SSDP, of which $28 million has been allocated for the model school program under results-based financing.

- "Model schools particularly focus on revamping the way subjects such as science, mathematics, and English are taught, as students attending community schools are traditionally weak in these subjects," says Smita Gyawali, Senior Education Officer at ADB's Nepal Resident Mission. "Low grades in these subjects have not only created barriers for students intending to pursue tertiary education after high school, but even for those planning to take up vocational courses as well."
- According to Nepalese government guidelines, model schools must have qualified, trained teachers for science, mathematics, and English. Each must also have a full-time head teacher to provide leadership and improve governance while ensuring their school has enough classrooms, science laboratories, information and communication technology (ICT) facilities with internet connectivity, a library, an adequate playground, and water and sanitation facilities. The schools must also make provisions for teaching of science in grades 11 and 12 so as to promote equitable access to science subjects.

- Model schools have access to the Ministry of Education, Science, and Technology's online learning portal *Sikai Chautari*, which includes new ICT resources and e-learning materials.

- Many community schools, especially in rural areas, do not offer science courses in grades 11 and 12. This compels many students to travel to urban centers like Kathmandu, which increases the financial burden on their families. The situation disproportionately affects poor Nepalese students, particularly girls, who often do not receive adequate family support for higher education due to the traditional preference given to boys.

- Residential facilities will be provided in selected model schools to ensure that poor and marginalized students have access to high-quality education.
- Better infrastructure, improvement in teaching methods
- Beginning in FY2018, the government started providing an additional grant of 1.5 million Nepalese rupees per year to community schools like Shree Kalika. Unfortunately, the amount has been reduced to 1 million Nepalese rupees for FY2022 due to budget constraints caused by the coronavirus disease (COVID-19) pandemic.
- Shree Kalika has used these annual grants to build two three-story buildings. “These new buildings contain an administrative block, better classrooms and ICT facilities, larger toilets, and a laboratory for students pursuing hotel management in grades 11 and 12,” says Balram Giri, the school’s head teacher. Construction began recently on another three-story building where “bigger and better science and ICT labs and a library will be located,” he says.

- Viswa Niketan Secondary School in Kathmandu is another model school that has used government grants to expand its physical infrastructure. “We now have better science labs and ICT facilities,” says Heramba Raj Kadel, its head teacher. These resources, he says, have helped the school “to promote practical learning rather than rote learning.”
- Mr. Kadel continues: “Nowadays, for example, if a student asks how a heart functions, we do not draw a picture on the blackboard. We show that through a YouTube video, thanks to the model school program that encourages us to use ICT tools, such as laptops and tablets, in classrooms. These improvements are driving up the number of transfer students, especially from private schools. This academic year, we have welcomed 500 new students, 495 of which were transfers from private schools.”

- Deepak Sharma, spokesperson for Nepal’s Ministry of Education, Science and Technology, says model schools “are bringing about a change in secondary school education. But it is not yet time to evaluate their achievements, especially learning outcomes, as all schools designated as model schools were not performing well before they were upgraded.”

- Mr. Sharma adds the schools “were selected on the basis of their potential to become models for other community schools to emulate. Going forward,” he says, “our plan is to transform each of the model schools into the schools of choice for parents and their children.”

- Arnaud Cauchois, ADB Country Director for Nepal says that “education for children means progress for the whole community. It is an essential investment in human development, which is an ADB priority. We are satisfied to see the success achieved by the model schools, and confident that this will be sustained through strengthened school system and governance.”

Government of Nepal Ministry of Education School Sector Eligibility and Selection Criteria for Model Schools-2073

NB: There is a question mark of the present 'Model School' continuance, as its reached its SSDP duration 2023. Consequently now is the time to review future strategy, for long term sustainability of a National System'

Background The School Sector Development Plan (SSDP; 2016/17–2022/23) envisages the establishment and operation of a number of Model Schools to demonstrate improved teaching-learning and student learning outcomes. It is estimated that about 1,000 existing secondary schools will evolve into model schools in a phased manner during the 7-year SSDP period. In line with the drafting of the SSDP, the Ministry of Education (MOE) has developed the concept paper for outlining the establishment, development and operation of the Model schools. The concept paper was prepared to make school selection process transparent; to simplify the process; and to ensure the sustainability in the operation of such type of schools. In line with the Model School Establishment, Development and Operation Concept Paper–2073, the Ministry of Education (MoE) has prepared and issued this Eligibility and Selection Criteria for Model schools–2073 for selecting existing secondary schools and transforming them into Model Schools through intensive support in physical and educational dimensions. These criteria are also used to identify and support the model schools from the highly earthquake affected fourteen districts where reconstruction of schools is going on.

Other Guidelines for the establishment; and preparation of Model Schools will be separately developed later. Selection Criteria There will be two major criteria for selecting model schools:
1. Eligibility Criteria: Minimum eligibility requirements mandatory for schools willing to participate in selection process.
2. Selection Criteria: Bases of allocating weightage for selection process of those schools which have fulfilled the Eligibility Criteria.

1. Minimum eligibility requirements mandatory for schools willing to participate in the selection process All interested schools willing to participate as model school selection process, must submit an application. In this regard, interested schools must meet all the following mandatory eligibility requirements, in order to submit their application.
Schools failing to meet one or more conditions mentioned below will not be eligible to compete in the selection process:
a) **Required to be Secondary School running from Grade 1 to 12:** The school must be running classes from grade 1 to 12. Generally, eligible schools must be community secondary school. Despite this, separate provision can be made with the provision for Official use only 2 community schools as well as institutional schools managed by the public trust to submit application for selection of schools to be operated as an idle school as visualized in the concept paper. In addition to this, due to the present context of reconstruction and restoration of schools in highly earthquake affected 14 districts, the final 14 schools selected from each districts must be a community secondary school running from grade 1 to 12.
b) School must have adequate land of its own: The school must have adequate area to operate classes from grade 1 to 12, with essential number for classrooms, library, science lab, ICT lab, separate restrooms for girls and boys, auditorium hall, cafeteria and sufficient area to conduct school assembly. For this purpose, the school situated in the Terai region must have at least 2 bigas and schools situated in Himalaya and Hill region must have at least 10 ropanis land.
c) The schools must be located in environmentally safe zone. The geographical location of school must be away from potential risk of flood, landslide and soil erosion. If conflict of interest arises while determining school location as dangerous or not, the District Education Office with advice of District Soil Conservation Office and consultation with District Natural Hazards Relief Committee will determine preliminary action and decide whether the location is safe.
d) School must have written commitment from School Management Committee and recommendation from local bodies: The school management committee of a particular school willing to submit application to be a model school must be active according to prevailing law. The school management committee must manifest written commitment through meeting to work according to direction provided by the Government of Nepal and its agencies to develop their school as a model school. In addition to this, school must submit recommendation letter from local bodies,

Village Development Committee (VDC) or Municipality stating their opinions whether they can provide necessary support and coordination for development and operation of school or not.

2. Bases of allocating weightage for selection process of those schools which has fulfilled the Eligibility Criteria.

After fulfilling all mandatory eligibility requirements as mentioned above in point number 1;
the shortlisted or preliminarily selected school will be provided weightage based on the following basis and indicators out of 100 total marks.

Subsequently, based on the measurement of these indicators the schools obtaining highest marks will be selected as a highly potential school for infrastructure development to upgrade as Model school:

S.N	Indicator	Weightage	Marking Method
1	Teaching Subjects for Grade 11 and 12	20	• School having Science stream only -10 marks • School having two streams other than science (e.g. Commerce and Education) -10 marks • School having two streams including science stream -20 marks
2	Adequacy of land with school (for hostel and outdoor game	20	• If school owns up to 33% of additional land to minimum requirement of land as mentioned in point no. 1 - 5 marks • If school owns more than 33% up to 66% of additional land to minimum requirement of land – 10 marks • If school owns more than 66% up to 100% of additional land to minimum requirement of land – 15 marks • If school owns more than 100% of additional land to minimum requirement of land – 20 marks
3	Ratio of students in school	15	• There will be separate counting of ratio of students for basic level grade 1-8 and secondary level grade 9-12. • Maximum marks allocated for basic level is 5 and secondary level is -10 • If ratio of school students is equal to or more than average ratio of district school's students then 5 marks must be allocated for each level. • If ratio of school students in secondary level from class 9-12 is more than 30% but less than 50% to district's average ratio of school's students then additional 2 marks will be allocated • If ratio of school students is equal to or more than 50% to district's average ratio of school's students then additional 3 marks will be allocated.
4	Location of the school	20	• If location of school is approachable to road transportation -5 marks • If school is located in growing city area -5 marks • If school is located in area with regular transportation facility to local market within 15 minutes or half an hour walk -5 marks • If school is located in area which is easily accessible to children of more than one VDC or two or more than two wards of Municipality – 5 marks
5	Result of SLC	15	• Result will be counted based on number of passed students in regular and its chance exam. • The school must have annual average of 40 students participated in last three years • If the average result of school in last 3 years is more than average district's result; for 1 % increase in average will score 0.5 marks which will be allocated up to 15 marks respectively.
6	Accessibility of electricity and internet to local community	10	• If local community of school area have provision to access electricity from national transmission or local transmission electricity supply, if or, school have provision of alternative energy -5 marks • If there is availability of internet network in local area where school is located -5 marks

Other provisions for selection In addition to above-mentioned selection criteria, following will be additional provisions for selection:

a) Department of Education (DoE) will publish public notice to invite application from interested schools. b) After publication of notice by DoE, concerned District Education office (DEO) will organize a briefing meeting with Head teacher of Secondary Schools to provide information on this matter.

c) Based on the notice published by department, all eligibility criteria fulfilling school mentioned in point no.1 must submit the application within the given deadline with all necessary documents for assessment to DEO. If community secondary school does not have its own land and its land registration record (larpurja) from its establishment and it is operating in public land can submit a document stating written right of land utilization or the application submitted to DEO by the schools with the basis and the reasons of having no land of its own, should be attested and verified by DEO with duration of land utilization and the clarification that there is no any dispute regarding utilization by school.

d) Concerned DEO will finalize the preliminary screening of the schools (against the applications that are timely received) on the basis of existing record in DEO.

e) After preliminary screening, DEO will submit to DoE the top five ranked school with original documents and summary sheet of marks provided to particular school.

f) A team including representative from DoE along with under-secretary level staffs from Regional Education Directorate will conduct field observation of top five schools selected from district and then verify preliminary evaluation results. During verification if there are substantial changes in scoring of top 5 schools that result in alteration in rank of among them, then verification of all schools listed in standing list will be conducted. Based on verification, the team will recommend high scoring top 3 schools for selection process.

g) The names and the address of the recommended schools by the verification team will be published in the DOE website and in the respective DEOs and it will be sent to MoE by the DOE for further process.

h) Based on the preliminary selection and verification, the list of schools for selection will be sent to the committee chaired by secretary of MoE. After completion of decision process, the selected schools will be informed through respective DEOs. Official use only 5

i) For those schools operated within country under public trust (Guthi) as an institutional school; MoE have planned to develop those schools as an ideal school, which can be operated as public-private partnership or similar sort of operation and management. Selection can be done for those schools by inviting proposal or application among the schools, which are similar in nature.

j) In case of selecting more than one school from a district, after selecting first ranked higher secondary school with highest mark, there might be a provision for selection among remaining schools situated in another election area than first ranked selected school and which must undergo through all above listed method and process.

k) Based on the concept note, if any NGOs, INGOs and donor agencies are interested to support the building of a model school, the same basic criteria will be applied, as mentioned in point no. 7 of the concept paper. For that, DoE, Central Level Program Implementation Unit (CLPIU) and District implementation unit (DIU) will facilitate in the selection process in earthquake affected districts where these units are working for the reconstruction of schools.

l) Grievances handling focal point related to selection of school will be MoE. If any confusion and dilemma arises regarding the set indicators during implementation, the direction and clarification provided by MoE will be followed.

Annex 1. Example: *asked why Uniforms fit in the list? There are various reasons for school uniforms. A priority is safety and security. A child wandering or lost is identifiable to teachers and to those outside of a school gate. Amongst busy and close knit streets of urbans communities where multiple schools operate close together, again identification of children helps secure them. Equally a child in uniform is recognizable if they decide to play truant or run amok in streets or within shops. It helps make them accountable.*

There needs be a distinction between Pupils and Teachers, as within Nepal, teachers and support teachers are within their late teens often indistinguishable in appearance.

Next is hygiene. Clean spotless uniforms maybe the best clothes that some children possess. Allows them to be proud and responsible for their own hygiene and turn out. It generates respect and conformity for the younger generation.

A Uniform helps prevent masking of medical conditions and allergies, sometime which the children are ashamed but can equally be addressed with medicines and help. Within the classroom uniform centres attention on the teachers and not on what each fashion statement is suggesting. Uniforms are setting standards of social acceptance, if the child is allowed wear their own style, they will always push boundaries of decency or indeed simply excess to be noticed, to maybe compensate for issues, more easily detected in uniform.

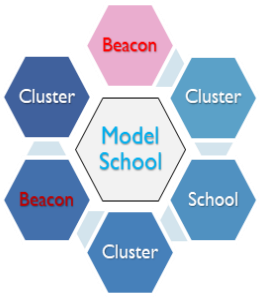
Most essentially it provides children with some pride of belonging, many in hostels, orphanages or split homes, it help teach hygiene and expected standards for when to be gainfully employed post school. Children have plenty of opportunity to be free spirits outside of school. Its for parents to either dictate or enable their child to display their individuality, but not at school, which is a place of Education, not fashion nor disruption of wishing to challenge authority. Individuality can be expressed in art music sport and indeed in leadership and ability to demonstrate attentiveness in class with its vary degree of success to learn and show creativity.

Summary:



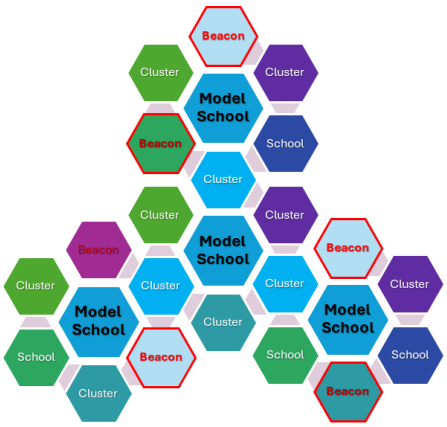
The Model School / Resource Hub

The Model School concept ought stay, as an amalgamation of being a pilot location for education enhancements within each district or municipality, enabling agencies or sponsors to install examples of best practice and facilities. Trainings can be piloted and reform of education can be initially demonstrated



The Cluster System

Model School to act as Resource Centre for the surrounding cluster of schools to benefit from pilot scheme and shared facilities. Within the cluster, individual schools will have strengths and facilities equal which complement and strengthen the local education system. The cluster system is a support mechanism within community schools and might embrace private schools also within an exchange of ideas and facilities.



Centrifugal Cluster System development

With an initial focus upon the focus model/ resource centre school, will encourage and facilitate the 'spread effect' within the cluster and beyond. Demonstrating best practice, and motivating other schools to follow. It needs be systematic and with a phased component implementation. Highlighting the strengths of individual schools within the cluster, enabling multiple components resource centres. Where services such as nurses and welfare are needed, models school can be the hub.

Beacon Schools



Beacon Schools deriving from the individual Child 'Firefly' concept

Individual school may Excel in 'individual' components to the level of Model Schools thresholds or beyond, which can operate as a subject or discipline focus within the cluster. This will motivate all schools to develop strengths and be rewarded for effort, as many schools can never meet the required designations of a pure model school, but can shine within multiple components of Education, Safety, Inclusivity and Facilities, potentially earning 'merits' which encourage funding and sponsorships.

Names of the system and individual types of school may vary, however the cluster system enables better collaboration and efficiency of cooperation between schools. The essential objective is to ensure inclusivity for all children in a developing education system.

The previous decade of encouraging children to enter education has created challenges in the capacity of the education system and its facilitation of that education. Not enough schools with sufficient facilities, and not enough trained teachers. Equally Federal budgets are squeezed each year as broader competition between sectors for funding, limits the education investment.

Consequently, the sharing of good facilities and component strengths within Districts and Municipalities will become every more important. This document's proposals enable all children and teachers to benefit from multiple sources of excellence, which will encourage and motivate their own school to find its own niche and shine as a potential component Beacon within the cluster system.