RESTRUCTURING OF SCHOOL EDUCATION SYSTEM

A Feasibility Study Report

Submitted to
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EXECUTIVE SUMMARY
The Context

Global challenges have prompted the need for accelerating both the quantitative growth and qualitative improvement of education for national development. It has been noted that the additional schooling of labor force appears to account for rise in national income (Pradhan, 1986). Studies also indicate the need for restructuring the present school education system which is found inadequate for developing human resources. National Planning Commission has already envisaged the policy of primary education of one to eight grades and secondary education of nine to twelve grades.

Education for All (EFA) has been envisaged as a global campaign that has adopted the Dakar Framework for Action with its fundamental goal to make education accessible to all. As Nepal is a country with multilingual, multiethnic and multicultural characters, great challenge lies in achieving the educational target. This challenge can be addressed if the nation adopts appropriate education structure to reflect the global situation and increasing demand for quality education.

The EFA core document has proposed basic primary education to have grades up to 8 since 2012 and the Tenth development plan has suggested the extension of primary education up to grade 8 by making preparation towards this end by the end of 2008 (Nepal, 2062). The core document has also suggested to increase the entry qualification of primary teachers from the existing level of qualifications to 12 class passed from the year of 2012. The proposed study is an attempt in this direction to initiate a discussion for the implementation of the intended structure.

Objectives of the Study

The main purpose of this study is to assess the feasibility of restructuring the school education system. The study has been undertaken to address the following specific objectives:

- To assess feasibility of restructuring of school education system: 1-8 primary and 9-12 secondary education
- To identify risks and challenges for 1-8 primary and 9-12 secondary school education system
- To develop framework for implementing the proposed structure
- To analyze the policy and institutional requirements for the implementation of the proposed structure
- To provide practical recommendations and suggestions for 1-8 primary and 9-12 secondary school system.
Methods and Procedures

Study Sample

This is an explorative study seeking feasible strategies for restructuring of school education system from grade one to eight as primary education and from nine to twelve as secondary education. The collection of data for the research was completed in various phases. In the first phase, review of related documents was done. In the second phase, preparation of study tools and their validation were done through the pretest and finalization through discussion with thematic group members from the clientele and study team. In the third phase, data collection from 15 schools, 3 each from five districts was completed within the stipulated time. A national level workshop with participants from MOES, DOE, CDC and TU was organized in order to supplement the data from the field. In the final stage, the research report was prepared by analyzing and interpreting the data both quantitatively and qualitatively.

The data were collected from fifteen urban and rural schools of five districts representing Mountain, Hills and Tarai. The district sample is given in table 1.

**Table 1: Sample districts by region**

<table>
<thead>
<tr>
<th>Eco belts / region</th>
<th>Eastern</th>
<th>Central</th>
<th>Western</th>
<th>Mid-western</th>
<th>Far-western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain</td>
<td></td>
<td></td>
<td>Rasuwa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hill</td>
<td></td>
<td></td>
<td>Tanahun</td>
<td>Surkhet</td>
<td>Doti</td>
</tr>
<tr>
<td>Tarai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sunsari</td>
</tr>
</tbody>
</table>

Selection of districts was based on density of population as well as number of schools. In all, fifteen schools of three levels from rural and urban (municipality) areas were selected. Schools selected by area and levels are shown in table 2.

**Table 2: Number of selected schools by level and area:**

<table>
<thead>
<tr>
<th>Level of School</th>
<th>Location area</th>
<th>VDC</th>
<th>Municipality</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>VDC</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Secondary</td>
<td>VDC</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>VDC</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>VDC</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

The reason for the difference of selected schools from VDC (40%) and municipality (60%) area was same as selection of districts (number of schools in the area).
Data were collected from different school levels to national level respondents consisting of students, teachers, head teachers, SMC members, community people, representatives of local level institutions, DEOs, school supervisors, resource persons, officials from MOES, DOE, CDC, and university teachers.

The student group was composed of boys and girls representing different grades (4-12). Table 3 indicates the number of students contacted for focus group discussion.

**Table 3: Number of participant students in FGD by grade and sex**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>54</td>
<td>97</td>
</tr>
</tbody>
</table>

One head teacher and two teachers from each of the fifteen selected schools were taken as the school level respondents. In all, forty five teachers including head teachers were purposively selected as respondents for the study.

Information was also collected from the members of the school management committee (SMC), community people (CP) and representatives of local level institutions (LLIR) through the FGDs. The respondents from the three groups consisted both males and females. The number of respondents by group and sex from all the selected districts is given in table 4.

**Table 4: FGD participants by group and sex**

<table>
<thead>
<tr>
<th>Responding Group</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>SMC Members (SMC)</td>
<td>28</td>
</tr>
<tr>
<td>Community People (CP)</td>
<td>29</td>
</tr>
<tr>
<td>Local level Institutions (LLIR)</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
</tr>
</tbody>
</table>

Similarly, District education officials under MOES were also contacted for eliciting information related to restructuring of the school system. The officials include four DEOs (The
Tanahun DEO was not available during the field work), eight school supervisors and three resource persons (available during the field work). In all, fifteen officials were interviewed for their responses.

**Study Tools**

Mainly four types of tools – Guidelines for interviews, Guidelines for focus group discussion, School Survey form and Guidelines for national workshop, were developed so as to elicit purposeful information from the respondents.

**School Survey form** contained thirty-one items under six categories related to school profile, physical infrastructure, characteristics of students and teachers, instructional practices, educational materials and financial status and sources.

Separate interview guidelines for teachers, head teachers and district education officials were developed. The interview guidelines for teachers consisted of five major areas related to academic, administrative, financial, socio-political, and school restructuring aspects. Similar five major areas were focused on the interview guidelines for the district officials (DEOs, SSs and RPs).

**Focus group discussion** (FGD) guidelines for SMC members and community people were developed focusing on their expectations, responsibilities, observation of the existing practices, students' enrolment status, expected enrolment in the new school structure and resources needed for implementing the new school structure.

The guidelines for FGD with the students focused on the duration of schooling, curriculum contents, examinations, admission procedures, support process, quality education, preference to types of school, educational opportunity to different groups of children and types of extra-curricular activities to be included in the school program.

**Guidelines for national workshop:** A workshop at national level was organized with participation from MOES, DOE and CDC officials, Tribhuvan University and the study team. The guidelines sought information from the participants on three thematic topics to develop strategic measures for the implementation of 1-12 school structure. The three themes were:

a) **Feasibility of restructuring secondary education,**

b) **Framework and policy recommendations**

c) **Risks, challenges and issues**

**Data Collection Procedure**

The field researchers, as per their orientation, contacted officials of the DEO for the selection of schools. The purpose of the visit was made clear to the DEO. Schools were selected from the list provided by the District Education Office representing primary, lower secondary, secondary and
higher secondary levels. Two teachers each from among those who were present on the day of the field visit were interviewed.

In the selection of students for FGD, the names of the students from attendance register were randomly picked up. However, attention was given in selecting articulate students so as to elicit purposeful information from them. The students were made clear of the purpose of the FGD. First, the issues were raised and students were individually requested to respond.

The Head teachers (HTs) were consulted in the selection of SMC members, community people, and representatives from the local level institutions. The HTs informed the respondents to come to school, where FGD was organized with the SMC members, community people and representatives from the local level institutions. The interview with the DEO officials in the five districts was carried out individually.

Data Analysis Procedure

Both quantitative and qualitative data were tabulated and compiled in the given format developed by the study team so as to analyze the data meaningfully. Simple statistical devices such as percentage, average etc. were used to analyze the quantitative data. Qualitative data were compiled, grouped and synthesized based on the context of the information and the objectives of the study.

Major Findings

The major findings are outlined under the key components of the study.

A. Existing contributory practices

1. Given the average number of class rooms (6.6) and the average classrooms size (20.20 sq. m.) based on the number of students (241) at primary level, two rooms each with 26.25 sq. m. space were found to be needed to accommodate an ideal number of 35 students in a class.

2. Strength of the existing secondary school system appeared in the form of providing access to school age children including the disadvantaged groups (DAG), provision of level wise final examination, and comprehensive evaluation system as the supportive measures for implementation of the proposed structure.

3. Application of academic calendar, shared expense by the community, increased quality of education and systematic and regular evaluation system were the strengths of higher secondary education as supportive measures for the implementation of the proposed structure.

4. Inadequacy of qualified and trained teachers, decreasing quality of school graduates and lack of practical activities in the delivery of instruction were found to be the weaknesses of the existing
secondary education system. Similarly, poor vertical linkage of secondary education with Higher secondary education system, lack of practical knowledge and vocational skills, lack of job security of teachers, inaccessible education to extremely poor and inadequate budget were found to be the weaknesses of higher secondary education system.

5. Little objectivity in evaluation, formality driven examination, examination phobia, lack of regular periodic terminal examinations and faulty promotion practices were found to be the weak aspects of the existing assessment practices.

6. According to majority of the teachers and Head teachers (52.7%), the major sources of funding were the government followed by students (admission fee/student fee, 46.67%) local community (grants), clubs (donation), land (leasing), VDC/DDC/municipality and local people (donation, endowment).

7. In all the three levels of primary, secondary and higher secondary schools, there were community supported teachers. The presence of community supported teachers in the schools has created ground for garnering community support in implementing the new structure.

8. All the selected schools were found to have served more than 60 percent of school age population of the catchments area. However, 40 percent of these selected schools were found to have served 95 percent students of the catchments area.

B. Restructuring Feasibility

9. A large majority of the Head teachers and teachers (91%) and DE officials (80%) stated the need and possibility of restructuring the school education system from grades 1-10 to 1-12 with major reasons as to bring school education at par with the school system of SAARC countries, to prepare students with necessary knowledge and skills to cope with the challenges of the 21st century and to maintain quality of education.

10. Majority of the Head teachers and teachers (60%) at secondary level as well as SMC/community members expressed their readiness to run higher secondary level education (11-12) within a period of three years. However, 40 percent of them were found in favour of having immediate transition to new structure. More than two thirds of the respondents were found to state that their schools would be ready to run the proposed structure approximately within a period of five years.

11. A large majority (around 90%) of the Head teachers, district education officials and FGD groups of SMC members and community people were found to be hopeful about the contribution of the proposed school structure (1-12) to improve internal efficiency of the
schools, the reasons being addition of qualified and trained teachers in the schools, increased funding from government, increased access to enrolment particularly in grade 6 and 11, and opportunity for continuation of rural children including DAG children to grade 12.

12. Since government’s contribution was found to have barely met the salary expenses of the teachers, there was little possibility to meet the other expenditures on students support and school development programs indicating that government has to make a thorough financial preparation to implement the proposed structure.

13. With respect to the income and expenditure of higher secondary schools, a significant part of expenses is found to have been met through the local sources indicating that the proposed structure can be supported by the local community.

14. Head teachers/teachers and district education officials suggested different types of potential local resources ranging from school income (through different income generating schemes of the school) local products of the community, local taxes, collection of local donations, local government grant to students' fee, that can be gainfully employed to uplift the educational status of the schools. The same can be expected for the implementation of the proposed structure.

C. Risks and Challenges

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

16. As pointed out by Head teachers and teachers, shortage of funding (60.0%), shortage of trained subject teachers (46.7%), and shortage of physical facilities (35.6%) were found to be the potential risks and challenges in initiating the new structure of primary education. Similar risks and challenges were pointed out by them for initiating the new structure of secondary education.

17. Participants of the central level workshop outlined financial resources in school management, management transfer, management of unified structure covering one through twelve grades, upgrading the quality of SMC and VDC, extension of free education and availability of base line information as the major risks and challenges in initiating the new structure of school education.
18. As pointed out by Head teachers and teachers, local support to SIP (60.0%), encouragement as well as provision for teachers' upgradation (53.3%), empowered SMC to make local rules (51.1%), phase wise implementation (46.7%) of the new structure and provision for voluntary retirement of teachers (42.2%) were the common ways to immediately address the risks and challenges associated with the implementation of the new structure of education.

D. Policy and Institutional Requirements

19. As suggested by the SMC members and community people, the policy measures to be adopted to increase financial support from local communities were raising and managing school improvement fund, motivating VDC/Municipality to be proactive in school improvement, mobilizing donation from rich families, fixing students' fees at secondary level, authorizing the school to lease its land and other resources as well as allowing school to construct shops at its boundary.

20. The respondents: Head teachers and teachers, community people and SMC members and district education officials identified basic infrastructure of the school, school finance, supply of trained teachers, accountable administration responsible to the SMC, student support programs and regular monitoring and supervision of the schools as areas in need of government support to facilitate the implementation of the new structure.

21. Majority of Head teachers, teachers and district education officials were found to indicate construction of building or rooms and furniture, supply of trained teachers, community awareness program, increased financial support for free primary education, proper implementation of CAS, child friendly learning environment, income generating activities for poor parents and regular monitoring and supervision as the major additional facilities of the immediate need to be added to the existing school facilities for both implementing the proposed primary structure (1-8) and ensuring completion of primary education.

22. Head teachers/teachers and district education officials were found to opine that government's commitment to the management of trained and qualified teachers, scholarship to poor, deprived and disadvantaged, curricular adjustment for addressing the basic learning needs of the children, especially the disadvantaged, adequate budget to the schools, education awareness programs and supply of adequate materials would help promote equitable access to quality education.

23. Majority of head teachers and teachers (75.6%) were found to state SMC as a major institution to govern the primary schools while DEO was considered the same for secondary schools
(62.2%). However, majority of district education officials were found to be in favour of SMC for the governance of primary, secondary and higher secondary educational institutions.

24. All the respondents suggested implementation of CAS at primary level and formative evaluation at secondary level. Likewise, terminal examination was proposed at three grade levels: at grade five (school), grade eight (district) and grade twelve (national).

25. Majority of the students in the focus group discussions suggested the need of scholarship, supply of qualified and trained teachers, educational materials, setting of conducive physical environment to learning as desirable measures for continuing their education up to grade twelve in their own schools.

E. Framework for Implementation

26. Most of the Head teachers and teachers were found to have stated the following school structure:
   - Primary structure (1-8)
     i. Three years of basic education (1-3)
     ii. Five years of basic primary education (1-5)
     iii. Eight years of primary education (1-8)
   - Secondary structure (9-12)
     i. Junior secondary education (9-10)
     ii. Senior secondary education (11-12)

27. As the majority of existing schools have either grades 1-5 or grade 1-10 structure, these schools can first be transformed into the new structures as per the need, demand and capacity of local community.

28. Majority of all the respondents stated that external examination be conducted at the end of grade 8 at district level, grade 10 at regional level and grade 12 at national level. They also preferred uniformity of examination at the national level.

29. Overseas employment, agriculture and farming, teaching/accountancy, self employment, business, skilled labour work, secretarial/clerical job and industrial work were found to be the areas for the world of work as reported by the Head teachers and teachers. The SMC members and community participants in the FGD stated almost the same areas for the world of work and that household management skill was the major area of expected knowledge and skills.

30. Regarding the contents to be added to the curriculum, the teachers and Head teachers stated that the major areas to be included were moral education, health education, language and
mathematics for primary level whereas vocational trade and earning skills, agriculture, health, computer skills, technology, communication skills, accountancy/education, local contents and household management were the areas for secondary level.

31. Music, dance, debate, yoga, physical fitness and library work were reported as the major activities to be included in the new structure. The students and community people indicated that the existing school system has not addressed these activities.

32. To promote the enrolment of DAG children, door to door campaign, school dress distribution, NGOs/INGOs participation for sharing the cost of school expenses and initiation of income generating projects for the poor parents were the major strategies suggested.

33. As indicated by community people and SMC members, major areas of parental support were found to be regular visit to school and on the spot suggestions, managing teachers at the time of need, participation in awareness program and different school activities, persuasion to NGOs for fund raising to school, participation in school construction works, and sending children to school regularly.

34. The major measures to minimize the weaknesses of the existing structure as reported by all the respondents are the provision of subject teachers, promotional scheme for teachers, provision for tutorial classes, programmes for DAG children, adequate facility, government commitment, regular inspection of schools, cost recovery, monitoring and supervision, empowerment of the SMC, continuation of CAS and formative evaluation at secondary level.
Recommendations

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

A. Existing Contributory Practices

1. As the need for two more rooms was pointed out to be added to the existing primary schools (1-5) with an average number of 35 students in a class, it is recommended that both the space and number of rooms need to be increased for the implementation of the new structure with 0.75 sq. m. per student at primary level and 1.0 sq. m. at secondary level.

2. To implement the proposed new structure in school education system, the strategies adopted for the existing secondary and higher secondary education system such as access of education to DAG children, regular level wise comprehensive examination, application of academic calendar, community shared school expenses and increasing concern for quality education should be continued on a renewed form.

3. Prior to the implementation of the new structure, issues related to availability / supply of qualified and trained teachers, use of practical activities for the delivery of curriculum and instruction, linkage of secondary education with higher secondary education, objectivity in evaluation, formality-driven examination, school finance should be addressed by the Ministry of Education and Sports and the Department of Education.

4. Regular, periodic terminal examinations should be introduced as part of formative evaluation for secondary level under the new structure in order to facilitate objective assessment of students' performance based on which students are to be promoted to upper grade and level.

5. As the contribution of resource person has been recorded mainly in the form of providing training to the teachers and Head teachers, the RPs are to be made more contributory in the new structure with their upgraded qualification (at least M.Ed.) and training.

6. Though the existing curricula have, more or less, been found addressing the basic life skills, more life skills are to be included in the curriculum with a focus on prevocational skills, survival skills and civic skills at the primary level and vocational skills, economic skills, self employment skills and technical education at the secondary level.

7. As community support in the implementation of the proposed school education structure is inevitable and as it is evidenced by the existence of community supported teachers mainly at the secondary and higher secondary levels, the Department has to devise a mechanism to enlist
more cooperation and involvement of the community in garnering support beyond the recruitment of teachers.

8. As existing schools are serving more than 60 percent school age population in the catchments area, implementation of the new structure is recommended to accommodate and retain the students at least at the primary level (1-8 grades).

9. To promote the enrolment of DAG children under the new structure and retain them at least through the primary level, door to door enrolment campaign, increased incentive, involvement of local CBOs in sharing the cost of schooling of these children and initiation of income generating projects for the parents of these children are strongly recommended as the strategic measures.

B. Restructuring Feasibility

10. As the new structure is expected to bring school education at par with the school system of SAARC countries by preparing the students to cope with the challenges of 21st century, it is recommended that unified integrated curriculum framework be developed right through pre-primary to twelve grades to avoid the fragmentation of school education into different levels and structure.

11. Based on school mapping, the proposed structure should be implemented on phase-wise basis spanning a period of five years starting first with potential schools that demonstrate readiness, centrality of location with satellite schools, adequacy of physical facilities and the teachers with required qualification for the existing level, and gradually moving to other schools allowing them preparation time for the intended transition.

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

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

C. Risks and Challenges

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

15. The existing system of school education has created limited opportunity for the students to study up to upper grades under one structure in their locality in familiar environment. To overcome this challenge, potential schools should be identified to upgrade them into the new structure.

16. As local support to SIP, encouragement for teachers' upgradation and empowerment of SMC to make local rules appeared to be the potential risks and challenges for quality improvement of school education, policies should be made to empower local authorities to work out programs for phase wise implementation of the new structure of school education and address these challenges systematically.

17. With respect to the income and expenditure of higher secondary schools, a significant part of expenses is found to have been met through the local sources indicating that the proposed structure can be supported by the local community.

D. Policy and Institutional Requirements

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

SMC:
  i. monitoring the school activities regularly  
  ii. mobilizing peoples' participation in raising fund  
  iii. extending support to organize training and symposium to the teachers  
  iv. identifying potential areas of income generation to encourage the concerned agencies for their investment to motivate the community people to send their children to the school  
  v. empowering PTA to observe the school and provide feedback regularly  
  vi. developing schemes for managing financial support to the school  
  vii. developing schemes for managing public land and property of the school  
  viii. fixing students' fees at the secondary level  
  ix. ensuring more representation from PTA on SMC

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

NGO/CBOs:

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

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

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

ii. Secondary level (9-12)
   - Minimum qualification: Bachelor's degree
   - Training: Ten months duration
   - Number: In addition to teachers with Bachelor's degree (four persons), four persons with Master's degree, and one Master's degree with school management training for Head teacher
   - Student-teacher ratio: Mountain 35:1, Hill 40:1, Tarai 45:1

20. It is recommended that government should support the schools in areas like infrastructure of the school, finance, supply of trained subject teachers, student support programmes and regular monitoring and supervision of the schools in order to facilitate the implementation of the new structure.
21. Policy statements of the government should reflect its commitment in relation to regular adequate financial support to the schools, teacher support and teacher development programmes, strict monitoring and supervision programmes and required physical facilities to the schools in order to implement the new structure efficiently.

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

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

24. With respect to the implementation of the new structure of school education, the following alternatives are suggested:
   i. three years basic education (1-3)
   ii. five years basic primary education (1-5)
   iii. eight years primary education
   iv. secondary education (9-12)
      ● junior secondary (9-10)
      ● secondary (11-12)

25. Assessment system should be restructured as:
   i. continuous assessment system (CAS) up to grade 5
   ii. school level exam: grade 5, 6, 7, 9, 11
   iii. district based examination at grade 8
   iv. regional level exam at grade 10
   v. national level exam at grade 12

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

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

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

E. Framework for Implementation

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

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

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