CONNECTING
CLASSROOMS

Developing effective learning in Nepal: Insights into school leadership, teaching methods and curriculum

In collaboration with:

Book reviewed by

Dr Tulashi Prasad Thapaliya
Director General, CEHRD

It has been an immense pleasure reviewing the publication 'Developing effective learning in Nepal: Insights into school leadership, teaching methods and curriculum' published by the British Council in collaboration with the Ministry of Education, Science and Technology. As the publication deals with the core elements that affect effectiveness of schools, it is expected to draw wider attention amongst the stakeholders, teachers, head-teachers and general readers. There are different research papers and case studies that talk about important topics like Digital Literacy, School Leadership and Core Skills. The evidence and recommendations provided in this book will be a great reference to both the government and other organisations working to support the development of education sector in Nepal.

Chapter 1

CORE SKILLS INTEGRATION IN THE NEPALESE SECONDARY SCHOOL CURRICULUM

Alina Laurent-Olive and Douglas Bourn

The study explores "core skills" in the secondary curriculum in Nepal mainly from the implementation perspective taking cases from four secondary schools.

The writers reviews the educational development in Nepal from a historical stand point. They cite the adoption of soft-skills in the School Sector Development Plan (SSDP). The SSDP provisions to integrate soft skills (or life skills or core skills) into the curriculum that includes changing practices to learner centered pedagogy, however, the writers believe the skills still get lower priority when compared to the knowledge students receive.

Using the definition from the OECD (2017) and the World Bank (2012), the writers restate the meaning of 'skills' mainly as the ability to apply knowledge to carry out "manual, verbal or mental manipulation of data and things", but going beyond the technical abilities, to include broader societal and personal development. The OECD's skills strategy (2011) encompasses *foundation skills* (problem solving, literacy, numeracy, reading), *higher order skills* (creativity, critical thinking, communication and collaboration), and *vocational skills*. It is later accepted (OECD, 2017) that the scope of 'skills' is still broader and is concerned with the attitudes, outlook and behavior and includes areas such as 'leadership, initiative and adaptability' and is termed as 'soft-skills' or 'life-skills'. With the increasing influence of digital technology in life, 'digital skills' also started getting a greater space when talking about these skills.

In the teacher professional development programmes in Nepal, The British Council (2016) started using "core skills" with greater emphasis on six skill areas: a) critical thinking and problem solving, b) collaboration and communication, c) creativity and imagination, d) citizenship, e) digital literacy and f) student leadership and personal development. The term "global skills" has also been used to highlight the importance of thinking in the global perspective, at a time when the world is getting closer than any time before in the past.

- **Core skills in the Nepalese curriculum**

SSDP (2016-2023) has focused on skills development, mainly to improve students' learning experiences, and move away from textbook centric lecture oriented teaching practices. As such the core skills are expected to be developed among students through 'processes' or pedagogical approaches rather than through the contents in itself. That is true in the case of Grade (6-8) curriculum, particularly the curriculum for English, and Mathematics. However, through the review it was found that Social Studies curriculum has some contents like creativity, imagination, cooperation with others and human rights that are very close to the intent of what we plan to achieve as part of embedding "core skills" into the teaching.

- **Challenges to implementing core skills**

The writers have discussed the examination dominated instructional practices and diversity in student population as major challenges to implementing core skills. It is not difficult to understand the implications of the examination guided instruction on core skills. However, the diversity in itself, may not inhibit to the development of core skills and may actually be linked to teacher development practices to respond to diverse educational context.

- **British Council examples of core skills in the classroom**

There are reviews presented for two of the winning video materials produced by the participants in a competition organised for teachers trained under their Connecting Classrooms programme. The first of the two was on Grade Eight Science lesson on *Acids and Base* where the teacher integrated *Creativity and critical thinking skills*. The teacher asked to write questions on the topic before starting the lesson, thus, prompting students to think critically and creatively on the topic. The second was a grade nine Science lesson on *Rotation of the Earth*. The teacher used prompt questions to students allowing them to think on why and how different real life objects rotate.

The writers have also presented interview data on the implementation of 'soft skills' or core skills. They have presented the case in such a way that these skills are to be developed mainly through the pedagogy, and the training has the potential to help teachers integrate 'core skills' into their instructional plans and practices. Through a series of interviews they have tried to establish that:

- With this kind of practice students are exposed to and helped to realise the importance of becoming a responsible global citizen, beyond the mastery of given contents.

- Instructional techniques, the trainees were exposed to during the training, like group work, discussion in pairs, project work and presentation, has helped develop 'core-skills' among the students.

- Teacher motivation and examination practices are considered as the barriers to embedding the 'core-skills' in the regular instruction.

The writers have recommended giving greater consideration to addressing the challenges posed by globalisation in culturally diverse societies like Nepal. Further, they suggested encouraging critical thinking about the continuing influence of forms of colonialism and giving consideration to learning about the power dynamics between the global North and global South.

This discussion is really useful for the development and reviewing of our curriculum and for the integration of 'core-skills' into the curriculum, either directly through the curricular arrangements or through the pedagogical processes. This is a good reading for the people interested in school curriculum in Nepal.

Chapter II

CORE SKILLS FOR EMPLOYABILITY

Khum Raj Pathak

The study aims at exploring the core/ employability skills expected of the school leavers and the effectiveness, as perceived by the respondents, of the Nepali education system to develop such skills. Researchers gathered responses over a period of three months from social media and/or phone interviews with 15 teachers and 20 employers from Nawalparasi, Kaski and Kathmandu.

- **Employers and employees perspectives: going for more technical skills?**

A factory supervisor and a bank manager were interviewed and they were skeptical about the competence and confidence of the young graduates. On the other hand, the young graduates believe that it is 'connection' that is more important than competence for getting a job. They also highlighted issues of skill mis-match among the older employees.

Beyond the technical skills, the human values, such as caring attitude and competencies relating to creativity, independence and critical thinking may be more important for realising the national aspirations of "*the Prosperous Nepal and Happy Nepali*". Further, the respondents say that the curriculum should be rooted to the local knowledge base for improving relevance.

This chapter also raise some questions - Do the exam scores reflect these skills or just measure the capacity to reproduce the facts presented in the textbooks? How does the society give recognition to such important skills and competencies if we don't assess them? Then how do we go to promote the skills and competencies among the graduates that are highly valued by the employers?

There are extremely important questions raised by the author in the study. However, these questions do not have an easy answer. Further discussions are needed between the government and other stakeholders like employers, employees, fresh graduates and students in order to draw meaningful lessons for curriculum planning, development and implementation in Nepal.

Chapter III

INTERNATIONAL PERSPECTIVES ON GLOBAL LEARNING

Aamna Pasha and Douglas Bourn

This chapter reviews the concept of global learning and draws implications for design and delivery of such initiatives in South Asia and presents a case for it. While defining the concept it presents the SDG 4 as a global goal and then talks further about one of the targets (4.7) that describes the global citizenship education, Education for Sustainable Development (ESD) and

gender equality.

The writers further discuss education initiatives within South Asia like "Peace by Piece: Mainstreaming Peace Education in South Asia and Institute of Human Rights Education (IHRE) Project in India.

The concepts like global learning, global outlook, global citizenship all are based on the notion that students need to be prepared to live in a globalised world. However, these concepts are not that simple as they appear. The writers raise questions like - what does it mean to educate students on global learning and how can it be embedded in the curriculum? How does the learning about the local connect to the learning about the global?

The paper has taken pedagogical stance to understand global learning, not as a separate content, but the way how the understanding about the wider world is taught. Using Bourn's work (2014) the writers proposed four elements to be included in global learning: a) a global outlook, b) intercultural understanding, c) ability to engage in open dialogue, and d) commitment to learning about global issues.

There are debates on the understanding of the concept of global learning itself. Firstly, education aims for developing competitiveness, which asks for understanding the challenges and be prepared to face them and be more efficient than others in the globe. Secondly, it talks about looking at the content from a social justice stand-point and realise the interconnected and interdependent state of the world. In the context of South Asia, national identity and quality education agenda have powerful influence on the curriculum decisions.

- **Case study: Connecting Classrooms through Global Learning (CCGL)**

Through school partnerships and collaborative curriculum projects, CCGL program aims to enrich teaching and learning and encourage pupils to act more thoughtfully, ethically and responsibly. The chapter talks about school partnerships like the Stevenage-Kathmandu-Pokhara partnership which promote mutual learning and uses exchange visits, monthly virtual meetings, and collaborative projects and sharing sessions among teachers and learners. The SDGs form a valuable frame of reference for this partnership.

These programs, however, are not free from issues. The critical issues as stated in the report are: a) motivations and aims of partnerships may be different for each set of schools, b) get away with the dangers of unequal relationships and issues of balance experiences which might lead to paternalism and c) seeking lasting impacts on the school practices. As stated explicitly in the report, for global learning to be transformative, the learning needs to be critical rather than just 'soft' or superficial.

The CCGL programme appears to be very well received by the intended audience and it may have huge potential for promoting global learning among other schools within Nepal. However, the challenges mentioned needs to be delved in and managed before replication. The issues raised in the report provide important considerations for designing and implementing such programs in the future.

This chapter starts the discussion around why it is important for our students to learn about the global world and find connections with what they have locally. It also sets a base for learning from two different projects which can be useful for teachers and school leaders to learn from.

Chapter IV

THE CHANGING ROLE OF SCHOOL LEADERS: WHAT THE BEST SCHOOL LEADERS DO AND HOW THEY DO IT.

Chris Tweedale

The writer restates the importance of school leadership on student achievement and discusses what effective leaders do and how they influence the school processes. He maps how the focus of school leadership in successful school systems moves from an administrative and operational role to more of an instructional and transformative role that works for the development of the school as a whole.

The international school achievement testing systems and accountability measures associated with it have great implications on leadership practices. Further, reviewing Hillinger (2014) the writer asserts that the contextual differences are not adequately considered in the South East Asian or South Asian school leadership practices as most of the knowledge base is drawn from the Western world. However, the question, "what works?", in itself is a misleading question, as something that works well in one context may not work at all in some other context. This therefore, needs to be carefully considered when policies are developed.

The writer describes shifts in the role of school leadership moving to a more instructional and pedagogical one with greater autonomy being given to school leaders to deal with the contextual differences. In this regards, he reviews literatures predominantly from UK:

- Andy Book (2018) in the book *Leadership Matters* identifies six key areas of leadership action and presented these under three major headings: determining the future; engaging people and delivering results.

- Fullan and Kirtman (2019) in the book *Coherent school Leadership* describe seven competencies of leaders that either PUSH for change (drive change) or PULL change (enable people).

- Payne (2008) in the book *So Much Reform, So Little Change*, highlights five key factors in the high performing school systems: a) Instructional leadership, b) Professional capacity, c) establishing a learning climate, d) Family and community involvement, and e) High quality of instruction.

- Munby (2019) in *Imperfect Leadership* describe the shifts in the school leadership from 'strong' to 'ethical' one.

- Earley and Greany (eds.) (2017) in *School Leadership and Education System Reform* analyses the impact on school leadership accompanied with the autonomy measures, resulting in instructional focus and also leaders tend to distribute leadership across teams.

In another British Council publication, Burgess (2016) provides a summary under An investigation into school leadership research in South Asia (2010-2016), with cases from Afghanistan, Bangladesh, Nepal, Pakistan and Sri-Lanka. The writer reviews the literature and presents five

professional practices for good leadership: a) creating a strategic direction, b) leading teaching and learning, c) developing and working with others, d) managing resources effectively to produce results, e) working in partnership with governance across the school system.

With the help of substantial review of relevant literature, this chapter provides a solid theoretical orientation on school leadership. This review is very much helpful for the head-teachers and others stakeholders who are interested to improve school management and require a reference when developing policies on school leadership.

Chapter V

ATTRIBUTES OF SUCCESSFUL SCHOOL LEADERS

Donnie Adams, Kenny SL Cheah, Alma Harris, Bambang Sumintono and Noni Nadiana Md Yusoff

Schools have a lasting impact on the lives of students and so the issue of low-performing schools is not only a question of inefficiency in organisational operation, but it is associated with the life chances of thousands of students studying in those schools. So improving 'low-performing' schools is a matter of prime concern.

The study is based on a case study of five low-performing schools in Malaysia and highlights the characteristics and strategies of school leaders that have managed to improve those schools.

- **Turnaround schools**

It refers to the transformation of schools from low to high performing status, and highlights the strategies that are attributed to the improvement process, that sustains. Most of these schools operate in difficult circumstances like high percentages of students living in poverty (Reyes & Garcia, 2014), limited resources (Duke and Jacobson, 2011; Liu, 2020), an unhealthy school culture (Rodriguez, 2008) and poor leadership (Harris et al., 2018).

With a number of reviews, the writers establish that effective school leadership practices is critical in the turnaround process and recommends having an experienced, stable and responsible principal as the starting point in the process. They have restated the four core competencies of successful turnaround principals from Steiner et al. (2008) as: a) the motivation to achieve end results, b) the ability to strongly influence others in achieving these results, c) problem-solving abilities, and d) high confidence in leading. They further reviewed principalship and listed some of the important dimensions like- creating collective vision, building trust, developing people, and practice transformational styles.

The Ministry of Education in Malaysia introduced a major education policy reform in 2012 (2013-2025) and subsequently issued Malaysian Education Quality Standard in 2017, with a self-assessment tool for school leaders. The self-assessment tool contains standards in five areas: a) leadership, b) organization management, c) curriculum and students' affairs management, d) teaching and learning processes, and e) students' development. After the self-assessment, the

school leaders were asked to set targets against the set key performance indicators. In 2018, as an effort to improve failing or struggling schools, 41 outstanding school leaders were assigned to these schools.

The article talks in detail of the different strategies that were used by the government of Malaysia and how principals were held accountable to their duties and responsibilities. The principals believed in empowering teachers to get the best out of them. Giving challenging works, teaming up with experienced teachers, creating a management team were some of the strategies used by them.

In this chapter the writers have provided some indicative results for school turnaround that have two distinct implications: a) School leaders are moving towards collaborative and distributed leaders, developing and empowering other leaders in the school, b) leaders need to have deeper understanding of the context, the opportunities and practical constraints and adapt strategies accordingly.

There are debates regarding the development of school leaders: grooming from the same school teachers, giving additional management roles on a gradual manner and prepare for the leadership role; or bring someone with high leadership potential from outside to take the leadership role. The case of Malaysia is a really interesting one where school leaders with a proven track record are deployed to some under-performing schools. The objective was to turn these schools around. It is more than just achieving efficiency objectives, it is better life chances for thousands of children in the schools. Although not entirely easy to adopt in the Nepalese context, the approach and lessons are from Malaysia is interesting and can be drawn from when developing and reviewing our policies on school leadership.

Chapter VI

LEADING ON EFFECTIVE QUALITY ASSURANCE IN SCHOOLS

Bhojraj Kafley and Prahlad Aryal

The report presents the school audit practices in Nepal through the Education Review Office, which conducts the audit of a sample of schools selected annually. The audit tools consist of 88 indicators grouped under: a) use of funds, b) effectiveness of the school processes, c) Results (school outputs and outcomes that include student achievement scores and satisfaction level of the head-teachers). The exercise process has both internal as well as external audits.

The study was based on seven FGDs each comprising of the HTs, SMC Chairs, PTA and staff representatives from the schools and education officers. The average audit score for public schools (average of 28 schools 60.8) was lower as compared to the private schools (average of 7 schools 68.7) (ERO Audit Report, 2018). Further there is a huge variation among the public schools (from 33 to 80), with a higher risk of inequitable service provisions in these schools.

The major findings of the study are: lack of role clarity, barely meeting the minimum working conditions, inadequate focus on teaching and learning, and minimal use of the audit reports.

Although there are lot of good information presented in the report which could be useful for organisations to refer to, the report does not make distinction between quality assurance, quality control and total quality management that could have helped develop better understanding. The report would have added value had it provided insights how the head-teachers could get involved in the audit process and how they could make use of the results for school improvement.

Chapter VII

THE ROLE OF SCHOOL LEADERS IN SUPPORTING THE PROFESSIONAL DEVELOPMENT OF TEACHERS

Gopal Prasad Bashyal

The study aimed at exploring how school leaders support the professional development of teachers in the schools. A sample of 10 HTs, and 14 teachers from secondary level were selected and responses collected through questionnaire and semi-structured interviews.

The findings were grouped under: a) opportunity for professional development, b) role of HTs. Further, it has discussed the limitations and finally drawn conclusions and implications.

The teachers have reported that they have limited opportunity for professional development though they admitted that all of them participated in the 10-day TPD training. Only 29 percent of them have some association in the professional networks. Further, 86 percent of them reported that their HTs never observed their classroom teaching indicating the nature and extent of leadership practice.

The engagement of the HTs in the support role for teacher professional development is also related to their preparation, training and capacity. It can be inferred from the report that the HTs with exposure in professional development activities tend to support teachers more in their development.

The study however does not link teacher professional development activities with the student learning outcomes. Also, it does not intend to see the effects of head teacher qualifications on support provided to the teachers. The study concludes that head teachers are mostly concerned with the regular teaching, undisrupted classes as the main goal and not very concerned on the professional development of their teachers.

Chapter VIII

SCHOOL-COMMUNITY RELATIONS IN DEVELOPING LIFE SKILLS FOR STUDENTS

Indra Mani Rai

In this chapter the author explores the school-community relations in developing skills essential inside the classroom as well as pragmatic skills that can be applicable in real life. Rai with his case study on Seti Basic School's Kopila Tole Reading Group talks to the head teacher, teacher in charge of the reading group, parents and a school management committee member to learn about the effects of the group. It was found that there was a positive impact on students' learning, parental engagement and improved links between the school and community.

It was felt by the parents that the school invested in the group and as a result they felt supported. While it was seen that the students' performance improved, it is also to be noted that the influential and engaged parents and their children were mostly part of the group. While there were positive relations built, social capital harnessed, parents due to their busy schedule started taking turns coming in.

This case can serve as a lesson for such future activities that the idea is to bring parents together and promote interaction within the parent groups and also between the students and parents. As mentioned in this case, special attention should be given so as to not fall into the risk of groups like these becoming babysitting services. Along with this, life skills shouldn't just be limited to reading groups. This is a positive start, and this model has potential of replication and further development to teach children other context-relevant life skills.

Chapter IX

BENEFITS OF INTERNATIONAL SCHOOL PARTNERSHIPS FOR TEACHING AND LEARNING

Prem Prasad Poudel

The case study is based on the Connecting Classrooms through Global Learning (CCGL, 2014-2018) programme implemented in Nepal by the British Council. This programme aims at helping students realise the increasingly interconnected and interdependent world, exposing teachers to teaching skills and providing opportunities to share experiences. Attached to it is the International School Award (ISA) component that is used by British Council as an accreditation framework for schools to record and evaluate their international work. This Award scheme is done in collaboration with CHERD who are involved in assessing the work of the schools.

The case is based on an in-depth interview from two purposively selected Kathmandu schools, involved in the ISA programme. The following themes emerged from the interview: a)

Collaboration skills: students were working in groups and sharing to others, b) professional development opportunities: improved digital literacy, c) improvements in practice of teaching and learning: they learned to embed global themes into the curriculum (e. g., solution to pollution), d) understanding other cultures.

As concluded in the report, the programme has helped deepen students' collaborative, digital and cross-cultural communication skills. However, it has warned against the potential use of the ISA "tag" simply for public relations, particularly by the private schools. The case is interesting and appears that the teachers and students have taken the impact of the programme positively, however it mentions a potential risk that the skewed attention in matters like promoting English language, or taking it more for marketing purposes could mislead the whole intent of the program.

Chapter X

TEACHING CRITICAL THINKING AND PROBLEM-SOLVING IN THE CLASSROOM

Amit Bikram Sijapati

In this chapter, the author discusses 'Teaching critical thinking and problem-solving (CTPS) in the classroom' through the cases of two schools in Kathmandu valley that are focusing on these skills as an integral part of their pedagogical method. The selected schools were Kathmandu Pragya Kunja School and Phoenix school. It was seen that most teachers had a diverse opinion of the CTPS approach and it would be more beneficial if the school leaders agreed on a definition standardizing the idea, its motive and desired outcome so as to reap maximum benefits from the exercise.

As this is a shift from the traditional teacher-centered approach, some teachers had complaints of behavioral issues; while some shared that the students had difficulty sharing their perspectives. It was shared that there was a lack of knowledge amongst the students to contribute to discussions. There was a problem of 'textbook scanning'.

It is to be noted that every opinion a student puts forth in the class shouldn't be an informed or a knowledgeable opinion. The teacher should create a fear-free classroom for every student to speak and share their thoughts about the matter, and they should be encouraged to speak despite them giving a "right: or a "wrong" answer.

For the success of this programme a passionate and enthusiastic teacher willing to let go of the traditional classroom structure and encourage more questions is a must. The school leaders are equally important in transforming classes by incorporating more CTPS. The two cases can be a good read for other schools wishes to incorporate these skills into their classroom teaching.

Chapter XI

EFFECTIVE ASSESSMENT OF PROJECT-BASED LEARNING

Khagendra Gautam

Khagendra Gautam, the author of the article shares about Project based learning and its implementation in The Creative Academy which is a co-educational community school in Kirtipur, Kathmandu. The project based learning approach which was designed to engage the pupils outside the classroom wasn't a success due to reluctance of parents who were not supportive about it, majority of the students not being independent and taking assistance, or in cases using the internet as an easy way out. Hence, the school advisory committee designed and introduced the concept of Micro projects which demanded the students to be engaged during the lesson hours itself. AS a result projects were embedded as part of the lesson and not deemed as anything extra. The teachers shared positive outcomes such as development of analytical skills and self-evaluation in children and increased confidence. Despite initial tendencies of assigning students classwork, most teachers grew to adapt themselves to what the project intended to do. The students too shared the success of the Micro project and reported that it made them more independent and inclined to research rather than the previous take home projects.

The project incorporates 'learner centered inquiry led pedagogy' mentioned by the author. While it proves a success story, it should be taken as a stepping stone to show the benefits of proactive learning to parents and students and should be further expanded to project based learning with the help of teachers, school board and the parents themselves.

Chapter XII

EMBEDDING DIGITAL LITERACY IN THE CLASSROOM

Laxman Gnawali

This chapter discusses how the transmission of digital literacy from teachers to students can be more successful if the teachers are themselves skilled to embed ICT in their teaching. The article revolves around experiences of the faculties and the students who were part of Masters in Education programme run by the Kathmandu University.

The course not only focused on ICT training of the teacher, but ICT was embedded in a teaching and learning process throughout the course. As a result, the trainee teachers learnt how to use ICT regularly which translated them to integrating it to the classes they took later as teachers. The trainee teachers of which some had trouble even with word processing and sending emails were now building confidence as they were using Learning Management Systems, online portals for their daily research and assignment submission. After learning the importance of ICT firsthand as the trainee teachers, most of them incorporated it as a part of their teaching learning process

once they entered the classroom as teachers, asking the students to email assignments, use powerpoint for daily lessons and encouraged students to make presentations.

It was also noticed that the ICT skills helped the teachers make progress in their career and aided in student motivation. A particular case of a Masters graduate who was the head teacher of school, trained her colleagues to use similar digital tools. This shows a two-step transfer of knowledge. The paper shows the effectiveness of training teachers which later transfers to their classes. The cost and time is considered as a drawback for the approach, however, focusing on such a two-step teaching approaches with practical skills embedded within the course can prove beneficial for the overall system.

Chapter XIII

GLOBAL CITIZENSHIP AND GLOBAL LEARNING IN SCHOOLS

Donnie Adams, Kenny S. L Chean, Noni Nadiana Md Yusoff and Vicneswary Muthiah

The term 'global citizen' is used to mean a person's ability to understand the broader world and relate to its purpose and function as a unique individual (Edwards, & Gaventa, 2014). It also relates to educational experiences that allow appreciating diverse perspectives, understanding connections to the wider world. The article has presented the overview and case study of a Malaysian school and its implications for Nepali policy makers.

Global citizenship is about developing a sense of global responsibility for a sustainable future generation and as rightly said by Secretary General (UN), promoting peace, mutual respect, and environmental care are critical in this respect.

In the school from Malaysia, there is a mandatory "global perspectives" subject as part of the IGCSE curriculum for year 7 to 11 students and the course aims to develop students' skills in research, analysis, evaluation, reflection, collaboration and communication. The subject emphasises the development and application of skills rather than the acquisition of knowledge, and uses reading, individual report and team projects as a way to asses these skills. Teachers bring issues from the latest news, or reports and students are asked to make their points from a personal, national and global perspectives.

The teachers believe the course is important for building a culturally rich, peaceful and sustainable society and should be taught in a way that develops "21st century skills". However, they also opined that it is challenging to embed this in all different curricular areas and also difficult to implement when students demonstrate intolerant and dismissive attitude.

The examples shared about the school is Malaysia is replicable with some considerations. Incorporation of the global issues and cross-cultural understanding during implementation of curriculum in the relevant spaces is important but should be done in a careful manner. Further, teacher capacity-building activities should get high priority so that teachers become comfortable adopting "21st century approaches" in their regular instructions.

Chapter XIV

DEVELOPING STUDENT LEADERSHIP THROUGH STUDENT CLUBS

Bharat Sigdel and Hari Bhakta Karki

In this chapter, the authors share about the development of student leadership in Nepal Police School, Kavrepalanchowk by studying 12 students from three clubs - Robotics Club, Sports Club and Social Club. The findings of the study indicate that the students had increased confidence and leadership skills. The quotes from students reflect that success in activities such as Model United Nations and logic programming also were responsible for increased confidence. Similarly, better verbal and written communication skills, increased ability to convince individuals were also a result of being a part of these clubs. Involvement in clubs also helped the students to be more self-directed, hard-working, made them have a more positive attitude even towards academia, fostered their collaborative nature and made them more responsible. Increased confidence, self-awareness and better communication skills have been linked to enhanced leadership skills.

However, it is also to be considered that students who are enrolled in clubs might already have some of these skills and in many cases, the more "shy" students do not enter these clubs. Hence, this further might widen the gap instead of bridging it. To prevent this, more students should be encouraged to join clubs of their choice. Students should be encouraged to form clubs of their own choices to explore their niche interests if clubs that already exist do not interest them much. For instance, students interested in movie making can be encouraged to start a 'mobile phone cinema club' where they can start their own creative projects, discuss their projects, dissect movies already made and share their views. Schools can facilitate by allowing a room for their meeting once a week with a projector and encouraging an interested teacher with multimedia knowledge to facilitate them once a week or month if the resources are available.