

ACKNOWLEDGEMENT

Nepal's Education For All (EFA), National Plan of Action (NPA) (2001-2015) and the EFA 2004-2009 sector program of the Government of Nepal (GON) has initiated this EFA intervention in line with the long term objectives of social inclusion, improving access to and improving quality of primary education. To this end, strategy of community involvement and empowerment of the community members are the main thrusts of the EFA which is in line with the decentralized system of educational planning and management. The transfer of school management to the community is a way of shifting the focus from centralized management to community-controlled and school-based planning and management. This study is conducted to assess the effectiveness of the CMSs in the changed context so that the measures deemed necessary for changes and improvements could be taken in time.

Full Bright Consultancy (P) Ltd (FBC) would like to express its sincere appreciation to the Government of Nepal, Ministry of Education, Department of Education, for entrusting it to carry out the research entitled “***A Study on Effectiveness of Community Managed School***”.

The FBC is thankful to Dr. Lava Deo Awasthi, Director General, Department of Education, for his valuable guidance and suggestions, Mr. Khagaraj Baral, Mr. Dilli Ram Rimal and Mr. Murari Bahadur Karki, Directors, and Mr. Balaram Timalisina, Deputy Director, Department of Education for providing valuable support from the inception of the study to its completion. We would like to acknowledge Mr. Narayan Prasad Subedi, Under Secretary for his continued support.

Full Bright Consultancy (Pvt.) Ltd. would like to express its gratitude to the research team comprising Prof. Dr. Bharat Bilas Pant (Team Leader), Mrs. Prativa Joshi (Team Member) and other team member and field researchers. Full Bright Consultancy (P) Ltd received invaluable information from the field with full support and cooperation from the DEOs, Community Managed Schools, Students, School head/teachers, guardians, SMC members and communities from Sankhuwasabha, Ilam, Jhapa, Dolakha, Dhading, Parsa, Mustang, Palpa, Rupandehi, Jumla, Surkhet, Banke, Bajhang, Dadeldhura and Kanchanpur Districts for the cooperation and providing the required information. FBC would, therefore, like to express its heartfelt thanks to all of them.

FBC would also like to express sincere thanks and appreciation to the personnel of DOE and representatives from different organizations participating in the dissemination workshop for valuable guidance and support to carry out this study and finalizing the report.

Full Bright Consultancy (Pvt.) Ltd.

Maitidevi, Kathmandu

July 2011

EXECUTIVE SUMMARY

The Context

A number of international donors like World Bank, DANIDA, UNICEF, UNDP, and JICA have been extensively involved in supporting Nepal's efforts to enhancing participation, quality, efficiency, and accountability of schools in basic and secondary education. In recent years, the GON has received support from multi-donors in scaling up the transfer of management of public schools to the communities.

Nepal made amendment to the Education Act in 2001 in an effort to bring back the positive elements of community management. With the 7th amendment of the Education Act, 2028 BS (amended in BS 2058), the process of involving the community in school management became stronger. As a major donor in this government effort, the World Bank provided a huge chunk of amount through Community School Support Project for scaling up the transfer of school management to respective communities and ensure Nepal's efforts on community management of schools to enhance participation, quality, efficiency, and accountability.

Various strategies for improving service delivery of community schools are underway across the world. Since each school is unique by virtue of the distinctive features of its stakeholders, a one-size-fits-all tendency of top-down planning could be counterproductive for community schools. Therefore, the transfer of management initiative aims at facilitating the stakeholders to choose their own unique vision and goals for their schools. The communities, parents, teachers and SMC, in partnership with the stakeholders, design, implement, monitor, evaluate and document school activities. In recent years, the SMC has been responsible for planning and management of the respective schools. To perform their duties, the plan has made provision for capacity building of local bodies, communities, and SMC. The focus of this plan was to ensure community involvement in education with emphasis on ownership, accountability, local control on the utilization and mobilization of local resources.

Strategy of community involvement and empowerment of the community members is the main thrust of the EFA which is in line with the decentralized system of educational planning and management. The transfer of school management to the community is a way of shifting the focus from centralized management to community-controlled and school-based planning and management. Any good program planned, designed and implemented takes a due course of time for successful returns. Therefore, this study was conducted to assess the effectiveness of the CMSs in the changed context so that the measures deemed necessary for changes and improvements could be taken

Objectives of the Study

The objectives of the study were as follow:

- To identify evidences of new initiatives of the management committees in the improvements of both physical and learning environments of schools;

- To assess the student performance in terms of learning achievements and behavioural changes;
- To examine the of transparency and accountability in view of accounting, auditing and reporting practices,
- To assess the role of school management committees in the capacity building of the stakeholders through orientation, community awareness campaigns and involvement of the stakeholders in SIP preparation.
- To collect and analyze data of students' enrolment and retention particularly those of disadvantaged groups such as girls, Dalits and others;
- To compare the efforts made by, and contributions of, the community managed schools vis-a-vis other community schools in respect of school management and instructional practices, student participation, physical and learning environments etc;
- To identify the community managed schools with best practices and the contributing factors;
- To explore and suggest any possible alternative school management modality more effective than the present one; and
- To identify major issues and challenges including appropriate measures to address them.

Methodology of the study

The study focuses on the existing practices of the community schools (CSs) that do not receive the inputs compared to the community managed schools (CMSs) from the government. Additionally, attempts were made to identify the best practice schools and to expedite the best practices of the CMSs. The main purpose of the study was on revealing the status of the community managed schools (CMSs) as well as community schools in respect of school management and instructional practices, student participation, physical and learning environments and new initiatives of CMSs, and also disclosing the contribution of CMSs vis-a-vis CSs in terms of performance of the students.

In view of the purpose of the study, a combination of both qualitative and quantitative research was set as the design of the study. The information related to students' enrollment and performance, test results, number of meetings held by the SMCs and PTAs and physical facilities etc were interpreted quantitatively and those related to the practices of CMSs and CSs related to instruction, resource management and its development, and views expressed by the stakeholders in qualitative way. Further, triangulation of information obtained from observations, interviews and focus group discussion (FGDs) with various stakeholders were done.

A combination of purposive and random sampling procedures was adopted by representing 5 development regions, 3 ecological belts and types of schools-primary through secondary. Altogether 15 districts 3 from each development regions and a total of 45 schools were selected representing both rural and urban areas. The districts and schools thus selected were considered to be representative sample to solicit the views of

concerned stakeholders towards CMSs and CSs and draw varieties of information related to students and teachers from all level of schools.

With regard to the objectives of the study, both qualitative and quantitative data were collected by using varieties of instruments such as literature review, school survey, interview with concerned personnel namely DEOs, HTs, chairpersons of the SMCs, and FGDs guidelines for discussion with members of the CMSs and PTAs were the instruments used to collect information for the study. Altogether, eleven types of interview and interaction guidelines (one survey form, three interview schedule, two observation checklists, and six types of guidelines for FGD) were developed..

A survey form to collect information about the rural and urban CMSs and CSs with focus on students' enrollment and drop out trends, examination results, and academic, instructional, physical and financial conditions of the sample students was developed and used.

The interview schedules as well as the guidelines for the FGD were developed in order to solicit the information from DEOs, HTs, chairpersons of the SMCs, students, teachers, parents, chairpersons and members of the PTAs, and chairpersons and members of the teachers' professional organizations to have deeper understanding of the CMSs vis-a-vis, community schools, and access and quality impacts of the CMSs. With a purpose of drawing specific information on the teachers' attendance and their entry time in the classes on the day of school visit, an observation form was developed. This helped the researcher assess the punctuality of the teachers and the actual time spent by the teachers' in the class.

Basically, a critical review of the policy documents such as MoES implementation and documentation, current Education Act and Education Regulations and related documents were made for conceptual clarity of the community managed schools. The interviews and FGDs, by and large, helped to draw precious information related to:

- New initiatives of the SMC, Enrollment, retention, and pass rates of the students particularly those of disadvantaged groups such as girls, Dalits and others; outcomes of the CMSs and CSs, accounting, auditing and reporting practices in the schools with respect to transparency and accountability;
- Role of the stakeholders like PTAs , professional organizations of teachers, students, teachers and other community groups in increasing access and quality of education and effective management of the schools and resource mobilization and sustainability

Qualitative as well as quantitative information and data generated through a varieties of sources and study tools were collected. Quantitative data were processed by using Microsoft Excel and qualitative data by manual coding, and tabulation.

Major Findings of the Study

The major findings of the present were as follows:

1. Various Forms of Incentives as Stimulants for CMS and School Autonomy

A number of government incentives acted as stimulants in transfer of school management to the community. They include provision for incentive grant to school opting for community management, performance grant for improved participation and promotion rates, teacher salary grant, different types of scholarship for students including those who were never enrolled in school, school dropouts and disadvantaged children, support to capacity building of communities in managing school and support to monitoring and evaluation activities.

2. Training of Related Stakeholders is Inevitable for Institutional Development of School

The role played by PTA members, parents and community members in developing physical facilities of the school, developing SIP and commencing social audit to promote transparency of school affairs and make school authority accountable to community people are commendable moves towards improving the school system.

To this end, the HTs, chairpersons and members of SMC and PTA should be trained in various components:

- Role identification of the SMC, PTA and community members
- Develop plan, program and budget for the schools
- Mobilize community resources,
- Generate fund by mobilizing NGOs, CBOs and local bodies
- Develop strategies to increase the access to education and its quality
- Develop plan for those school age children who have not been school
- Develop supervision and monitoring plan and execute it
- Develop School Improvement Plan (SIP) and Village Education Plan.

3. Increased Responsibility and Accountability among Parents

It was apparent from the study that most of the CMSs disclosed publicly the statement of accounts and performed a social audit. Compared with the CSs, most of the CMSs reported to have disclosed the statement of accounts to the public. Some of the CSs have also responded in favor of social audit among their school activities. The study revealed that the CMSs perform social audit once a year in SMC in parents assembly after approval of a joint committee of SMC and PTA formed to accomplish social audit. It has increased the accountability among the local stakeholders.

4. Management Ownership by Local Leadership

The new roles of SMCs in CMSs have been successful in resolving the problems related to physical facilities, and disputes among community people about school affairs. The SMCs, PTAs, and parents were cooperative in upgrading school, expanding classroom, adding furniture and recruiting female teachers. Some of the chairpersons and HTs of the CMSs are taking lead roles in order to make the

school better through local planning and implementation and improvements for developing the feeling of ownership. It was observed from different point of views of DEOs, SSs and RPs that the policy was instrumental to increase the feeling of ownership, responsibility and accountability of local community towards school.

5. Diverse Views among Educated Community

The perception of some of the DEOs, teachers and SMC Chairpersons were however different in community based school management. Expressing their unwillingness to take over the responsibility of school management at community level, some of the HTs from the CSs stressed the need for firm commitment and its fulfillment by the government to support the schools financially and technically.

6. Dichotomy in Autonomy of the Local Community in School Management

There were marked differences between the perception of the SMC chairpersons and members, and school teachers. Most of them had a positive reaction to the CMSs. Most of the teachers felt that the communities are feeling more responsible towards their involvement in school affairs and supporting the schools. They are keen in school operation and its activities. However, some of the teachers mentioned that the SMC members were more likely to be dictator.

7. A Growing Sense of Awareness among the Local Stakeholders

A different point of view among DEOs, SSs and RPs revealed that the policy was instrumental to increase the feeling of ownership, responsibility and accountability among local community towards schools. Generally, the teachers of the CMSs made positive comments on the anticipated roles of the SMCs and HTs in the changed context. However, they stated the roles of SMC management to be limited to participation in school affairs, social audit lead by the PTAs, taking information about their children's progress and helping school for physical development. As regards, the recruitment, transfer and promotion of teachers, the SMC was blamed for being bias. In both CSs and the CMSs, parents' involvement was growing gradually but it was not sufficient.

8. Decreasing Trends of Dropout Rate in Upper grades

Generally the dropout rate in the CS was higher in grade 5 compared to other grades 8 and 10. The higher the grade the lower was the dropout rate. The impact of the CMS was seen in grade 10. The dropout rate in CMSs has fluctuated over the years. The ranges of the dropout in grade 5, 8, and 10 among different groups in the year 2067 B.S. could be taken as positive improvement. The study revealed that even the CMSs did not have adequate qualified and trained teachers, and other facilities, but the achievement rate is higher in annual examination and dropout rate lower compared to community schools in grade 5, 8 and 10.

9. Transfer of Management Responsibility Geared to Instructional Improvement

With the transfer of management responsibility to community, the HTs are more creative and active; the teachers are more regular in teaching; and improvement in physical facilities like furniture, play ground and toilet have been improved. The teachers stated that though parents' involvement and participation has increased rapidly, the government's expectation from the SMC to improve quality of education was unrealistic. Even the local stakeholders of the CSs indicated that the changed management styles, ensuring parent's regular visit to the school, their participation in school events, and improved students' and teachers' regularity were the good practices of the school.

10. Increased Teachers' and Students' Regularity Contributing for Better Performance

A comparison of the students' school level results with SLC pass percent shows a very high difference. But the analysis of the SLC results of sampled CS and CMSs reveal that there is some ground to be satisfied with high pass percent of the students in CMSs at school level test. The increasing pass rate of the students in grade 5, 8 and 10, declining dropout rates, creation of learning environment in the schools and efficiency of the HTs in school management are notable achievements of the CMSs.

11. Growing Sense of Responsibility and Accountability in School Management

An aggregate view of the stakeholders like parents, local community members, SMS and PTA members of both CSs and CMSs revealed that with the transfer of school management to local community under decentralization, the chairpersons and members of SMC and PTA, and parents, students, teachers and HT have become more responsible and accountable towards the school affairs and quality of education.

12. Teachers' Professional Organizations Skeptical about Management Transfer

Most of the teachers affiliated to professional organizations viewed that the policy of management transfer to the local community in the name of CMS was a tactic introduced for controlling teachers, not for improving quality of education. They viewed that the quality of CMSs and other CSs was not significantly different. They were of the opinion that though community involvement has increased in recent years, the internal politics was to making the state aloof from its responsibility towards education. Interaction revealed that in most of schools visited the teachers' professional organizations, however, have not obstructed for smooth school operation.

13. Policy of Management Transfer Enacted to Promote Decentralized Reform

Overall analysis of the information collected from different categories of respondents concerned with CMSs and triangulation between them reflect that the policy of management transfer was enacted to promote decentralized reform in education. The purpose of the policy was focused on equipping the local stakeholders with authority to ensure their meaningful involvement in school planning, management and evaluation.

14. CMSs are Successful to Foster School-Community Relations

The DEOs, SMC members and HTs, have the opinion that the CMSs have been successful to foster school-community relations and ensure parental involvement in school activities, children's learning, and performances and improve school efficiency and enhance quality. Because of the team work of the SMC, PTA and HT, and cooperation of the parents, some of the four CMSs as well as one CS have been identified as the schools with best practices.

15. Handing over Management Responsibility Requires Capacity Building at Ground level

The respondents associated with teachers' professional organizations have not vehemently opposed the move of management transfer. They however were unpleasant as the government decision was taken before building the capacity of the community and without consultations with Teacher Unions. The study revealed that the SMCs members were not very efficient to act for instructional improvement, access to education and quality of education and improving the service conditions of the teachers and providing them the training opportunities.

16. Management Transfer might be a strategy of the government to relinquish from its Responsibility

The concept of decentralization was enforced as a governance tool to devolve more authority from the centre to the local or institutional level, and restructuring school governance. However some of the local community stakeholders have the understanding that the spirit of decentralization was not new for them. They viewed that the authority of school management was withdrawn by the government from the local community long back. The policy of the transfer of school management adopted by the government in recent years was just the tactics of the government to be aloof from the state responsibility for providing education.

17. Formation of subcommittees or core groups with clear division of roles and responsibilities based on the qualification and abilities of the person is essential

The study has revealed that in terms of present experiences, there is no need for an alternative model for school management but a slight modification in the working procedure with role identification for various core groups or subcommittee

would be useful. The study showed that though the HT, SMC and PTA, and parents are found to be participating in different activities of the schools and a sense of ownership has developed among the stakeholders, there is lack of clear division of roles and responsibilities between them based on the qualification and abilities of the person. The best practices of the better off CMSs reveal that even with sound leadership and management capacity, the HT alone cannot lead successfully for the smooth function of school and ensuring quality of education without support and cooperation of all members of the SMC, PTA, parents, teachers and the community groups.

As outcomes of the study, the study found following best practices in the CMSs as well as CSs:

- Effective instruction in the schools
- Emergence of new Partners
- Growing PTA and parent involvement
- Sustained school community relationship
- Community managed school as a breakthrough in school management
- Ownership and sustainability

Conclusions

The conclusions of this study based on the major findings are presented below:

1. The school management policy was introduced long before empowering the community to bear the overall responsibility of school management.
2. In the existing situation the contribution of the community members and parents in managing the school and its affairs is not adequate for improving instructional quality and upgrading the quality of education.
3. A team spirit among the SMCs, PTAs, and HTs including parents; and advocacy and awareness about Education Act and Regulations, are must in the success of the CMSs.
4. Despite some changes observed in the CMSs, many SMC chairpersons and members, and the PTA members are not fully aware of their roles and responsibilities. For the success of the CMS, there is an urgency to have well defined roles and responsibilities of the stakeholders and the need for launching awareness' program for the parents and local community are keys. Ensuring the job security and professional development of the teachers are also seen to be crucial elements to be considered for the success of the CMSs.
5. Though there is lack of clearly defined indicators for good performance of the CMS and its management over the CS, some of the community managed secondary schools were worth to be identified as the best practice schools. The opportunity for transformation in school management and instructional improvement was high among the secondary school schools and the roles of PTA and SMC members and HTs were vital in such matters.

6. A sense of collective responsibility, parental involvement in school affairs and a sense of authority and autonomy to address concern of local priority and aspirations are visible.
7. With the essence of the CMS, the local community, PTA and SMC are shouldering responsibility for school management to improve the access and quality of education at grassroots level. However, no systematic efforts for improving pedagogical practices for learning have been adopted in the CMSs.
8. Regularity of the students and teachers in the school, a sense of discipline and improved study habit among the students, willingness among the teachers to introduce effective teaching materials and methods are observed in the CSs and CMSs both, the later one being relatively better.
9. In order to make the CMSs effective and upgrade the quality of education, the government measures are not adequate in providing access and quality of training to teachers, increasing resources for the school, and providing adequate education materials for improved teaching learning..
10. The increasing concerns of the parents and local communities in providing education opportunities to their children have shown positive effects indicating the students' dropout rate decreased significantly over years particularly among Dalit and Janjati group in higher grade
11. As expected the SMCs have not played leadership role in the matters related to students' evaluation, curriculum, budget, and teacher appointment.
12. The division roles and responsibilities of the SMC, HT and PTA in consideration of the total picture of increasing efficiency, access and quality of education are crucial in planning and management of school activities-physical development and academic activities, finance and accounting, management of teachers and support staff, resource development and utilization, and school community relation.

Above all, the policy makers at central level had the understanding that it would be better to involve the local community in addressing the problems and issues associated with school management at local level. Therefore, the policy of management transfer was enforced in involving local people gradually for facilitating the management of the schools. It is expected that in due course of time this policy would further empower the community people and make them responsible and accountable for school management.

Recommendation

Based on the conclusions drawn from the study following recommendations are suggested:

1. The grassroots level awareness raising and advocacy program should be conducted for the local level stakeholders like SMC, PTA, parents and teachers before introducing the decentralized policy of school management e.g. CMS in future.
2. MOE should maintain a relationship of mutual cooperation and interact with Teacher Union and other professional organizations of teachers related to different political

parties in the matters related to policy development and implementation of Education Act and Regulations for improving the service conditions, continuous professional development, and ensure job security.

3. The government should immediately take effective measures to take the local stakeholders in confidence and make necessary amendments in the Education Act and Rules and Regulation about the CMSs. The provision for roles and responsibilities and accountability of the SMC and parents should be mentioned specifically in the Act and Regulations and needful action should be taken to avoid the dread prevailing among the teachers about their jobs and ensure job security and professional development.
4. A support mechanism should be developed at the District Education Office so that the DEO can make a district wide plan of operation to build the capacity of the SMC and PTA members through training, workshop, and study tour, technical and professional supports on regular basis.
5. A system to guarantee the technical and financial support to the CMSs for enhancing their autonomy and also to build the capacity of the HTs and SMCs in school management is essential. The District Education Office should stop interfering teacher recruitment, promotion and transfer and empower the SMCs as envisaged in the Education Act and Rules and Regulation.
6. The District Education Office should support school to expand school networks with Teachers' Union and other professional organizations of the teachers by providing both technical and financial assistance. Specific programmes and activities focused to mobilizing parents, RPs, and SSs should be a regular activity of the District Education Office. In addition, the District Education Office should make the local community aware about the AS implemented by the government and extend their involvement to make them a success.
7. DOE should ensure that the schools receive incentives and relief grants including other grants timely. While taking major decisions related to teachers' job and their professional development at district level, the District Education Office should involve the local community, the SMC and teachers' professional organizations in general and Teachers Union in particular.
8. The SMC should be given autonomy in resource mobilization for physical development, scholarship for teachers, deciding on the allocation of expenditures and teacher recruitment. The SMC should also be given autonomy on deciding about the medium of instruction, textbook, subject matter, scholarship and upgrading of the school.
9. Effective measures to provide regular training to teachers and improve the pedagogical practices in the classroom should be given top priority. Besides, several good practices seen in the CMSs, involvement of the PTA and SMC in developing calendar for school activities, a practice of social audit, SIP and regular meetings of HTs with parents and local community should be disseminated at district and regional level.

10. The schools should motivate parents for their regular school visits and parents' conferences should be arranged from time to time and a system of honoring parents for their outstanding contribution should be made.
11. There is a need to develop a set of indicators to assess the quality of education provided by the CMS. For this, there should be agreed norms and standards concerning school, classroom, teachers, and student number, role of SMC, PTA, parents, teachers students and community and DEO personnel like RP, and SS to show considerable impact on the quality of school education.

Recommendation for Future Action

Based on the study, it is recommended that a national assessment with larger sample be carried out to look into the instructional practices and improvement seen in the community managed schools.

TABLE OF CONTENTS

ACKNOWLEDGEMENT

EXECUTIVE SUMMARY

CHAPTER-I: INTRODUCTION.....	1
1.1 THE CONTEXT.....	1
1.2 RATIONALE OF THE STUDY.....	1
1.3 OBJECTIVES OF THE STUDY.....	3
1.4 REVIEW OF LITERATURE.....	4
1.5 REVIEW OF RELATED STUDIES.....	14
CHAPTER-II: METHODOLOGY OF THE STUDY.....	19
2.1 STUDY FRAMEWORK.....	19
2.2 STUDY SAMPLES.....	21
2.3 STUDY TOOLS.....	22
2.4 DATA GENERATION.....	22
2.5 DATA ANALYSIS AND INTERPRETATIONS.....	23
CHAPTER-III: CHANGES AND TRANSFORMATION THROUGH COMMUNITY BASED MANAGEMENT.....	25
3.1 BUILDING CAPACITY OF LOCAL STAKEHOLDERS.....	25
3.2 TRANSFORMATION IN PHYSICAL CONDITIONS AND LEARNING ENVIRONMENT.....	26
3.3 COMPETENCY OF HTs IN LEADERSHIP AND MANAGEMENT.....	28
3.4 SCHOOL COMMUNITY PARTNERSHIP STRENGTHENED.....	29
3.5 ALTERNATIVE SCHOOL MANAGEMENT MODALITY.....	30
CHAPTER-IV: COMPARISON OF CMS AND CS.....	35
4.1 TRANSFORMATION IN PHYSICAL FACILITY, LEARNING ENVIRONMENT AND STUDENTS' PARTICIPATION.....	35
4.2 SCHOOL OPERATION DAYS AND ACTUAL CLASS OPERATION DAYS.....	36
4.3 STUDENTS' PERFORMANCE.....	44
4.4 PROVISION OF SCHOLARSHIP.....	51
4.5 CHANGED MANAGEMENT CONTEXT OF SCHOOL MANAGEMENT COMMITTEE.....	53
4.6 SUSTAINABILITY OF THE CMS.....	58
4.7 NEGATED ASPECTS OF CMS.....	59
4.8 ALTERNATIVE SCHOOLING.....	61
CHAPTER-V: BEST PRACTICES OF THE COMMUNITY MAANGED SCHOOLS.....	ERROR!
BOOKMARK NOT DEFINED.	
5.1 EFFECTIVE INSTRUCTION.....	64
5.2 EMERGENCE OF NEW PARTNERS.....	65
5.3 GROWING PTA AND PARENT INVOLVEMENT.....	65
5.4 SUSTAINED SCHOOL COMMUNITY RELATIONSHIP.....	67
5.5 COMMUNITY MANAGED SCHOOL AS A BREAKTHROUGH IN SCHOOL MANAGEMENT.....	67
5.6 OWNERSHIP AND SUSTAINABILITY ENSURED.....	67
CHAPTER-VI: DISCUSSION AND FINDINGS.....	68
CHAPTER-VII: CONCLUSIONS AND RECOMMENDATIONS.....	87
7.1 CONCLUSIONS.....	87
7.2 RECOMMENDATION.....	88
7.3 RECOMMENDATION FOR FUTURE ACTION.....	90

REFERENCES

APPENDICES

ABBREVIATIONS

AS	: Alternative Schooling
ASP	: Alternative Schooling Program
CBOs	: Community Based Organizations
CERID	: Research Center for Educational Innovation and Development
CLC	: Community Learning Center
CMS	: Community Managed School
COPE	: Community Owned Primary School
CPD	: Continuing Professional Development
CPE	: Compulsory Primary Education
CPRE	: Consortium for Policy Research in Education
CS	: Community School
CSNN	: Community School National Network
CSR	: Comprehensive School Reform
CSSP	: Community School Support Project
DDC	: District Development Committee
DDF	: District Development Fund
DEO	: District Education Officer
DOE	: Department of Education
EFA	: Education for All
EJG	: Education Journalist Group
FGD	: Focus Group Discussion
FRP	: Formative Research Project
FSP	: Flexible Schooling Program
GON	: Government of Nepal
HT	: Head Teacher
IIEP	: International Institute for Educational Planning
INGOs	: International Non-Governmental Organizations
JICA	: Japan International Cooperation Agency
LSGA	: Local Self-Governance Act
MDG	: Millennium Development Goals
MoLD	: Ministry of Local Development
MOES	: Ministry of Education and Sports

NESP	: National Education System Plan
NGOs	: Non-Governmental Organizations
PCF	: Per Child Fund
PTA	: Parent Teacher Association
RCMS	: Rural Community Managed School
RP	: Resource Person
SBM	: School Based Management
SIP	: School Improvement Program
SLC	: School Leaving Certificate
SMC	: School Management Committee
SOP	: School Outreach Program
SS	: School Supervisor
SSRP	: School Sector Reform Program
UCMS	: Urban Community Managed School
UNDP	: United Nations Development Program
UPE	: Universal Primary Education
USAID	: United States Agency for International Development
VDC	: Village Development Committee

CHAPTER-I: INTRODUCTION

1.1 The Context

Government of Nepal (GON) and a number of donor agencies have a common overriding concern over promoting access, and quality of education to all school age children. A number of international donors like World Bank, DANIDA, UNICEF, UNDP, and JICA have been extensively involved in supporting Nepal's efforts to enhancing participation, quality, efficiency, and accountability of schools in basic and secondary education. In recent years, the GON has received supports from multi-donors in scaling up the transfer of management of public schools to communities.

Nepal tried both centralized and decentralized school governance in the past. Before National Education System Plan (NESP) 2028 B.S., it was the community which initiated and managed schools, and after the NESP, the government as the exclusive provider of education tried to manage the whole system of education almost for a decade. The government nationalized schools to improve the quality of education through assured funding and technical support and to expand access to education to the population. However, the rising expectations of the community in overall management and resource mobilization did not meet due to with sizeable government investments. Also the improvement in quality and efficiency of school education did not match the expectations of the government or the public. Nepal has a wealth of experience in the management of schools by communities prior to 1972, there were about 4,000 CMSs.

Therefore in an effort to bring back the positive elements of community management, Nepal made amendment to the Education Act in 2001. With the 7th amendment of the Education Act, 2028 BS (amended in BS 2058), the process of involving the community in school management became stronger. Following this, there was a voluntary transfer of public schools to community management; over 3,600 schools (out of 23,000 public schools) transferred to community management. The government embarked on the transfer of management of schools to the community by providing all communities the option of taking over these schools financed on a block grant for improvement of access to primary education and improvement of promotion rates, supplementary grants to community schools expanding enrollment to cover additional costs, and other grants for additional support to marginalized communities. As a major donor in this government effort, the World Bank provided a huge chunk of amount through Community School Support Project for scaling up the transfer of school management to respective communities and ensure Nepal's efforts on community based school management to enhance participation, quality, efficiency, and accountability of schools.

1.2 Rationale of the Study

Various strategies for improving service delivery of the CSs are underway across the world. Since each school is unique by virtue of the distinctive features of its stakeholders, a one-size-fits-all tendency of top-down planning could be counterproductive for the CSs. Therefore, the initiative of transferring school management to the community aims at facilitating the stakeholders to choose their own unique vision and goals for their schools.

The communities, parents, teachers and SMCs, in partnership with the stakeholders, design, implement, monitor, evaluate and document school activities.

Besides, devolution of responsibility to community for local school management with the intention of raising overall accountability would be the primary means of reaching the objective of improving the poor quality of service delivery by these schools. Therefore, the transfer of schools' management to community is one of the important steps to demonstrate its commitment to changing the way it serves the people. In fact, the rationale for the management transfer was to empower local community and enable them to participate in local schools, create the feeling of ownership in local people towards community schools, improve access, enhance quality of education, create accountability, achieve the goal of Education For All, and create government- community partnership in the matters of education.

In fact, transfer of management of public schools to communities is one of the basic strategies of the Tenth Five-Year Development Plan, which aimed at achieving the Education for All (EFA) and Millennium Development Goals (MDGs). The long-term vision of Tenth Five-Year Plan is to devolve the educational planning and management responsibility of school education to the local bodies and communities in line with the spirit of Local Self-Governance Act, 1998 (LSGA). In addition to this, the operation of school management responsibility needs to be devolved to the local parents and teachers by adopting measures to empower their capacity in order to carry out these responsibilities. The plan has also envisaged the strategy of community participation from grassroots level in decentralized educational management through facilitation, quality improvement and regular support from the concerned stakeholders. In line with the spirit of decentralization, educational planning and management responsibility would be given to the local bodies and communities. Moreover, the SMCs have been responsible for planning and management of the respective schools. To perform their duties, the plan has made provision for capacity building of local bodies, communities, and SMCs. The focus of this plan was community involvement in education with emphasis on ownership, accountability, and local control on the utilization and mobilization of local resources.

On the other hand, EFA core document, which is the guiding principle for the development of basic education in the country, proposed several initiatives and reforms. The strategy of community involvement and empowerment of the community people is the main thrust of the EFA which is in line with the decentralized system of educational planning and management. The transfer of school management to the community is a way of shifting the focus from centralized management to community-controlled and school-based planning and management. It is expected that the CMSs will have effective school-based monitoring; greater involvement of parents in their children's schooling, and better accountability of teachers to the school and community. Hence, the efficiency of schools will be enhanced. The schools opened by the communities and managed through community funds will also be supported with program funds as per their needs.

The essence of the school-based management within a decentralized framework is to operate school by involving and empowering parents and communities by providing

human and material resources available at the local level. Although the SMCs have greater roles to play in the management and functioning of schools, the government will continue to provide financial assistance and technical support for capacity building and for ensuring children's equitable access to quality education. This type of attempt requires a strategic shift from a centralized and bureaucracy controlled management to community-controlled and school-based planning and management in collaboration with different partners including local bodies, NGOs, CBOs and other organizations.

As per the EFA Core Document, management of community school has been transferred to community to ensure community participation for the ownership, better instruction, accountability and efficiency of school. EFA Core Document also spelled out that the management transfer process would be boosted up by creating demands at the community level through mobilization of resources and incentive mechanism. It also envisages the identification of success stories of the CMSs and plans for replicating them by seeking to design and implement capacity building packages.. Following the spirit of reform endeavor, attempts are made to decentralize management of education. In this context, the government has made decision to transfer the management to the community for school management. According to the DOE, 7378 schools (5159 Primary, 1489 Lower Secondary and 730 Secondary) have been transferred to the community so far. Since the program was started from the year 2002, critical analysis of operation of these schools, and effectiveness in providing efficient service delivery is required so that the good practices could be sustained and replicated. Moreover, reactions of the stakeholders to the changed management practices are also required to be considered before developing policies. All these unfold the following research questions that need to be addressed through the study:

1.3 Objectives of the Study

The objectives of the study were as follow:

- To identify evidences of new initiatives of the management committees in the improvements of both physical and learning environments of schools;
- To assess the student performance in terms of learning achievements and behavioural changes;
- To examine the transparency and accountability in view of accounting, auditing and reporting practices at school level,
- To assess the role of school management committees in the capacity building of the stakeholders through orientation, community awareness campaigns and involvement of the stakeholders in SIP preparation.
- To collect and analyze data of students' 'enrolments, and retention, particularly those of disadvantaged groups such as girls, Dalits and others;
- To compare the efforts made by, and contributions of, the community managed schools vis-a-vis other community schools in respect of school management and instructional practices, student participation, physical and learning environments etc;
- To identify the community managed schools with best practices and the contributing factors;

- To explore and suggest any possible alternative school management modality more effective than the present one; and
- To identify major issues and challenges including appropriate measures to address them.

1.4 Review of Literature

This section attempts to review the theoretical considerations- decentralization and governance related to school management, school-based management (SBM), legal and policy provisions for the CMSs in Nepal and present the review of related studies.

With the introduction of EFA efforts various reform process are taking place in Nepal to increase the access and quality in education; and to improve organizational efficiency of school system and school governance through the beginning of effective community management. Along with the amendment in the Education Act and ~~Rules-Rules~~ and, the decentralization reform in education has been implemented for a number of years. The SMCs have been empowered for planning, management and implementation of reform endeavors. The CMSs are focused on implementing the decentralized school management by strengthening the organizational capacity of school and individual capacity of the SMCs, PTAs and the parents.

Decentralization and School-based Management (SBM)

Decentralization and governance are two key terms related to school management. It may be defined as the transfer of decision-making authority closer to the consumer or beneficiary. Decentralization, especially manifested through school autonomy, has the potential to affect several characteristics of effective schools.

Generally decentralization initiatives fall into one of two types: 1) the devolution of service delivery responsibilities from national to local or regional governments, and 2) the delegation of many service delivery decisions and functions to the level of the school. Especially, first type of decentralization refers to devolution to sub-national governments whereby, the sub-national government may be partly or entirely responsible for funding education. The second form refers to school autonomy, a school board or school management committee which is usually formed to provide oversight and is made up of elected community representatives in addition to teachers and the head- teacher.

Decentralization moves decision-making closer to the people and may give them greater say in schooling decisions as well as greater ability to hold the Headteachers (HTs) and teachers accountable. In principle, schools are empowered to determine their own priorities and to develop their own school reforms activity to improve teaching and learning. The authority given to a single person and autonomy may lead to weak management capacity, insufficient funding, inadequately trained teachers, and weak system support. Therefore, decentralization efforts attempt to realize the positive potential of decentralization by entrusting the local stakeholders. Fullan and Watson (1999) in a paper entitled "School-based Management: re-conceptualizing to improve learning outcomes" paper mentioned that:

“Educational decentralization is a worldwide phenomenon, but as a concept it hides more than it reveals. It often refers to the devolution of some authority to the local school and community level, but two large problems remain. First, in all cases, key aspects of authority are retained at the regional and central level. In this sense, decentralization is a misnomer. Second, when decentralization does occur, it usually refers to structural elements (such as site-based councils), thereby missing the day-to-day capacities and activities that would make it work for school improvement”

According to Hanson (1997) decentralization is not created by passing a law. Rather it must be built by overcoming a series of challenges at the center and the periphery by, for example, changing long established behaviours and attitudes, developing new skills, convincing people in the center who enjoy exercising power to give it up, and sometimes encouraging people to take creative risks, promoting and rewarding local initiatives, and maintaining continuity with the decentralization reform even as governments change (Cited in Hanson, 1997:14 cited in Fullan, M. and Watson, N 1999). The empirical research evidence on education decentralization is mixed but frequently shows that increasing parental participation in school governance, giving teachers the right to select their own textbooks, and granting school directors the authority to recruit teachers contribute positively to education quality.

Hallak and Poisson(2006) defined governance as the act of governing. It relates to decisions that define expectations, grant power or verify performance. It consists of either a separate process or part of management or leadership processes. These processes and systems are typically administered by a government. In the case of a school, governance relates to consistent management, cohesive policies, guidance, processes and decision-rights for school management responsibility. For example, managing at a corporate level might involve evolving policies on privacy, on internal investment, and on the use of data (IIEP).

McGinni, N. and Welsh, T. (1999) in a paper ‘Decentralization of education: why, when, what and how?’ has mentioned that for the successful implementation of the school-based management run by professional depends primarily on three kinds of action:

- Objective measurement of the performance of the school, using indicators of students performance, parent and community satisfaction, and access to resources;
- Establishment of a reward system for good performance, especially of teachers;
- Improvement of the level of professional expertise of those who participate in decision- making. For example, parents and community members can participate if they are made expert through training (p.39).

Fiske (1996) in his book “Decentralization of education: politics and consensus’ mentioned that many countries in the world have embarked on the decentralization of schools for a wide range of reasons-educational, administrative, financial and political. Pointing towards to the importance of achieving the goal of the education for all, he mentioned that the book was written with purpose of helping the political and educational

policy makers and practitioner in developing countries, as well as staff members of donor agencies and international non-government agencies. Fiske mentioned that in Spain decentralization was practiced for confronting regional and for promoting local autonomy in Brazil. In New Zealand decentralization was meant for cutting out middle management, paying for teachers in Mexico and for the social spirit in Zimbabwe. Similarly in Argentina, decentralization was introduced for downloading the fiscal problems, and for laissez-faire ideology and for fostering democracy in Chile. In Venezuela the objectives of decentralization was seeking economic development.

Fiske has also noted that in consideration of various countries experience on decentralization, the effects of decentralization were positive and unsatisfactory, both. The encouraging results were that decentralization could be instrumental in educational improvement such as improved learning, show positive impact on student learning and improvement in test scores. The result of decentralization could be administrative efficiency such as increases operating improved, lower costs and better services in areas ranging from maintenance and teachers training to meals. Similarly, decentralization was found useful in shifting the financial responsibility away from the central government to the regional and local bodies followed by an increase in total spending (Fiske, 1996, Pp 24-26). Summarizing the study 'Effective schools in poverty areas in Chile: keys and challenges' Raczynski and Munoz mentioned that educational policy has to recognize that effective schools are responsible for their own future. They further added that their development is affected by external actions and resources, but policy has to assure that the school internalizes and makes endogenous what it receives from the outside. External support facilitates change, but change will only occur when agents within the school champion it (USAID, EQIP 2). An effective school basically requires some essential features they are given in Table 1 below.

The popular strategy of SBM started in 1980 as a school reform strategy. Caldwell (2005) defined SBM as the decentralization of authority from the central government to the school level. In the words of Malen et al. (1990), "School-based management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained. As a result of SBM resources will be available to address the needs of the students leading to better programs for students. Oswald defined SBM as the decentralization of decision-making authority to the school site. According to Oswald to achieve the meaningful results from SBM, the HT or principal must use a team approach to decision-making. This approach will also bring more positive results toward school leaders and more committed to school goals and objectives. When the parents, teachers, and community members are involved in associated with school affairs, they will be more supportive of schools. Therefore based on the strategy of the SBM, the responsibility for, and decision-making authority over, school operations is transferred to principals, teachers, and parents, and sometimes to students and other school community members.

Table 1: Characteristics of effective schools

Achievement, orientation, high expectations
Educational leadership
Consensus and cohesion among staff
Curriculum quality/opportunity to learn
School climate
Orderly atmosphere
Effective orientation and good internal relationship
Evaluative potential
Parental involvement
Classroom climate
Effective learning time

Given the application and actions accompanying that application, the term decentralization may vary. As mentioned by Stephens (1974) a decentralized state is the one in which local governments have the power to control public policies, resource allocation, and delivery of public goods and services. The World Bank (1995) referred to decentralization as a tool to shift power from central to local officials, while the United Nations Development Program (UNDP) (1997) defined decentralization as the establishment of a system in which responsibilities are shared between governmental institutions at the central, regional, and local levels. Sharing responsibilities improves the effectiveness of governmental systems and increases the capacity of sub-national units. Decentralization is concerned with the relationship between central and sub-national agencies

Indicating towards the actions accompanying the application of decentralization, Furniss (1974) mentioned four actions: 1) transferring administrative functions and authorities to lower levels in the organizational hierarchy, 2) creating legislative units of smaller size, 3) shifting responsibilities to sub-national legislative bodies, and 4) controlling productive enterprises economically by citizens. As indicated by Rondinelli and Cheema (1983) for many scholars, the political dimension of decentralization is a necessary condition to establish decentralization in general. As stated by Smith (1985), the objectives of decentralization are to ensure support for development policies by making them better known at the local level and to produce greater participation in development planning and management. Rondinelli and Cheema (1983) defined decentralization as the transfer of power to local governments by eliminating administration concentration at the center.

They viewed that defined under decentralization, authority is delegated and power is devolved to local governments. Autonomy given to territorial units and democracy of decision-making are important components of political decentralization (Rondinelli and Cheema, 1983). Samoff (1990) defined political decentralization as the transfer of decision-making authority to previously “under-represented or marginal groups” and perceived it as an effort to determine who rules and who has access to decision-making. Samoff (1990) defined political decentralization as the transfer of decision-making

authority to previously “under-represented or marginal groups” and perceived it as an effort to determine who rules and who has access to decision-making

According to Fullan (1999) educational decentralization is a worldwide phenomenon, but as a concept it hides more than it reveals. It often refers to the devolution of some authority to the local school and community level, but two large problems remain. First, in all cases, key aspects of authority are retained at the regional and central level. In this sense, decentralization is a misnomer. Second, when decentralization does occur, it usually refers to structural elements (such as site based councils), thereby missing the day-to-day capacities and activities that would make it work for school improvement (Fullan: 199:1). According to Ogundele and Adelabu., the goals of SBM programmes vary according to each country but they typically include (i) increasing the participation of parents and communities in schools, (ii) empowering principals and teachers (iii) building local level capacity, and perhaps the most importantly, (iv) improving quality and efficiency of schooling, thus raising student achievement levels (Ogundele and Adelabu, 2009).

In decentralized administrative system, an individual school exercises autonomous decision making on budgets, curriculum, and personnel within policy guidelines set by its governing board. Drury and Levin (1994) say that SBM contributes to four "intermediate" outcomes, which in turn have the "potential" to lead to improved student achievement: increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform, and increased community engagement (Oswald). Depending on the policy, the SMB includes transfer of authority that may include all or selective activities related to budget allocation, the recruitment and termination of teachers and other school staff, curriculum development, the procurement of textbooks and other educational materials, infrastructure improvements, and the monitoring and evaluation of teacher performance and student learning outcomes..

According to Malen, Ogawa, and Kranz(1990), the SBM can be viewed as a formal alteration of governance, as form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvements might be stimulated and sustained (Cited in Abu-Dohou,1999), A second definition of the SBM concept given by Candioli (1995) is as follows:

... a way for forcing individual schools to take responsibility for what happens to the children under their justification and attending their school. The concept suggests that, when individual schools are charged with the total development of educational programmes aimed at serving the needs of the children in attendance at their particular school, the school personnel will develop more cogent programmes because they know the students and their needs(Cited in Abu-Dohou,1999)

Decentralization reforms take many forms and correspondingly, have many objectives. In Central America the primary objective of these reforms has been to improve the efficiency

and effectiveness of education by increasing school autonomy and community participation and the autonomy and capacity of local and regional education offices and stakeholders. Decentralization through municipalization has also taken place in some moments of time, for instance in Nicaragua, but has never reached the breadth and depth that decentralization to the school level with the consequence that municipalities are generally only a minor player in education delivery in Central America. Internationally, a large amount of research exists that analyzes the impact of decentralization reforms which shift certain decision making powers to the school level (also called school-based management reforms, or SBM) on education outcomes. Of the Central American reforms more research has been conducted on the Nicaraguan and Salvadoran reforms, and less on those of Honduras and Guatemala, as their adoption and implementation is more recent. Research is substantially more limited on how the reforms have expanded community participation and empowerment and on to what extent and in what ways schools exercise meaningful autonomy. Finally, very few studies compare empowerment and education outcomes across these four countries.

The paper entitled “A comparative analysis of school-based management in Central America analyzes and compares the impact of education decentralization reforms in El Salvador, Guatemala, Honduras, and Nicaragua. Decentralization is the process of re-assigning responsibility and corresponding decision making authority for specific functions from higher to lower levels of government and organizational units (Paqueo and Lammert 2000) This is more true for El Salvador, Honduras, and Guatemala than for Nicaragua. Additionally, the models have had a very substantial impact on enrollment and are somewhat associated with better student flows. On the basis of a research school-based management in Central America, Di Gropello (2006) has given a set of recommendations for consolidating the good results, improving their impact on the quality of the teaching and learning process and ensuring their sustainability (see table 2).

Table 2: A set of recommendations for quality of the teaching and learning process

- Reform Priorities,
- Pedagogical Model.
- Pedagogical Innovation:
- Pedagogical Decentralization to Communities.
- Transfer Formulas.
- Parental Support.
- Information on School and Teacher Performance and Supervision Mechanisms
- Teachers' Skills
- Teacher Motivation and Permanency in the Non-traditional System: Timely Payment
- Professional Development.
- Directors: Role.
- Directors: Training
- Institutional Capacity of Coordinating Units.
- Teacher Inclusion and Sustainability.
- Regional Collaboration

The Theory behind School-Based Management

According to Brown (1990) structure, flexibility, accountability, productivity and change are the key themes related to SBM. Good education is not only about physical inputs, such as classrooms, teachers, and textbooks, but also about incentives that lead to better instruction and learning. Education systems are extremely demanding of the managerial, technical, and financial capacity of governments, and, thus, as a service, education is too complex to be efficiently produced and distributed in a centralized fashion (King and Cordeiro-Guerra, 2005; and Montreal Economic Institute, 2007). Emphasizing the need for incentives Hanushek and Woessmann (2007) suggest that most of the incentives that affect learning outcomes are institutional in nature. They have indicated three elements three in particular: (i) choice and competition; (ii) school autonomy; and (iii) school accountability.

A Typology of School-Based Management

SBM has been introduced in a number of countries like of New Zealand, the United States, the United Kingdom, El Salvador, Nicaragua, Guatemala, the Netherlands, Hong Kong (SAR), Thailand, and Israel (World Bank, 2008). However there are different approaches of practicing the SBM. By definition, the SBM is a form of decentralization that makes the school the centerpiece of educational improvement and relies on the redistribution of responsibilities. Generally the SBM is practiced in different ways as guided by national policy. SBM approaches differ in two main ways: the “who,” that is, to whom the “decision-making authority” is devolved, and the “what,” that is, the degree of autonomy that is devolved. This is what we call the autonomy-participation nexus. The various combinations of these two dimensions make almost every SBM reform unique.

School-Based Management Reforms around the World

In the world a wide range of countries have experimented with or introduced SBM reforms. As indicated by the study the impetus behind most of these reforms has been political, financial, or a reaction to a natural disaster or civil conflict rather than educational. However, in all cases, the aim has also been to address difficult management issues.(The World Bank).

To quote Wohlstetter and Mohrman.(1994):

“SBM is difficult in Western countries, even where there is often more of a tradition of local authority, and where more resources are available. In many developing countries where there is a legacy of hierarchical or top-down models of education management from colonial days, it represents a radical change. Not only do those in power at central and middle levels of management have to give up control, but also those at the school and community level have to be willing and capable of operating in new ways. Further, new forms and responsibilities with respect to accountability must shift to school levels, whereby accountability becomes outward to parents and local communities as well as upward to regional or central authorities.”

Wohlstetter, P. and Mohrman, S.(1994), in their article “School-Based Management: Promise and Process” mentioned that whether under the banner of community participation, decentralization or teacher empowerment, school-based management has been on the educational reform agenda for decades. These days the SBM is gaining support as a means to improve school performance. However, the specific process to make it effective in improving the performance has received little attention and efforts. (<http://www2.ed.gov/pubs/CPRE/fb5sbm.html>), (CPRE Finance Briefs).

Not all countries who have introduced SBM reforms have achieved success. SBM reforms of the strongest type have been introduced and, to some extent, been successful (or rather sustainable) in achieving their goals in developed countries, such as countries like New Zealand, Australia, and Spain, or in countries emerging from conflict situations, such as El Salvador and Nicaragua, or a natural disaster, such as Hondurasm they have been successful to some extent. .In addition developing countries, such as Mexico, Brazil, and Pakistan are just practicing the weaker forms of SBM (The World Bank)

As mentioned by Cook (2007), the idea of SBM emerged in 1960s and the idea really took off in the U.S. in the 1990s, prompted by the Comprehensive School Reform (CSR) movement and the legislation to which it led. CSR makes three ideas central to the reform: (i) school change should be radical rather than marginal, thus meriting, the label “reform” rather than “change”; (ii) to merit the label “comprehensive,” the reform should encompass the administrative, pedagogic, and external relations aspects of school life; and (iii) the reforms should be at the school level rather than at the district level or the classroom level. According to Borman et al., 2003; and Cook.2007 attempts were made to introduce the concept of Comprehensive School Reform with the enforcement of Comprehensive School Reform Act in USA in 1999. The Act provided some guiding outlines for locally autonomous school. They are:

1. ~~4.~~Each school had to select a model from among the various models of SBM that is thought of to be successful or has the promise of being so.
2. ~~2.~~Each school should attempt to use proven methods of teaching, learning, and management for comprehensive school reform ensuring changes in teaching and learning.
3. ~~3.~~The methods for teaching, learning, and management should be integrated into a coherent package.
4. ~~4.~~There should be continual professional development. e.g. opportunity for trading of principals and teachers for staff.
5. ~~5.~~Staff should support the SBM initiative as they can have a say in deciding on school changes.
6. ~~6.~~Formal and informal responsibilities should be distributed widely within each school. School principals have very difficult and stressful jobs..
7. ~~7.~~Parents and the local community should be involved in the school. This can facilitate flow of financial, and material resources into the school by virtue of the parental support; and that more children will learn, both at home and in the community, that attending and doing well in school are highly valued.

- ~~8.~~ ~~8.~~ There will be external technical support for whatever changes the school is making. ~~9.~~
- ~~8-9.~~ Measurable benchmarks should be used to find ways to ensure, if necessary, mid-course corrections.
- ~~9-10.~~ ~~10.~~ Annual evaluations are needed of how SBM is being implemented and of any changes in student performance.
- ~~10-11.~~ ~~11.~~ Mechanisms are needed for finding additional human and financial resources from external sources. (The World bank, 2008)

Emergence of Community Managed School (CMS)

Caldwell and Spinks propounded the idea of a 'self-managing school' relating to make the decisions related to the allocation of resources based on the decentralization to the school authority. With the research experiences in a school of Tasmania, they revealed that due to lack of available resources in advance, budget and systematic planning was impossible. Even in advance of such important information, the teachers were always being required to plan for some particular quantity and type of resources. Based on the research, they found that piecemeal approach to planning and budgeting does prevail.

In the history of development of education in Nepal, community involvement in the school management is not a new practice. Before the introduction of the NESP, Nepalese schools were established and managed by the community. It was only in 2027, when the government took over the entire financial, administrative and technical responsibility of school management. But the experiences of nearly three decades revealed the need for change in school management. Subsequently, Nepal started the policy of transfer of school management to community school from the year 2002. With purpose to building the capacity of the government at central level and scaling up the transfer of school management to communities, the Community School Support Project (CSSP) was implemented. At the request of the GON, the World Bank provided financial and technical assistance for the implementation of CSSP. The Department of Education (DOE), Ministry of Education and Sports (MOES), was the implementing agency of the project.

As a beginning of the new initiative in the community based school management, a joint undertaking of the Ministry of Local Development (MLD) and UNDP called as 'Community Owned Primary School (COPE)' was launched in 2000 in six districts in Nepal. It was an effort to respond to national commitment on Education for All (EFA), Millennium Development Goal(MDGs), and Universal Primary Education Campaign. It brought about a very positive impression on how the local communities could be entrusted and empowered to run school in their own management style with focus on equitable access to quality primary education even in backward and poor communities.

After few years of experience on community based school management, the then existing legal provisions for implementing the policy of transfer of school management to the local community such as SMC, VDC, Municipality and the NGO was revised in 2007. The policy of transfer of school management in the schools, who received funding from the

government and have the functioning of the SMC, and availability of teachers' quota from government, was brought to end. Similarly, the amendment was made on the provision for executing the process of transfer of the school management on the basis of formal consensus of SMC, the recommendation of the local bodies and the approval of the local guardians. Following the revision of the Education Act in 2007, the schools without regular government funding and recognition of the teachers' position received the opportunity for management transfer to the local community.

The enforcement of the Local Self-Governance Act (LSGA) by the GON of Nepal in 1999 was a land mark towards fiscal and political decentralization in Nepal. It was an attempt to provide unified legislation with the principles and policies of decentralization and the institutional arrangements for its implementation. According to the LSGA, the DDC is the focal point for decentralization. Following this, a concrete step in decentralization was made with the provision of the District Development Fund (DDF) to track all the income sources of the DDC and sectoral devolution in four sectors; primary education, basic health, agriculture extension including livestock and postal services. As a part of the decentralization process, VDCs and municipalities were also entrusted to monitor and regulate the primary schools and assist in providing the primary education in mother tongue.

The Interim Constitution of Nepal 2007 has made the provision of promoting more participation of the people and adopted the federation model of governance reemphasizing local self governance. For ensuring maximum peoples' participation in the country's governance, the provision of local self governance, has called for the election of local self governance bodies on the basis of principles of decentralization and devolution of power by creating a congenial atmosphere for the exercise of the people's sovereignty. It is believed that with the essence of local people, the changed governance act will be able to provide services to the people at the local level and contribute to the institutional development of democracy.

In recent years, the DOE has given thrusts on all education programs ensuring children's equitable access to basic and primary quality education to achieve the MDG of 2015 and the EFA goals by introducing systemic improvements in service delivery and planning mechanisms. The shaping of new School Sector Reform Program (SSRP) 2009-2015 lead to the implementation of most of the major support programs and interventions like new classroom construction in regular way, management of schools through the community, sharing cost, rehabilitation and improvement program , girls' scholarship program (grade 1-8) including students from Karnali zone, scholarship for disabled students, scholarship for marginalized students, free textbooks and scholarship for Dalit, and per child funding(PCF)- non-salary recurrent cost. For implementing the Plan, the MOE aims to achieve significant improvements in the key 15 SSR indicators by including base year (2008/09) and targets for 2015/16.

Corresponding to the decentralized school management, the GON has made the Seventh and Eighth Amendment to the Education Act and amendment of Education Regulations (2002). Subsequently, the SMC has been empowered with authority and increased

responsibilities and accountability. The SMC formed through election process has the authority to teacher recruitment and transfer, HT recruitment, and school level planning and monitoring. In addition, the provision for formation of Parent Teacher Association (PTA), has been made to support the SMC achieve the goals of education.

In Nepal decentralization may also take the form of empowering education DEOs, RPs or School Supervisors(SSs), HTs, teachers, parents, the SMCs, and professional organizations of teachers. According to AI –Majali accountability and transparency are inseparable in which accountability is a form of transparency and transparency leads people to look at results, and this leads to accountability. Therefore when we talk about CMS in Nepal, obviously it relates to the role of SMCs and HTs for access and quality of education where the students enrolled in the school demonstrate good performance. Some studies have shown that there are typically some features like increased funding and resource mobilization, increased stability, increased roles of the stakeholder like SMCs, PTAs, HTs, teachers, and community members. Students are reported to have increased pass rate, increased score, and decreasing dropout rate.

1.5 Review of Related Studies

In Nepal a number of researches are carried out in the field of primary education with reference to educational participation, curriculum, achievement and school dropout. Despite increasing access to basic education, a number of challenges remain in our doorsteps in implementing program as reflected by various studies (CERID 1997, CERID 2007), and in progress as pointed out by status reports (DOE/MOES, 2008).

The government is implementing several reform programs for increasing children's access to education. With purpose to provide a quality basic education to all school age children, the government has also made several efforts for the universalization of the primary education program by expanding the school facilities in the country. As a result, there has been a significant expansion in the numbers of schools, teachers and students. These children are mostly from the disadvantaged and deprived communities. Under Formative Research Project (FRP), several studies have been conducted to formulate programmes to enhance the participation of children belonging to the economically disadvantaged families. However, such studies reveal a positive impact in increasing the numbers of schools, not that of children's participation from economically disadvantaged families. Reflections of some previous related studies are presented below:.

The main objective of the research '*Access of Muslim Children to Education*' conducted in 2003 was to identify obstacles to the participation of the Muslim children in public school education and suggest relevant policies and practices. This study has identified factors such as: economic factor, religious, cultural, language, and incentive distribution, which affected access of Muslim children to Education. This study suggested motivating the Muslim children to join public schools. Other suggestions include accommodating school culture, integration of Islamic learning, motivational programmes, special incentive scheme, reservation in higher education, massive out of school (OSP) activities and appointment of government teachers.

The main objectives of FRP study '*Access of Muslim Children to Education Phase II*' conducted in 2004 was to discuss the role of Madrasas in the participation of Muslim children in the mainstream of school education and analyze enrollment, promotion, repetition and dropout rates of Muslim children in the school. The analysis of the study focused on socio-economic status of the Muslims, uneducated number of Muslims and repetition, promotion and dropout rate of Muslim children in schools. It recommended for recruiting female facilitators (teachers) and increasing participation of children in the incentive programs. Primarily, it has recommended that economically backward Muslim families need such supports.

The main objective of the study *Access to Education for Disadvantaged Groups* conducted in 2002 was to find out educational status and to identify motivating (pulling) and de-motivating (pushing) factors that affect special focus group children. This study has recommended that alternative schooling is important for the over-aged disadvantaged children, incentive program is needed for those students whose parents are unable to provide basic educational materials such as books, pens, pencils, exercise books, Tiffin and school dress. Increased scholarship quota for *Dalits* and primary schools is needed. Similarly, regular assessment systems, increased school physical facility, appointment of local teacher/facilitator, adequate supervision are also needed.

Another study entitled '*Access of Disadvantaged Children to Education*' conducted in 2005 attempted to examine the access rate of educationally deprived children in the country and to find out ways to provide them access to education. The findings of the study include - lack of physical facilities, irregularity of teachers, humiliation of other students by the upper caste children, engagement of students in income-generating activities aiming at refunding family loans, lack of learning opportunities for the children. The study suggests that temporary community school should provide school outreach programs on local initiatives for disadvantaged children, need to develop a policy for teacher appointment and physical infrastructure should be developed according to the number of children

The main purpose of *The Study of Effectiveness of Incentive / scholarship Programmers for Girls and Disadvantaged Children* conducted in 2003 was to find out the participation of girls and disadvantaged children in education and to identify the incentives needed for girls and disadvantaged children. The participation of girls and disadvantaged children is low because parents want their daughters to get married rather than continue to go to school. The failure and repeater rate for grade I is very high. The lack of physical facilities, unavailability of classroom space, and lack of adequate number of teachers are other pertinent problems have been pointed out by the research. This study has recommended providing incentives to all new comers and the *Dalits* in the distribution of the incentives, to encourage parents of most disadvantaged groups to initiate income-generating activities, conduct door-to-door awareness programs and form mother groups to mobilize them for creating awareness.

One of the purposes of the ~~study-study~~ of *Gender Equality and Gender Friendly Environment in Schools* was conducted in 2008 with purpose to find out the determinants

of girl's and the female teacher's friendly school environment. The report shows that most of parents, students, school administrations and communities felt secure and confident when female teachers are available. This study recommended that massive awareness programs on gender equality should be launched regularly in the communities in addition to existing *Ghar Dailo* (door-to-door) program and attempt to change parental attitude towards the girls. Demand for provisions of transportation, separate toilets with regular water supply, a good library and instructional/sports materials and school uniform was made by girls. Besides demand for female teachers to make school environment more convenient and education friendly was made. Thus, these provisions should be arranged as soon as possible to make students and teachers comfortable in schools.

In 1990 CERID conducted a micro study entitled *"Exploring the opportunities for professional development of primary school teachers in Nepal"* conducted with purpose to explore how could primary level teachers be supported through various opportunities / activities directed to the context specific instructional problems and ensure their professional development at institutional, organizational and individual levels. In addition the study was conducted to identify the options/strategies for transforming their professional skills and suggest the policies, strategies and the implementation mechanism for the professional development of primary level teachers in Nepal.

The study revealed that the teachers felt their present qualifications being inadequate to have good command to teach, difficulty to teach English subject and teach in English medium, difficulty in teaching. Similarly, SMCs and HTs felt that they did not receive any form of opportunities to help solve instruction related problems of teachers, which were either ignored or presumed to be solved by teachers themselves. In addition, absence of systemic policies for continuous teachers' professional development was seen. Thus a vacuum of professional development opportunities besides pre-service or in-service teacher education program to keep them abreast of new knowledge/skills and grow professionally was vividly revealed. The teacher education program of the country should focus on teacher development part through availing on the job professional development opportunities. It was also recommended continuous professional development (CPD) packages should be a blend of theoretical knowledge and the practical tips to transform in real situation.

Another study entitled *"Community managed schools an innovative approach to school management"* was conducted in 2009 with purpose of identifying the stimulants for takeover of the managerial responsibility of the schools by the community, and the changes occurred in the schools after the takeover of managerial responsibility. The study also aimed at exploring the opinion of teachers and parents, Teacher Union to the policy, teachers' changing role and the good practices of the CMS. The study revealed that a sense of ownership among the parents and grassroots stakeholders and organizations, and involving them in school improvement efforts to improve to quality of learning. It was also observed that lump sum grants and relief grants for operating additional classes and grades were factors for taking managerial responsibility.

The study also revealed that as regards the change in CMSs, most of the changes were confined to the development of physical facility. A large number of schools still do not have enough facility to run the school program efficiently. Other changes in CMS could be seen in quality of instruction; parents' participation in school affairs, organizational efficiency of schools; school-community relations and transparency of school activities, leadership quality, and school governance. Similarly, with a view to sustaining the changes occurred in school, the DOE should disseminate the changes occurred in CMS by arranging visits, conferences and using media.

A mid-term report on *Community Owned Primary Education (COPE) Program* implemented by the GON with support of UNDP/Nepal as per pilot basis in six selected districts (2002), Report on Mid Term Evaluation revealed that all primary school students were regular in class and they participated in variety of school activities. The study also found a full retention of girls and disadvantaged children in the school. Student centered teaching and learning, and continuous assessment system were the other good practices. The COPE program presented a good model of devolution of primary education contributing directly to meet the EFA and UPE goals.

Another study entitled "*Ensuring free and compulsory basic education for disadvantaged groups in the context of education for all*" was conducted in 2009 with purposes of exploring educational status of children of the disadvantaged groups and the provisions are required for educating children from the disadvantaged groups. The study also aimed to identify the preventive measures to ensure basic/free/compulsory/right based education for disadvantaged groups. This study focused on case-by-case study of 5 disadvantaged groups including *Lohar/Tamata* and *Chamar, Tamang, Chepang* and *Danuwar* in 5 districts. The study revealed that enrolment of disadvantaged students was satisfactory, except in the *Chamar* community. However, retention was still challengingly persistent with the *Chamar, Lohar* and *Tamata* communities. As regards the attendance and performance in exam, *Tamang* and *Danuwar* students demonstrated more or less a feature similar to that of the other students.

Based on the major findings of the study it was recommended that the government should develop and implement an education program and respond quickly to meet the demand of textbooks by printing the textbooks on time. Similarly it was recommended for having more classroom space, playground, toilet, sports materials and educational instruments for schools of disadvantaged children provision of local disadvantaged community. CERID also conducted a case study entitled *Free and Compulsory Primary Education in the Context of Education for All* in 2004 with the objectives to document the previous compulsory primary education (CPE) experiences, analyze how the initiatives were conceived, planned, executed and monitored, and assess the impact of these initiatives in order to draw lessons for the future EFA plan. The study focused in Banepa district revealed that with the help of the community learning center (CLC) the program was successful in eradication of illiteracy in Banepa as it got necessary program prerequisites (CERID, 2004).

Another study entitled *“Rights-based education and structural reforms in basic and primary education”*: conducted by CERID in 2007 found that in spite of efforts such as scholarship, textbooks and opening of the early childhood center, there was no reasonably satisfactory accomplishments for providing rights-based education to children as per their needs and demands. A need for the policies and programs for providing rights-based education and classification of the responsibilities of the stakeholders was deemed necessary.

A critical review of the studies presented in previous sections indicates that various efforts have been made in recent years with focus on improving the access and quality of education. But adequate efforts have not been made to assess the effects of the roles played by the HTs, SMC and PTA members and parents in the changing context of the school management. No notable efforts have been to expedite the level of awareness and advocacy in the community about school affairs and the transformation in physical condition of school and learning environment. In the context of education reforms, decentralized functions frequently include policymaking, revenue generation, curriculum design, school administration, and teacher management. Typically decision making authority for these types of functions is decentralized either to regional or municipal government offices or to schools themselves.

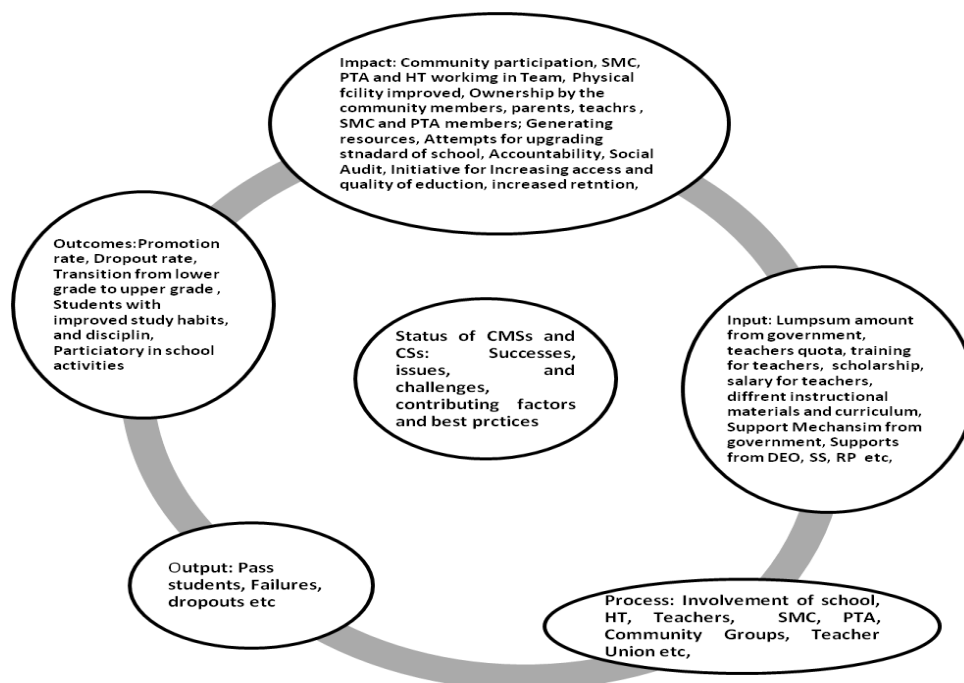
CHAPTER-II: METHODOLOGY OF THE STUDY

This chapter deals with the methodology used in the study. The whole description is divided into five sections in order to have clarity of presentation. These sections are: study frame, .study samples, study tools, data generation and data analysis and interpretation.

2.1 Study Framework

The main purpose of the study was to reveal the status of the CMSs and CSs in respect of school management and instructional practices, student participation, physical and learning environments and new initiatives of CMSs, and also disclose the contribution of CMS vis-a-vis community schools in terms of performance of the students. The focus of the study is on the CMSs and CSs from primary through secondary level following the takeover of the responsibility of school management by the communities. The study also focuses on the existing practices of the CSs that do not receive the inputs compared to the CMSs from the government. Additionally, attempts were made to expedite the best practices of the CMSs.

Figure 2.1: Framework of the study



A very crucial term the “effectiveness” in the study title indicates towards the need for its further definition. Therefore based on the review of the study, ~~attempts~~, attempts has

been made to indicate few indicators that would connect with the effectiveness of Community School Management. When we spell out about CMS the beneficiaries and local stakeholders associated with the CMS include students, teachers, HTs, parents and guardians, SMC, PTA, community groups and local bodies unconnected to governance, DEO, RPs, SS, local NGOs, etc. The headteacher has very important role to play in total school programme in ensuring school effectiveness. This role is however, very challenging and demanding. It involves management of financial, human and materials resources in a dynamic situation affected by many internal and external forces.

Therefore broadly an effective school indicates towards: satisfaction of the students, parents and local stakeholders with schools on terms of physical facilities like classrooms, teachers and teaching aids, teachers' effectiveness; and teacher's interest in children's studies; effective functioning of HTs in school management and administration in terms of day to day administration, and fulfilling the roles related to personnel, academics activities; fiscal administration, personnel administration, relationship with school and community and local community groups and agencies; SMC 's roles in school functioning and whether they are providing any support to schools, focus on tracking each child's progress and continuously monitor critical indicators related to students school participation. In addition an effective school include , involvement of the HTs, SMC and PTA in school level planning and monitoring by considering systematic records of attendance and achievement made available to SMC, conducting meeting on a regular basis and hold discussion about participation of children and their access and retention in education; generate resources to build capacity and awareness among members to help them assess, ensure active participation of parents and community members from disadvantaged groups in developing an inclusive education system addressing issues of 'meaningful access', contribute to a system of social audit at local level, involving more people in the proper functioning of schools by utilizing financial support provided by the government. Further as one of the stakeholders, the DEO should provide continuous support for comprehensive teacher preparation and professional development in effective classroom organization and behavioral management.

Above all an effective school should have the following:

- Active and dynamic leadership, innovative qualities of school leadership and a sense of responsibility;
- Well conceived education vision and goals,
- Qualified and motivated teachers,
- Adequate infrastructure and in good condition;
- Varieties of pedagogical support materials and other materials like curriculum, text books, teachers' guidebooks and visual aids;
- Focus on effective teaching learning;
- Clear roles and responsibilities of the SMC, PTA,, parents, and community members;
- Culture of concern and support;,
- Safety available in school e.g. school compound wall and fencing;
- Learners'; discipline, participation and motivation;
- High enrolment and promotion rate, no dropouts from the programme
- Inclusiveness in the school programme ensured;

- Efficient supervision (organization, consultation, dialogues and regular appraisal),
- Culture of support, advice and mutual respect;
- Partnership with the local stakeholders and team spirit;
- Capacity of the local stakeholder to run the school;

Thus in view of the purpose of the study, a combination of both qualitative and quantitative research was set as the design of the study. The focus however was on qualitative data collection and interpretation. Basically, the information related to students' enrollment and performance test results, teachers' numbers and physical facilities etc were interpreted quantitatively and those related to the practices of CMSs and community schools related to instruction, resource management and its development, and community schools and views expressed by the stakeholders in qualitative way. Further triangulation of information obtained from observations, interviews and focus group discussion (FGDs) with various stakeholders were done. Thus, based on the purposes of the study, the framework of the study is presented diagrammatically (see Figure 2.1).

2.2 Study Samples

A combination of purposive and random sampling procedures was adopted by representing 5 development regions, 3 ecological belts and types of schools-primary through secondary. Altogether 15 districts 3 from each development regions and a total of 45 schools were selected representing both rural and urban areas. The districts and schools thus selected were considered to be representative sample to solicit the views of concerned stakeholders towards CMS and CSs and draw varieties of information related to students and teachers from all level of schools. For this study, the samples were selected by ensuring the CMSs thus selected to have at least three years of community management. A summary of the sample district and schools are as indicated in Table 3 (See Appendix 1 for List of sample schools). The schools were chosen by the Field Researcher on a random basis considering the years of experiences the schools have and convenience for field work.

Table 3: Study Area

Region	Mountain	Hill	Terai
EDR	Sankhuwasabha	Ilam	Jhapa
CDR	Dolakha	Dhading	Parsa
WDR	Mustang	Palpa	Rupandehi
MWDR	Jumla	Surkhet	Banke
FWDR	Bajhang	Dadeldhura	Kailali

Table 4: Number of Interviews and FGDs : By Sample Respondents

Types of School	Interviewees			FGD					
	Head teachers	DEOs, SSs and RPs	SMC chairperson	SMC Members	PTA Chair and members	Parents	Teacher	Students	Chair and Members of Teachers' Professional Organizations

Community Managed Schools	30	135	30	29	22	28	30	30	19
Community Schools	15		15	15	13	15	15	15	

2.3 Study Tools

With regard to the objectives of the study, both qualitative and quantitative data were collected by using varieties of instruments such as literature review, school survey, interview with concerned personnel namely DEOs, HTs, chairpersons of the SMCs, and FGDs with members SMC, chair persons and members of PTAs, parents, students, teachers, and members of teachers' professional organizations were used. Besides a checklist for assessing actual time for instruction and recording the observation of the researchers were used. Altogether, there were eleven types of interview and interaction guidelines (one survey form, three interview schedule, two observation checklists, and six types of guidelines for FGD).

Survey Form

A survey form to collect information about the rural and urban community managed schools and community schools with focus on students' enrollment and drop out trends and their examination results, and academic, instructional, physical and financial conditions of the sample students was developed and used. The survey form was consisted of the sections which needed archiving valuable information about students' enrollment, drop outs, promotion and test results.

Guidelines for Interview and FGD

The interview schedules as well as the guidelines for the FGD were developed in order to solicit the information from DEOs, HTs, chairpersons of the SMCs, students, teachers, parents, chairpersons and members of the PTAs, and chairpersons and members of the teachers' professional organizations. This was instrumental in exploring the understanding of provisions related to community schools, and the roles and responsibilities entrusted to the SMCs, issues, challenges and best practices of the CMSs vis-a-vis, CSs and other related stakeholders, achievements of the CMSs and CSs both-, access and quality impacts of the CMSs. Depending on the types of respondents the language used in interview schedules and the guidelines for FGD were prepared.

Classroom Observation Form

With a purpose of drawing specific information on the teachers' attendance and their entry time in the classes on the day of school visit an observation form was developed. This helped the researcher assess the punctuality of the teachers and the actual time spent by the teachers' in the class.

2.4 Data Generation

In order to collect the required data and information, data collecting instruments were used in all fifteen districts selected for the study.

With a view to establish conceptual premises of CMS and management transfer, pertinent literature was reviewed. Moreover, the study reviewed the educational policies and development paradigms with respect to decentralized reform and management transfer. The study also went through the current Education Act, Education Regulations and other documents to analyze the provisions related to community schools, and the roles and responsibilities entrusted to their managers. Moreover, previous studies were also reviewed.

Basically, a critical review of the policy documents such as MoES implementation and documentation, current Education Act and Education regulations and related documents were made for conceptual clarity of the community managed schools. Additionally a number of related research studies; EFA National Plan of Action (2001-15), EFA Core Document (2004-09), School Sector Reform Programme (2009-15) were made. Further, related reports of the DOE and other related research reports were reviewed.

Furthermore, interview with key personnel such as DEOs, SSs, RPs and members of teachers professional organizations at district level and FGDs at community level for example, FGDs with the students, parents, teachers, head teachers, and chairpersons and members of SMCs and PTAs provided valuable information.

The interviews and FGDs, by and large, helped to draw precious information related to:

- New initiatives of the school management committees in the improvements of both physical and learning environments of schools; and capacity building of the stakeholders;
- Enrollment, and dropout rates of the students particularly those of disadvantaged groups such as girls, Dalits and others;
- Efforts made by, and contributions of, the community managed schools vis-a-vis other community schools in terms of students' performance in terms of learning achievements and behavioral changes on the part of students;
- Accounting, auditing and reporting practices in the schools with respect to transparency and accountability;
- Role of the stakeholders like PTAs, professional organizations of teachers, students, teachers and other community groups in increasing access and quality of education and effective management of the schools and resource mobilization and sustainability,
- Best practices of the community managed schools and the contributing factors'
- Major issues and challenges including appropriate measures to address them.

Discussions with DEOs, SSs, and RPs were organized to collect their perception and reaction on the policies, programs and different aspects of CMSs and CSs both. The discussions were fruitful in disclosing the current realities and context of the CMSs with regard to different aspects of management such as access and quality, financing, partnership with community members, teacher management, etc.

2.5 Data Analysis and Interpretations

Qualitative as well as quantitative information and data generated through a varieties of sources such as local communities, schools, teachers, students, parents and

chairpersons and members of various professional organizations of teachers, SMCs, PTAs, DEOs, SSs and RPs were analyzed statistically and interpreted by considering various specific thematic areas and components covered by the study. Quantitative data were processed by using Microsoft Excel and qualitative data by manual coding, and tabulation.

CHAPTER-III: CHANGES AND TRANSFORMATION THROUGH COMMUNITY BASED MANAGEMENT

This section attempts to present measures taken by the government to encourage the local stakeholders take over the responsibility of school management and the proactive role of SMC in improving school management; making the SMC and PTA members and parents accountable, responsive and focused on school improvement activities; developing participatory planning process in preparing annual action plan, and maintaining transparency in teacher recruitment and appointment procedure. As guided by the research objectives the DEOs, SSs, RPs, HTs, teachers, parents, students, chairpersons and members of PTAs, and SMCs, teachers affiliated with various professional organizations were contacted for interviews, and FGDs for collection of information. Based on the information thus found attempts has been made to analyze data and information in following sections.

3.1 Building Capacity of Local Stakeholders

Capacity building is a long-term, continuing process, in which all stakeholders have opportunities to take part in capacity building programs depending on their needs and involvement in the programs. In simple manner capacity building may be defined as the development of knowledge, skills and attitudes in individuals and groups of people relevant in the design, development and maintenance of institutional and operational infrastructures and processes that are meaningful for their own purpose of the programs or activities.

Prior to the implementation of school management model of the CMS, the government was a key player in entire administrative, financial, and technical management role of the CSs. The DEO was active as a representative institute of the government in providing resources to the CSs. The schools as such were mere recipients of the financial and technical supports in day to day administration of the schools. Upon considering the community as the driver of school management in the context of CMS, the HTs and SMC members need to be given knowledge and skills that can help them understand the rationale of school autonomy; gaining skills on identifying packages that could contribute to understanding about the new management and aspirations of the government mobilize the local community, the PTAs and the SMCs in meeting the changing roles and accountability geared to the CMS; run advocacy and awareness program to make the local community members, parents and local NGOs and CBOs adequately prepared for generating resources and making efficient use. Ultimately the autonomy of school management resting on the SMCs, PTAs and local community urges for radical changes on the part of the SMC, PTAs and local community.

Once the SMC and HTs and PTAs are fully oriented with the notion of CMS and autonomy of school management, it is most essential that capacity building at the grass roots level would urgently be required. FGDs with students of Grade 5, 8 and 10 in CMS revealed that parents involvement have increased mainly in three activities -anniversary

of the school, meeting hold in the school and free contribution of labor in the construction works. In urban Terai, the parents visit school for updates of their children's study. Therefore in the changing context, there is a need for developing new set of skills and attitude to the grassroots level stakeholders so that they can be involved in developing school and SMC as self regulating body for entire management of the CMSs. Thus the new Education Act has vision for building the capacity of the teachers and SMC members to make them fully responsible and accountable.

3.2 Transformation in Physical Conditions and Learning Environment

Interaction with district level stakeholders like DEOs, RPs and SSs and local level stakeholders like parents, teachers and PTAs and SMCs reveal that the provision of CMS in recent years have been instrumental in increasing community responsibility in managing the schools by bridging the gap between district authorities and local school community, upgrading the instructional practices, increasing the school enrollment of school going children, reducing the dropout rate, improving the quality of education, and monitoring activities of teachers, and improve overall management of the schools. Most of the teachers and HTs had positive observation regarding the community management of the schools. The HTs and SMC members expressed that they are provided with different facilities like teacher's relief quota, and additional fund.

One of the focuses of this study was to trace out the rate of dropout, and promotion among the school students selected for the study. For the purpose of the study, the data available for three consecutive years from 2008 to 2010 were taken. The study revealed that ~~students dropping out of school is~~ students dropping out of school are not a common phenomenon in all levels –primary to secondary in both types- CMSs and CSs and in both locations rural and urban. This study has revealed on the indicators like students promotion and dropout rate, and factors responsible for dropout in the school system. Apparently, the study revealed that the dropout and pass rate was varying in the CMSs and CSs. Comparatively, the CMS has high promotion rate and low dropout rate compared to the community school.

Interaction with SMC and PTA members, HTs and parents revealed that the school management style had direct impacts on increasing or decreasing the pass and dropout rates. As a result of the financial and technical inputs received from the government by the CMSs, they were successful in improving students' participation in the schools. The lump sum grant given to the CMSs given by the government, the community driven school management, and the growing awareness and concern of the parents in school activities were the factors contributing in increasing the retention as well as pass rate in grade 5, 8 and 10 of the CMSs. Interaction with SMC and PTA members, HTs and parents revealed that the school management style had direct impacts on the increasing or decreasing the pass and dropout rates.

As regards the school calendar, all the CMSs from Terai and 70% from the Hill and Mountain have the school calendar. As regards the CSs, hardly 40% from the Mountain and Terai have school calendar. About 80% CSs from Terai have school calendar. Overall 80% CMs and 53% CSs have school calendar in operation.

The school survey has revealed that on an average the CMSs and CSs both were open for 232 days in the year 2067 B.S. The field survey revealed that average school opening days has increased gradually from 2065 B.S onwards. Besides the number of days the teachers are present also increased on an average in last three years in both category of schools. The average days of teachers' presence has increased from 213 to 215 from 2065 B.S. to 2067 B.S. Comparatively; the attendance rate has increased amongst the teachers of CSs.

Table No. 5: School Opened and Teacher's Attendance in Average

School Type	2065		2066		2067	
	School Opened Days	Teacher Present Days	School Opened Days	Teacher Present Days	School Opened Days	Teacher Present Days
Community School	228.77	212.73	230.85	212.01	232	215.01
Community Managed School	228.76	214.54	228.62	215.06	232	215.22
Total	228.77	211.94	229.74	213.54	232	215.12

Comparatively, the number of children who attended school every day is higher in CMSs than in CSs. Suggestions of the Teacher Union and teachers affiliated to various teacher organizations for launching awareness program about the new changes in school management, capacity building of the SMC and PTA members and firm commitment of the DEOs to empower SMC as the precondition for the transfer of school management could also be taken as a positive aspect of CMS. Most of the parents irrespective of the location – rural/urban or development regions from east to far-west, mentioned that improvement in physical condition as well as teaching learning situation were very visible changes in the CMS. Most of the parents were also reported to be participatory in such activities. Interaction with parents especially from rural areas, Hill and Mountain revealed that the use of English as an instructional method was also found to be a positive outcome after the provision of CMS.

Most of the students of grade 5, 8 and 10 in the CMS revealed that they have experienced improvement in physical improvement and teaching learning condition. Other important notable achievements mentioned especially by the students from Terai, was the provision of school dress and demonstration of disciplined behaviors. Students from urban areas of Terai mentioned cleaned school environment as the achievement of the CMS. Interaction with the students also exposed that improvements in physical facility, regularity of school teachers were the real changes. Availability of new curriculum and text books were also the changes seen by some of the students in all places. In response to the question on the changes seen on teaching learning situation and quality of education, the SMC members mentioned the students' good performance in the test and effective teaching learning as the positive impacts. The SMC members mentioned new style of teacher appointment as a positive step.

Interaction with most of the sampled teachers of the CMSs revealed that the provision of the CMSs have resulted in promoting quality of education, financial strengthening and physical improvements. Some of the teachers from the rural CMSs mentioned that with new school management, the availability of teachers quota and education materials has increased, while some other teachers mentioned that improvement in educational standard was the notable achievement. Some of the urban teachers particularly from the CMSs of Mountain mentioned improvement in student enrollment as the achievement of the CMSs.

As regards the role of the SMCs in the changed context, the teachers expressed that regularity of teachers in school, establishment of fixed fund for upgrading standard of education and improvement in physical improvement were significant achievements due to the school management in the CMSs. Most of the teachers of the CMSs have mentioned the lack of text books, inadequate teachers' quota, inadequate salary and lack of monitoring of schools as the challenges faced by the CMSs. The HTs remarked that in the existing condition, the CSs are also receiving support from the SMCs and local community in increasing students' enrollment, improving physical facilities like drinking water, toilets etc and arranging scholarship for students.

3.3 Competency of HTs in Leadership and Management

In different phases of educational reforms in Nepal, HTs are those who have received adequate opportunities to attend, trainings, seminars and workshop of one kind or other in Nepal. But they were not practicing the skills gained in school management or actual classroom situation. With the introduction of new school management policy and provision of the CMS, there are notable changes in the Nepalese schools as a result of the efficiency of the HTs. As the SMCs and PTAs are made more responsible and accountable in school management, the HTs are administratively, academically, technically and morally a bonded with them. This has not only empowered the HTs but also their work efficiency. As a result of the efficiency in taking lead role in total school activities and management, some of the CMSs have been reported to be successful in many ways:

- Developing school calendar including instructional program, community involvement and other development activities
- School environment look clean, hygienic and organized as a result of community care and concern
- Physical transformation served as a common ground for further cooperation and commitment to reform in other dimensions of school improvement.
- Improved physical facilities paved the way for stimulating and interactive teaching learning practice
- organized meetings to discuss over the issues and problems of the school and plan for resolving them
- Develop plan of action in collaboration with SMC, PTA and parents for school events, examinations, parents meeting, seminars, holidays, etc.
- Plan for training for the SMC and PTA members to make them understand about their roles and responsibilities so that they could perform their functions well.
- Organize meetings, and workshops and awareness programs at the community level

Interaction with parents, SMC and PTA members revealed that in most of the CMSs the HTs were entrusted for overall management of physical facility and school programmers.

3.4 School Community Partnership Strengthened

Generally the SMCs have provided full support to the HTs in running day to day administration of the school, developing SIP, school calendar, and teachers' recruitment. The PTAs have been cooperative in performing social audit and the parents and local community are cooperative in generating resources for school or providing free labor for physical improvement through door-to-door programme. As revealed by the study, a sense of ownership has developed among the teachers as well as local community. The school teachers of the CMSs and the parents have developed a sense of ownership. The relationship between the HTs, PTA, and SMC relation is strengthened. The teachers are not normally transferred without consent of the HT and SMC. Whether it is rural or urban, or any development region, the parents are active in parents' meeting. The parents related to the CMS are also found to be active in taking part in school activities.

It was apparent from the study that with the provision of school management through community, the improvement in school community relationship has been divulged. The initiatives of parents to monitor the progress of their children, involvement of the community based organizations like PTAs, CBOs and professional organizations of the teachers in issues related to SMC formation, teachers' instruction and performance indicate towards improved school-community relationship. Further, the growing community concerns towards strengthening the system of CMS also demonstrate the positive outcomes of school-community relationship.

FGDs with PTA members revealed that most of the communities of the CMSs are motivated to take over the responsibility of school management mainly for three reasons - to be involved in monitoring of their own schools, expectation for increased financial support from the government, and improvement in educational activities of the school. It was apparent from the PTAs views that comparatively the urban community is more prepared than the rural community for takeover of school management. The PTA members articulated that they are involved monitoring and supervision of schools, take part in the schools agenda for school improvement and door to door visit program to increasing students' enrollment. Besides they have made financial donations needed.

Interaction with PTA showed that with new school management, the CMSs have begun to extend partnership to both internal and external partners like VDCs, NGOs, CBOs, PTAs and Teachers Union. The orientation and training on Education Act and Rules and Regulation to SMC, PTA and parents, teachers and parents have strengthened school - community relationship. The parents' door to door visit in gaining support for generating resources to school and involving them for SIP, have improved the partnership. They are working for preparation of action plan, community mobilization, and formation of mother's group, Children's Club, Youth Club, and community Learning Centre (CLC). Similarly a different point of view among DEOs and SSs and RPs revealed that the policy was instrumental to increase the feeling of ownership, responsibility and accountability among

local community members and parents towards school. They further added that since the schools were completely managed by the local community before that introduction of NESP 2028 BS, the present policy was relevant to increase the level of ownership of local people in school related affairs and attempt to address the deterioration of the quality of education between 2028 BS to 2050 BS.

3.5 Alternative School Management Modality

In consonance with the SSRP 2009-2015 and Nepal's EFA National Plan of Action (NPA) (2001-2015), the SMC and the PTA and teachers Unions, parents, teachers and all community members have to engage them in a number of issues:

- For access to and completion of free and compulsory quality basic and primary education irrespective of gender, ethnicity, religion, disability, and geographic location.
- Well functioning primary schools provide safe, conducive and challenging environment for child learning and development.
- Learning materials, laboratories, libraries and computer facilities of the schools are always stimulating to the innovative, creative and inquisitive minds of the students.
- Schools have functional autonomy and have the authority to utilize its resources in order to materialize its vision.
- Community stakeholders' meetings are regularly organized to not only diagnose the problems a school is facing
- Having a classroom with stimulating learning environment, designed to meet the learning needs of all students,
- The curriculum and educational materials designed so as to ensure active, child-centered learning delivered through a wide range of teaching-learning methodologies.
- Having teachers academically sound and qualified, adequately trained, committed to the profession and devoted to create a stimulating and challenging environment for children's learning.

On top of the above mentioned points, each district has to prepare a District Education Plan (DEP) based on Village Education Plans (VEPs) prepared by the VDCs, which in turn are based on School Improvement Plans (SIPs) of each school within the VDC. Each community is actively involved in monitoring and assessing the implementation of SIPs, VEPs, and the DEP so as to institutionalize participatory bottom up planning.

Government has made several amendments on Education Act 2028 and Education regulations some years back that provision regarding management of community run schools. With the management responsibilities transferred to community through these acts and laws, the concerned community schools were as called CMS are commonly taken as community managed schools. Accordingly, there are specifications related to process of taking management responsibility, facilities for the CMS, roles and responsibilities of the SMC of such schools, appointment of community teachers, teacher selection committee, promotion process etc. Both education act and regulations has made the provision of transferring management responsibility of schools to SMC elected

from parents consisting of HT as member secretary and additional teacher representative in place.

Decentralization has been the primary strategy for increasing access to schools, meeting the learning needs of all through an inclusive education approach, and improving all aspects of quality education. Under the new community based school management, the capacity of local communities should be strengthened to own and manage schools. DEOs, DDCs and VDCs have to provide institutional support to schools and their communities through regular training and monitoring.

Government had brought specific guidelines for community managed schools under Education Action and Regulation entitled “Community school operation guidelines, 2059”. The guideline is already amended in 2063. This guideline has defined community managed school as schools which are operated by District Development committee/ village development committee/ metropolitan city/ sub metropolitan city/ municipality or school management committee taking overall responsibility. Together with defining community managed schools, this guideline has described specific roles and responsibilities for SMC, HT and others in such schools.

With the introduction of the LSGA 2055 the village development committee (VDC) is a autonomous local governance body for the development. As indicated in Article 28 (d) of LSGA, the role of VDC in school education is multi-faceted:

- To establish pre-primary schools with own source,
- To give permission to establish them and to operate and manage the same.
- To supervise and manage the schools being operated within the village development area
- To assist in providing primary level education in mother tongue within the village development area.
- To make arrangements for providing scholarships to the students of oppressed ethnic communities who are extremely backward on economic point of view.

Thus, the LSGA has endeavored to exercise a pattern of decentralization in education even through roles and responsibilities deputed for VDC. It does not necessarily ensure the capacity of the VDC and its impact on primary education but the intention of the government is revealed regarding the decentralization in education.

In the changing context of the school management, there are at least four things to be considered by ensuring the division of roles and responsibilities of the HT, SMC and PTA, the local community and the teacher Union and other professional organizations of teachers have to pay their attention in improving efficiency in resource management, participatory planning and resource management at school, developing competencies of teachers in teaching and learning through school-based in-service training, child-centered learning to improve the quality of teaching and learning in classrooms and ensuring job security among the teachers. To achieve these goals there are two important elements to motivate and sustain the school's efforts in improvement --managing the school from

within the critical agents of change i.e. stakeholders and internal conditions in terms of management, a well disciplined and academic culture, support system.

With the changed management system the concerned stakeholders of the CMS has the major responsibilities to ensure the professional and organizational culture of schools – to promote a more collegial environment with emphasis on collaboration and professional relations among the teachers and extended to the local community. The major tasks of SMC and HT are to work jointly for the followings:

1. Implementing the curriculum and achieving the quality of learning and performance;
2. Strengthen management structures and planning procedures to achieve greater school goals according to the spirit of management transfer to local community;
3. Develop and implement core guidelines (classroom conduct, fostering more discussion of classroom practices and homework) for effective teaching and learning;
4. Continuous monitoring and improvement of the school environment and facilities;
5. Involving parents and the local community in their children's education;
6. Raising students performance;

The introduction of CSSP was implemented with the aim of promoting community managed schools have stated three major goals i.e. enhancing participation of local community, ensuring quality of education, increasing efficiency and accountability of schools. To ensure fulfillment of these goals, CSSP brought the support package for the schools transferring management to community. Despite the efforts made, the government has not been assured on a school management model that can work without much debate. All the SMCs are successful in infrastructural development but one of the major issues raised in present modality is whether SMCs can achieve all the responsibilities that have been spelt out in the Education Act. One of the major findings of this research is that all the SMCs are focusing on physical development, rather on the educational development. They even don't know about the teaching and learning methods that are followed by the trained teacher. In one of the school the Chairperson of the SMC discouraged the teachers to teach by involving the students in participation. At the same time the chairperson blamed that the teachers that they are more careless, stay idle, while some selected student teachers in the classes. It is an example to spell out how ineffective is the SMCs in the aspect of providing leadership in school instruction. No doubt communities are the centre for the school development but they are trustable for the responsibilities related to infrastructure development and improvement of physical facilities.

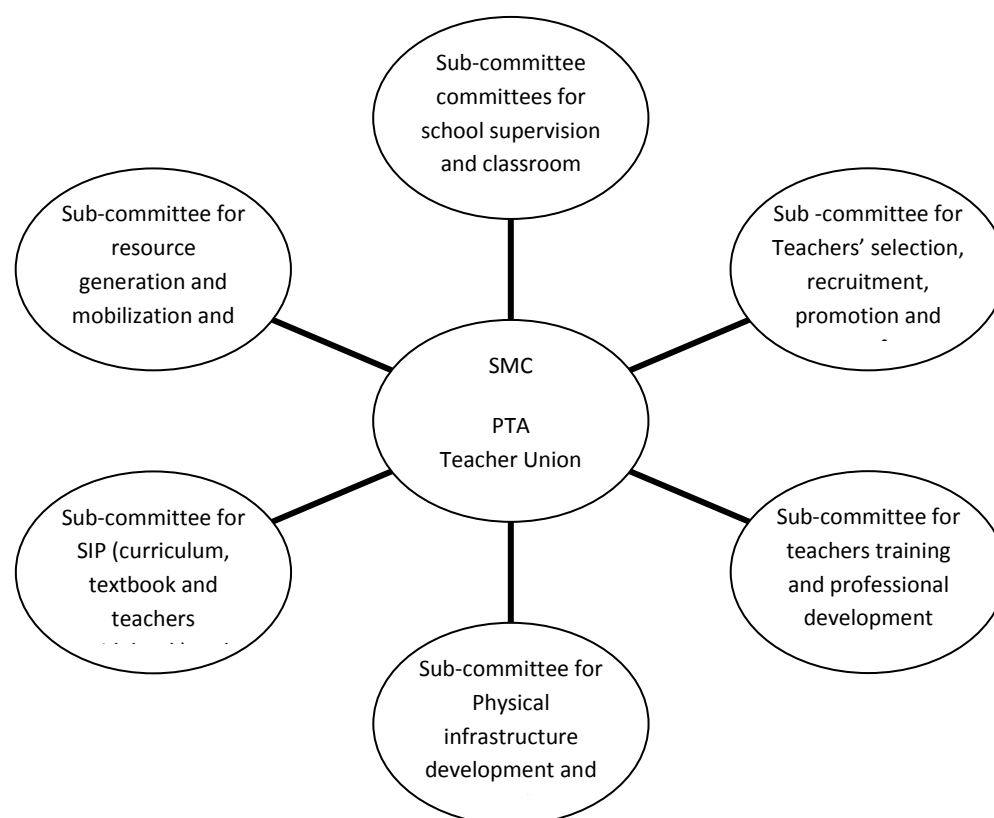
The study has revealed that some of the schools have practiced the social audit by mobilizing the SMC and PTA while other have performed the social audit as part of the school affairs in school anniversary and performed by the HTs. In some of the school, the HTs have involved local community members, parents, and PTAs and SMC members and teachers associate with various professional organizations. It is thus obvious that not a single entity is capable of doing education related activities through the present practices of school management and legal provision for SMC, PTA and school

operation. Not a single component can be identified as an important component in the CMS. All the components like teacher, selection, and recruitment, promotion and transfer; obtaining teachers quota of different forms, incentive grants, improvement of physical facilities, upgrading of school, generation of resources, monitoring of school and classroom activities, generation of financial resources, making provision for scholarship of students, training or professional development of teachers, social audit, annual program and calendar of school, activities, SIP require tremendous efforts and planning.

The study has also revealed that all the best practices school indicated in this study are not other than the school where the head teacher are more dynamic, sound knowledge and understanding in administration and management and have competency to build rapport with SMC, PTA and parents. The challenges of the HT, SMC and PTA, parents, and teachers affiliated to various professional organizations have a number of roles and responsibilities as stakeholders of the community schools. They are responsible and accountable in a number of issues: The SMCs, VECs and the DEC are required to work amicably with the VDCs/ Municipalities and District Development Committees (DDCs). The present situation of the lack of elected local body in the local level, the government has not been successful in achieving its goals as expected. This has direct impact on the access and quality of education to all school age children without schooling. Community stakeholders are the driving forces in education programmes through SMCs, Parent Teacher Associations (PTAs), Community-Based Organizations (CBOs) and Non-Governmental Organizations (NGOs) working in education. The government efforts have not been enough to give impetus to the transfer management responsibility of community schools to school management committee in the form of the CMS.

Apparently as the study shows there is no notable comments on the operation style of the existing school management. The only concerns are from the side of the teachers particularly affiliated with professional organizations of the teachers. However in terms of enhancing the participation of local community, ensuring quality of education, increasing efficiency and accountability of schools, there is a need to develop a model that can be geared to achieving these goals. By considering the working spirit of the SMC, PTA, HT and parents and Teacher Union related to the CMS and the actual impact seen in school management, instructional improvement and mobilization of resources it is suggestive to have working groups or committees that can facilitate the goals of the school education. This requires division of roles and responsibilities on the basis of interests, skills and abilities of the stakeholders without alternative model of school management. Therefore formation of subcommittee or core group is essential as indicated in figure 3.1.

Figure 3.1: Alternative School Management Model: Subcommittee /Core Groups



The SMCs, VECs and the DECAs work amicably with Village Development Committees (VDCs)/ Municipalities and District Development Committees (DDCs), and are answerable for ensuring access to all children not yet attending schools and quality to the children already in schools. It goes without any debate that Community stakeholders are the driving forces in education programmes through SMCs, Parent Teacher Associations (PTAs), Community-Based Organizations (CBOs) and Non-Governmental Organizations (NGOs) working in education. Therefore, to fully meet the essence of achieve the school-based management within a decentralized framework is to operate school by involving and empowering parents and communities by making the most of human and material resources available at the local level.

CHAPTER-IV: COMPARISON OF CMS AND CS

This section attempts to present a comparative picture of the CSs and the CMSs after taking over the responsibility of school management by the local community. To date there is lack of clearly defined indicators to assess the quality of education provided by the CMS in the changed management context. The focus is however on physical and learning environment, instructional practices, students; participation, enrolments, and dropout, students performance, roles of the SMC in building the capacity of the stakeholders, and comparative status of the CMS and CM, and also the alternative schooling model. Particularly, the views of the local stakeholders on the matters of related the role of SMC chairperson and its members, role of PTAs and parents. In addition, differences on the achievements of the CMSs and the CSs and challenges to be addressed by the HTs, SMCs and PTAs are also presented.

4.1 Transformation in Physical Facility, Learning Environment and Students' participation

Pointing towards the major differences between the CS and CMS, most of the DEOs mentioned that comparatively the CMSs perform more extracurricular activities and have better physical facilities than in the CS. The DEOs also viewed that the regularity of the teachers have made the learning environment more conducive to the children. They also mentioned that the local community with the CMSs has a better sense of ownership than in the CSs. The academic leadership of the HTs in the CMSs are appreciated by the local community.

An insight given to the present physical improvement and other technical inputs available to the schools reveal that the provision of physical facilities differ between the CMSs and CSs. Nearly 67 % of the school selected for the study in all ecological belts had their own buildings. Percentages of the school that had their own buildings were equal in both types –CMSs and CSs. However, as regards the condition of the school, more than 50% of the CMSs were excellent and 40% satisfactory, while in case of the CS only 47% were of excellent condition and the rest of satisfactory level. As regards the availability of the classrooms and the furniture in the CMSs and CSs both, there were no notable differences. About one thirds of the CMSs and 40% of the CSs had insufficient classroom. –Hardly 7 % of CSs had inadequate number of furniture, but those with excellent condition were slightly better off in the CSs as compared to CMSs. Regarding the provision of drinking water nearly 17% of the CMSs and 20% of the CSs had excellent condition. However the provision of tap water was available in the CMSs and the CSs both. Nearly 93 % of the CMSs and 83% of the CSs had the provision of tap water. The rest had the deep well for drinking water.

It was obvious that there was no deep well in Mountain and Hill schools. As regards the toilets facility all sampled schools except one CMS from the Hill had toilets. All the schools from the Hill had separate toilets for boys and girls. About 80% of both CMSs and CSs from the Terai had separate toilets for boys and girls. Specifically about half of the total CMS and CSs both from Hill had separate toilets. Of the total schools nearly 37% of the CMs and 40 % of the CSs had no library facility. All CSs from Hill and more than 80%

SMCs had library facility. Comparatively 80% of CSs and 50 % CMSs from Terai belt have no library facility. About play ground more than 80% CMSs and about 67% CSs have play ground. Comparatively, the percentage of the schools with play ground is equal. The number of CSs without play ground is higher in the Mountain and Hill than in Terai. Comparatively the percentage of CSs that have sports facilities is higher than the CMSs.

As regards the physical facility, even the CMSs are not fully equipped. Students from the CMSs opined that their schools lack white board, sports materials, play ground, laboratory materials and equipments. Though some improvements have been made in physical condition of the schools, the students from the CMSs suggested for further improvements in physical facilities. Interaction with students, parents and even SMC and PTA members mentioned that parent's involvement is increasing in recent years.

It was apparent from the study that almost all the CMSs have laid emphasis in construction of building, toilets, collection of donation and provision for drinking water as the agenda of physical improvement in the SIP. The survey revealed as an way for improving the learning environment, the CMSs have organized parent/guardian assembly, teacher- parent meeting, kept the parents and community leaders informed about school activities, and launched some kind of awareness programmes like door to door campaign. They also focused on addressing school dropouts and unschooled children during the campaign. With special focus on promoting the quality of education, the schools have managed for providing teacher training, instruction in English medium, activating the PTA, SMC and parents in overall school activities, and using effective instructional material in teaching in all ecological belts. Some of the schools in Terai and Mountain are also running child friendly classes at primary level. It was obvious from the study that some of the CMSs of secondary level are running effectively to be identified as schools with best practices.

It was apparent from survey that the focus of the CSs on the matter of physical facility was to add only furniture and construct of compound wall or fencing in the school compound and consultation with VDCs and municipalities for financial donations. As regards the measures in improving learning, the CSs have put efforts in organizing meeting with parents. The school also has insisted on running awareness program, quiz contests, drawing competition. Besides as measure to resource generation and improvement of physical facilities the schools are used to collect donation from VDC, NGOs, INGOs, and rental collected from the land. The study revealed that because of the team works of the HT and SMC and support of the local stakeholders, even one the CSs has been identified as a school with best practice.

4.2 School Operation Days and Actual Class Operation Days

Regarding the days the school operates in the whole academic year, this study revealed that comparatively the CMSs run school for more days than the though CSs and actual class operation days are also higher in CMSs than in CSs. However the trends shows that in three consecutive years the average number of school operation days are

decreasing in the CMSs, while that in CSs are generally the same. The data shows that on average CSs allot 2 more days than in CMSs for examination.

Table 6: Average Class Operation Days from 2065 B.S. to 207 B.S.: by School Management Type

School Type	2065			2066			2067		
	Class Run Days	Exam Days	Total	Class Run Days	Exam Days	Total	Class Run Days	Exam Days	Total
Community School	186.86	23.21	210.07	186.5	24.29	210.79	185.57	23.64	209.21
Community Managed School	194.52	21.79	216.31	192.75	21.55	214.3	192.86	20.79	213.65
Total Average	190.69	22.5	213.19	189.63	22.92	212.55	189.22	22.22	211.44

School Holidays

The study revealed that on an average the school holidays in community school was about 102 days in 2065 B.S., 107 in 2066 B.S. and 95 in 2067. Similarly, in case of the CMSs on an average the school holidays were 105 in 2065 B.S., 107 in 2066 and 101 in 2067 B.S. Thus the study showed that the CMSs provide more holidays than the CSs on the whole. However, it was obvious that in the year 2067 B.S. both type of schools have reduced the number of holidays. It means that the schools of both types have begun to run classes for more days. On average of both types of school, the total holidays were 103.75 in 2065 B.S., 106.91 in 2066 B.S. and 98.59 in 2067.

Among the two types of CMSs, rural and urban, it was obvious that comparatively the urban school provide slightly less number of holidays. The figures indicated that the average school holidays in the rural CMSs were 94.83, 115.24, and 103.8 in the year 2065 B.S, 2066 B.S and 2067 B.S, respectively. In case of the urban CMSs, the average holidays were 94.83, 97.38 and 99.17 in the year 2065 B.S, 2066 B.S and 2067 B.S respectively.

By ecological belts, it was obvious that the schools in Mountain region provide more holidays than those in Hill and Terai. The average holidays were 99.76, 102.49 and 92.31 in the year 2065 B.S, 2066 B.S and 2067 B.S, respectively in Terai. Similarly, the average holidays in Hill were 96.21, 98.29 and 96.18 in the year 2065 B.S, 2066 B.S and 2067 B.S respectively. As regards the holidays in Mountain, the school provided average holidays of 116.09, 113.12 and 112.09 respectively in the year 2065, 2066 and 2067 respectively. Thus, it is obvious that comparatively the schools in the Mountain region are providing more holidays which may have direct impact on the school activities. However some improvements are seen in all regions in the year 2067 B.S. Interaction with the members of the SMCs from the CSs indicated that a sense of positive contributing to school development like improvement in physical facilities, supporting school for scholarship etc and increasing enrollment are observed.

Table 7: School Opened and Teacher's Attendance on Average

School Type	2065			2066			2067		
	School Opened Days	Teacher Present Days	Leave	School Opened Days	Teacher Present Days	Leave	School Opened Days	Teacher Present Days	Leave
Teraï*	223.50	209.34	14.16	223.46	211.56	11.90	227.15	210.77	16.38
Hill	231.77	218.63	13.14	234.92	221.59	13.33	236.23	220.34	15.89
Mountain	233.85	214.07	19.78	231.92	208.88	23.04	232.57	215.00	17.57
Total	229.71	214.01	15.70	230.10	214.01	16.09	231.98	215.37	16.61

Students' Enrollment Trends

Take 8 given below shows very inconsistent trend of students' enrollment in the CSs and CMSs. The data shows an increasing trend of the students' enrollment in Grade 5 of the CMSs. However, the trend was not consistent in grade 8 and 10. It was obvious from the data that the students' enrollment increased from the year 2065 to 2066 but fell down in the year 2067. As regards the case of the CSs, the enrollment was decreasing in three consecutive years in all grades 5, 8 and 10. Thus, it was apparent that the enrollment in the CSs was decreasing over the years.

Table 8: Student's Enrollment **By** Type of School Management

Class	Community Managed School				Community School			
	2065	2066	2067	Total	2065	2066	2067	Total
5	1207	1247	1258	3712	469	449	433	1351
8	882	1017	939	2838	605	572	542	1719
10	493	479	472	1444	398	370	255	1023
Total	2582	2743	2669	7994	1472	1391	1230	4093

Table 9: Student's Enrollment Comparison ~~Between-between~~ Rural and Urban Community Managed School

Class	Rural Community Managed School				Urban Community Managed School			
	2065	2066	2067	Total	2065	2066	2067	Total
5	587	554	607	1748	620	693	651	1964
8	397	483	395	1275	485	534	544	1563
10	149	151	172	472	344	328	300	972
Total	1133	1188	1174	3495	1449	1555	1495	4499

Table 9 shows that there was no consistent trend of students' enrollment in both rural and urban CMS. The students' enrolment in grade 10 of rural CMSs was in increasing trending while that in urban CMSs was reverse. Regarding grade 8, the urban based CMSs shows the increasing trend in students' enrollment.

Trend of Dropout Rates among the Students

A summary data on the trends of drop out in the CSs and CMSs by school type, location and management style are summarized in Table 10 through Table 17.

Dropout Rates of the Students: By Types of School Management

Table 10 shows the pattern of students drop out in the community Managed School for three consecutive years 2065 B.S. 2066 B.S. and 2067 B.S. It also shows that generally the dropout rate in the CSs was higher in grade 5 compared to the other grades 8 and 10 in three years' record. The dropout rate of grade 5 students was exceptionally very high in 2066 B.S, while that in grade 8 and 10, the dropout rate was higher in 2067 B. S as compared to the dropout rate in 2065. But the dropout rate in grade 10 was highest in the year 2065. In grade 10 the dropout rate was very lowest in 2066 .B.S. Therefore the trends of the dropouts by grade or year were not consistent in the CSs.

Table 10: Student's Dropout Rate in Community School

Class	2065			2066			2067		
	Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate	
		No.	%		No.	%		No.	%
5	469	35	7.46	449	63	14.03	433	33	7.62
8	604	18	2.98	572	28	4.90	542	27	4.98
10	398	20	5.03	370	14	3.78	255	22	8.63
Total	1471	73	4.96	1391	105	7.55	1230	82	6.67

Table 11: Student's Dropout Rate Community Managed School

Class	2065			2066			2067		
	Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate	
		No.	%		No.	%		No.	%
5	1207	71	5.88	1247	84	6.74	1258	93	7.39
8	882	47	5.33	1017	64	6.29	939	57	6.07
10	493	20	4.06	479	12	2.51	472	17	3.60
Total	2582	138	5.34	2743	160	5.83	2669	167	6.26

Apparently as the table shows the dropouts' trends was increasing among the CMSs students in grade 5 and 8. However the dropouts' rate was decreasing in grade 10 though the trend was not consistent in three years. It is thus obvious that the impact of the CMSs was seen in grade 10.

Table 12: Student's Dropout Rate: Rural Community Managed School

Class	2065			2066			2067		
	Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate	
		No.	%		No.	%		No.	%
5	587	33	5.62	554	36	6.50	607	44	7.25
8	397	28	7.05	483	33	6.83	395	31	7.85
10	149	11	7.38	151	1	0.66	172	9	5.23
Total	1133	72	6.35	1188	70	5.89	1174	84	7.16

Table 12 given above shows that when the dropout rate of the academic year 2065 B.S and 2067 B.S were compared, the rate decreased only in grade 10 and not in remaining two grades. The dropout rate in 2066 represented the average. Exceptionally the dropout rate in the year 2066 B.S. in grade 8 was less than one percent. One of the basic differences observed by most of the DEOs, RPs and SSs were the growing sense of ownership, cooperating with the PTA, SMC and HTs for awareness raising and increasing the school enrollment, regularity of both students and teachers in the school, and increased number of school days. Specifically, some CMS having best practices in the school operation were found to be open for more days.

A review of the Table 13 shows that the dropout rate from Grade 5 to 10 was on decreasing trend in urban CMSs. The dropout rate in grade 5 was exceptionally very high when compared to the dropout rate in grade 8 and 10. The reason behind it could be the parents' inability to send their children for continuous education, and disinterest of the children to go to school.

Table 13: Student's Dropout Rate: Urban Community Managed School

Class	2065			2066			2067		
	Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate		Total Enrolled	Dropout Rate	
		No.	%		No.	%		No.	%
5	620	38	6.13	693	48	6.93	651	49	7.53
8	485	19	3.92	534	31	5.81	544	26	4.78
10	344	9	2.62	328	11	3.35	300	8	2.67
Total	1449	66	4.55	1555	90	5.79	1495	83	5.55

Dropout Rate in Community School: By Ethnic Groups

Table 14 and 15 clearly show that dropout rate of the ethnic groups in the CSs and CNSs. The data clearly shows that a dropout rate of one ethnic group is high in one grade and that of another ethnic group in another grade and year. In the year 2065, the dropout among Dalit students was 11, 76% at grade 8 while that among Janajati was 11.03% in grade 5. In the year 2066, the highest dropout rate in grade 5 was 29.29% among the Dalit and the lowest dropout rate was 7.21% in grade 8%. Similarly in the year 2067, the highest dropout rate of 22.03% prevailed in grade 8. It was apparent from the data that though the dropout rate was higher among the Dalit and Janajatis. It was obvious from the data that the dropout rate of the students in grade 10 was more or less in the same range. This could be result of ~~the parents~~the parents' motivation toward providing getting education to their children.

Table 14: Student's Dropout Rate in Community School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	6.80	11.03	5.43	7.46	29.29	12.98	14.03	14.55	7.55	8.70	6.88	7.62
8	11.76	3.31	1.60	3.14	13.21	5.10	4.90	5.17	22.03	4.12	2.08	4.98
10	4.55	6.75	3.76	5.03	7.14	3.03	3.78	5.49	8.33	8.33	8.81	8.63
Total	7.95	6.36	3.35	5.03	22.29	6.35	7.55	8.54	12.43	6.49	5.18	6.67

An insight to the Table 14 shows that though the dropout rate in CMSs has fluctuated over the years. The ranges of the dropouts in grade 5, 8, and 10 among different groups in the year 2067 could be taken as positive improvement. Exceptionally, the dropout rate of 11.71% among the Janajati children at grade 8 could be considered to be negative in CMSs. One of the reasons associated to this fact was the dropout of the Janajati students due to migration.

Table 15: Student's Dropout Rate in Community Managed School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	7.17	7.20	4.85	5.97	5.20	6.30	7.38	6.74	8.14	7.41	6.89	7.39
8	6.25	7.19	3.81	5.33	10.07	6.86	2.86	6.19	7.50	11.71	5.26	6.07
10	8.89	4.47	2.97	4.06	0.00	4.64	1.78	2.51	3.77	3.21	3.80	3.60
Total	7.11	6.62	4.05	5.38	6.24	6.26	4.48	5.80	7.48	8.16	5.63	6.26

Table 16: Student's Dropout Rate in Rural Community Managed School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	2.78	6.85	6.87	5.62	5.74	7.43	5.05	6.50	9.09	6.12	6.79	7.25
8	7.69	8.33	5.68	7.05	13.58	8.17	2.58	6.83	9.84	10.27	5.32	7.85
10	5.00	4.35	11.67	7.38	0.00	1.72	0.00	0.66	0.00	1.49	9.64	5.23
Total	4.66	7.01	7.04	6.35	8.22	7.00	3.27	5.89	8.37	6.94	6.72	7.16

Analysis of the dropout figures of the students in rural CMSs (-See Table15) shows that the dropout of Dalit and Janajati students in Grade 10 had significantly reduced to Zero and 1.49 % which signify the improvement in retention of Dalit and Janajati students in Grade 10. This is definitely a good sign of improvement.

Table -17: Student's Dropout Rate ~~in Urban~~ in Urban Community Managed School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	11.30	7.41	3.05	6.29	4.76	5.62	9.09	6.93	7.36	8.23	7.00	7.53
8	4.26	5.74	2.46	3.92	5.88	5.26	3.07	5.62	5.08	6.54	5.23	4.78
10	12.00	4.55	0.48	2.62	0.00	6.45	2.45	3.35	6.45	4.49	1.11	2.67
Total	9.63	6.32	2.10	4.62	4.47	5.65	5.25	5.72	6.72	6.98	4.87	5.55

Contrary to the situation of the rural CMSs, the dropout rate among Dalit students decreased in grade 5 and 8, while that in grade 10 increased. In case of the Janajati students, the dropout rate increased in grade 10 and 8, both. On the whole, the dropout rate of the students in the urban CMS was slightly higher than that of rural CMs in grade 5. But in grade 8 and 10 the average dropout rate decreased notably (see Table 17).

The chairperson of the CMSs clearly indicated the impact of the CMSs in improving the learning environment. As mentioned by the respondents, improvements were seen in teaching learning environment, good test results, students' motivation for learning availability of education materials and textbooks. The chairperson of the CMSs opined that the role of the SMC is very important in upgrading the physical facility of the CMSs. In addition the chairperson of the CMSs mentioned that most of the financial resources were spent in improving the physical facility. The SMC members of the CSs mentioned that improvement in physical facility of the school like electricity, furniture and drinking water area major achievements of the CSs in Hill. However, provision for training of teachers, maintaining clean environment in the school, enrolling disabled children in the school were also seen in some schools.

Most of the DEOs, RPs and SSs mentioned that the positive role of the local community, and parents has contributed in, improvements in physical facility and regularity of the students' the enrollment has increased in recent years. Interaction with the members of the SMC from the CSs indicated that initiatives for collecting fund for physical improvement and making the teachers regular are the positive aspects. However, low enrollment rate, problem for not having instruction in English medium and lack of support from professional organizations of teachers in the school are negative aspects.

4.3 Students' Performance

Most of the DEOs, RPs and SSs remarked that the positive aspects of the CMS are the physical improvement, planning and implementation of school activities, active role of the SMCs, and rapidly growing positive attitude of the local community and parents towards the CMSs. These cases as reported by the DEOs are true in all ecological belts. Most of the DEOs, RPs and SSs expressed that the notable achievements after changing the CSs to CMSs were improvement in students learning and test results. In addition, the interaction revealed that the CMSs were better off than CSs in students test results, regularity of students and teachers both.

Table 18: Student's Promotion Rate in Community School

Class	2065			2066			2067		
	Exam Appeared	Pass Out		Exam Appeared	Pass Out		Exam Appeared	Pass Out	
		No.	%		No.	%		No.	%
5	434	402	92.63	386	357	92.49	400	369	92.25
8	586	466	79.52	544	378	69.49	515	396	76.89
10	378	307	81.22	356	287	80.62	233	188	80.69
Total	1398	1175	84.05	1286	1023	79.55	1148	953	83.01

An insight of the trend of pass out students or those who were prompted shows that there was no consistency in the pattern of students who were promoted (See table 18). The trend shows that the promotion rate was higher in lower grade like grade 5 and medium level in grade 8. Those who were not prompted in Grade 10 were nearly 20 % in all three consecutive years in CSs. A study of the promotion rates of the students in CMSs revealed that over the years the pass rate has decreased instead of increasing. Compared to lower Grade (Grade 5 and 8) the pass percent of the students has decreased in grade 10. When compared to the CSs, the pass rates in grade 8 and 10 were higher CMSs (see table 19)

Table 19: Promotion Rate of Community Managed School

Class	2065			2066			2067		
	Exam Appeared	Pass Out		Exam Appeared	Pass Out		Exam Appeared	Pass Out	
		No.	%		No.	%		No.	%
5	1136	1037	91.29	1163	1071	92.09	1165	1034	88.76
8	835	740	88.62	953	839	88.04	882	792	89.80
10	473	402	84.99	467	364	77.94	455	383	84.18
Total	2444	2179	89.16	2583	2274	88.04	2502	2209	88.29

Interaction with SMC members exposed about improvements in students test results, and effective teaching learning as positive outcomes of the new school management in the CMSs. Some of the CMSs are found to be involved in analyzing the test result to bring instructional improvements. The PTA members viewed that with the change in school management, the pass rate and improvements in students study habits prevail. Notable number of the chairpersons of the SMCs of the CMs expressed that making the students disciplined, improving the students' learning and development of confidence level among the students was important performance. Some teachers of the CSs mentioned that students are disciplined, friendly, committed for learning, and conscious about health and sanitation. Interaction with the teachers of the CMSs indicated improved in teaching learning and provision of training for teachers were the good aspects of the CSs.

A thorough analysis of the promotion rate shows that the promotion rate in grade 10 was higher in rural CMSs than in urban CMSs. However, the percent of students from urban CMS who were promoted surpassed the percent of students rural CSs in grade 5 and 8. One of the hidden reasons behind having reduced pass rate in grade 10 could be for ensuring the good results of the students in SLC.

Table 20: Promotion Rate in Rural CMS

Class	2065			2066			2067		
	Exam Appeared	Pass Out		Exam Appeared	Pass Out		Exam Appeared	Pass Out	
		No.	%		No.	%		No.	%
5	554	511	92.24	518	476	91.89	563	483	85.79
8	369	329	89.16	450	417	92.67	364	325	89.29
10	138	118	85.51	150	126	84.00	163	150	92.02
Total	1061	958	90.29	1118	1019	91.14	1090	958	87.89

Table 21: Promotion Rate in Urban CMS

Class	2065			2066			2067		
	Exam Appeared	Pass Out		Exam Appeared	Pass Out		Exam Appeared	Pass Out	
		No.	%		No.	%		No.	%
5	582	526	90.38	645	595	92.25	602	551	91.53
8	466	411	88.20	503	422	83.90	518	467	90.15
10	335	284	84.78	317	238	75.08	292	233	79.79
Total	1383	1221	88.29	1465	1255	85.67	1412	1251	88.60

Promotion Rate of students in CSs and CMSs: By Girls and Boys

An insight given to the promotion rate of the students in the CSs by sex reveals that there was not a fixed pattern of promotion rate in all grades - 5, 8 and 10 in three years. In some cases, the promotion rate of boys has surpassed the girls while in the other cases the reverse is true. The significant difference however was not significant at all.

The promotion rate of the students in CMSs reveal that generally the girls' promotion rate surpassed the boys in two consecutive years 2066 B. S. and 2067 B.S. The significant difference however was not significant at all. In case of rural CMSs, the comparison of promotion rate of boys and girls showed that in 2065 B.S. girls surpassed boys in all grades—5, 8 and 10. In 2067 B.S., the boys surpassed the girls' promotion rate in grade 10 only. The promotion rate of the boys was higher than that of girls in grade 10 through three years 2065 B.S. to 2067 B.S. (See Table 22.- 25).

Table 22: Pass Percentage of Girls and Boys in CS

Class	2065			2065			2065		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5	95.21	90.65	92.63	89.53	94.86	92.49	92.97	91.63	92.25
8	79.23	79.80	79.52	73.82	66.24	69.49	68.57	82.62	76.89
10	74.34	85.84	81.22	77.78	82.76	80.62	85.19	78.29	80.69
Total	82.85	85.01	84.05	79.75	79.26	79.47	80.88	84.52	83.01

Table 23: Pass Percentage of Girls and Boys in CMS

Class	2065			2066			2067		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5	91.18	91.59	91.29	91.07	93.12	92.09	88.70	88.81	88.76
8	88.78	88.46	88.62	86.68	89.68	88.04	93.44	86.37	89.80
10	86.38	83.61	84.99	76.60	79.31	77.94	82.67	85.38	84.18
Total	89.49	88.87	89.16	86.82	89.35	88.04	89.36	87.25	88.29

Table No. 24: Pass Percentage of Girls and Boys in Rural CMS

Class	2065			2066			2067		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5	92.08	92.43	92.24	90.84	93.06	91.89	86.22	85.26	85.79
8	90.53	87.71	89.16	91.45	93.98	92.67	94.80	84.29	89.29
10	86.96	84.06	85.51	78.38	89.47	84.00	87.93	94.29	92.02
Total	90.93	89.58	90.29	89.50	92.92	91.14	89.13	86.65	87.89

Table 25: Promotion Rate of Girls and Boys in Urban CMS

Class	2065			2065			2065		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5	90.29	90.81	90.38	91.26	93.15	92.25	91.38	91.67	91.53
8	87.34	89.03	88.20	82.75	85.45	83.90	92.52	87.88	90.15
10	86.14	83.43	84.78	75.78	74.36	75.08	80.56	79.05	79.79
Total	88.35	88.35	88.29	84.75	86.66	85.67	89.53	87.71	88.60

Promotion Rate of students in CSs and CMSs: By Ethnicity

As attempt to analyze the pass percent of the students in CSs by ethnic groups reveal that Dalit students were generally behind the Janajati students in most of the grades. Especially in grade 10, the difference of pass rate was very significant (see Table 26).

Table 26: Student's Pass Percentage of Community School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	89.58	90.70	95.22	92.63	98.57	89.47	92.08	92.49	81.63	95.24	96.02	92.25
8	75.56	83.76	76.87	79.52	65.22	64.88	74.86	69.49	86.96	69.89	79.86	76.89
10	66.67	81.82	82.27	81.22	61.54	82.12	80.73	80.62	63.64	83.12	80.69	80.69
Total	82.72	84.91	83.73	84.05	82.95	75.54	81.85	79.47	81.94	80.72	84.77	83.01

The pass percent of the students in CMSs by ethnic groups reveal that Dalit students were generally behind the Janajati students in all grades 5, 8 and 10 in both years 2065 B.S. and 2066 B.S. Especially in 2067 B.S. the Dalit students performed better than the Janajati students in grade 5, 8, and 10 (see Table 26.). In rural CMSs, the Dalit students were lagged behind in the pass rate in the year 2065 B.S. and 2066 B.S. in all three grades 5, 8, and 10. However in the year 2067 B.S. Dalit surpassed Janajati in grade 8 and 10. The difference of pass percent however was not very significant in grade 8. Given the difference, it could be interpreted that Dalit have shown better performance showing gradual improvement in recent years. Similarly, in urban CMSs, the Dalit students in the year 2067 B.S. performed better than the Janajati in all grade 5, 8, and 10. This clearly shows that Dalit students are gradually improving over the year (see Table 27).

Table 27: Student's Pass Percentage of Community Managed School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	89.50	92.14	91.35	91.29	90.08	92.42	92.89	92.09	90.88	87.50	88.54	88.76
8	78.10	90.31	89.11	88.62	90.30	90.34	85.07	88.04	91.89	91.97	91.67	89.80
10	85.37	87.72	83.14	84.99	72.34	88.19	73.55	77.94	90.20	86.09	81.82	84.18
Total	85.75	90.69	88.73	89.16	88.36	90.94	85.62	88.04	91.06	88.76	88.44	88.29

Table 28: Student's Pass Percentage of Rural Community Managed School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	87.18	93.30	93.83	92.24	87.70	93.10	93.24	91.89	90.24	86.59	83.33	85.79
8	75.00	93.71	90.36	89.16	92.86	96.34	88.89	92.67	92.73	93.13	85.39	89.29
10	84.21	89.39	81.13	85.51	87.50	100.00	71.43	84.00	94.45	86.36	96.00	92.02
Total	83.16	92.80	91.13	90.29	89.42	95.50	88.11	91.14	91.50	88.92	85.82	87.89

Table 29: Student's Pass Percentage of Urban Community Managed School

Class	2065				2066				2067			
	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total	Dalit	Janajati	Others	Total
5	92.16	91.15	88.98	90.38	92.14	91.91	82.59	92.25	91.39	88.21	94.54	91.53
8	82.22	86.09	88.24	88.20	87.50	83.23	82.21	83.90	91.07	90.91	95.09	90.15
10	86.36	86.67	83.65	84.78	64.52	80.46	74.37	75.08	86.21	85.88	75.84	79.79
Total	88.76	88.79	87.14	88.29	87.23	86.96	83.93	85.67	90.69	88.64	90.31	88.60

Students' Performance in School Learning Certificate Examination (SLC) Results

A study of the test result of the students in SLC indicate that there is a big gap between the reported pass percent of the student in school test and that in SLC examination. A comparison of the SLC results of the students between CSs and CMSs shows that the CSs are far behind in students' performance at SLC level. As compared to the national pass percent of about 56% in SLC, the pass percent of the CMSs could reasonably be considered satisfactory. By gender, the pass percent of the boys was higher than that of girls in CSs and CMSs both. The difference however was not significant. The results of the students in SLC in the CMSs by the types of the location e.g. rural or urban CMS, the difference was significant. But the comparison of the results between boys and girls shows that boys are better than girls in rural and urban CMSs both.

Table 30: Pass percent of Students in SLC: By school Management Type*

School Type	Exam Appeared			Exam Pass					
				Boys		Girls		Total	
	Boys	Girls	Total	No	%	No	%	No	%
Community School (3 School)	38	58	96	14	36.84	20	34.48	34	35.42
Community Managed School (10 School)	167	216	383	115	68.86	129	59.72	244	63.71
Total	205	274	479	129	62.93	149	54.38	278	58.04

Table 31: Pass percent of Students in SLC: By School Management Type*

School Type	Exam appeared			Exam Pass					
				Boys		Girls		Total	
	Boys	Girls	Total	No	%	No	%	No	%
Rural Community managed School	51	99	150	30	58.82	51	51.52	81	54.00
Urban Community Managed School	116	117	233	85	73.28	78	66.67	163	69.96
Total	167	216	383	115	68.86	129	59.72	244	63.71

4.4 Provision of Scholarship

Over the years GON has identified disadvantaged groups and launched Dalit scholarship, 50% girls' scholarship, Karnali zone scholarship and Martyr's children scholarship programs and other various forms of scholarship. The GON also has conducted several studies to identify various issues, identifying the strength, weakness, and scaling up of the incentives. The incentive and scholarship programs are targeted interventions of the GON in increasing the access related activities. But in reality it is a program of enhancing the quality, relevance and equity aspect of the education. Therefore in recent years various incentive and scholarship has been distributed to address the needs of the girls and disadvantaged groups in schooling system by the government and nongovernmental in Nepal. In the changed context of the community based school management, the government has also made provisions for increasing the scholarship quotas.

Table 32 given clearly shows the coverage of scholarship in the sampled CSs and CMSs. It is apparent from the data that the distribution of the scholarship quota was not consistent in the year 2065 B.S., 2066 B.S, and 2067 B.S. As the data shows the average percent of the students who received scholarship ranged from 28% distributed by the CS in 2067 B.S. to 37% students distributed by the rural CMs in the year 2066 B.S. the Not only the CSs but also the CMSs distributed comparatively less quota of scholarship in 2067 B.S. Comparatively, the rural CMSs distributed more scholarship quota to the students in 2067 B.S. As indicated by the Table the rural CMSs and the CSs both distributed more scholarship in the year 2066 B.S.

Table 32: Scholarship Recipients (in % of total class students)

School	Year	Dalit		50% Girls	Disabled		Ma. Family		Others		Total
		Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
RCMS	2065	11.24	13.36	37.42	0.63	0.15	0	0	3.54	6.2	34.07
	2066	12.98	12.98	41.36	0.85	1.26	0	0	3.09	2.81	37.11
	2067	10.35	16	48.59	1.68	0.3	0	0	2.56	3.5	32.9
UCMS	2065	10.26	12.36	27.83	0.48	0	0	0	4.04	2.87	29.36
	2066	7.31	14.59	47.27	3.4	2.78	0	0	3.61	2.13	38.53
	2067	7.9	13.67	28.69	0.94	0	0	0	2.77	1.38	27.39

School	Year	Dalit		50% Girls	Disabled		Ma. Family		Others		Total
		Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
CS	2065	14.05	19.1	28.33	2.79	1.72	1.21	2.24	2.25	0.14	32.69
	2066	11.06	10.67	38.64	2.44	2.38	0	0	0.61	0.41	32.97
	2067	8.74	4.44	37.93	2.34	1.01	0.18	0.66	0.12	1.27	28.11

A review of the trends of scholarship recipients in the CSs and CMSs both by grade shows that nearly 40% of the students in urban CMSs and CSs received scholarship in the year 2067(See Table 32). The percent of scholarship recipients in the urban CMSs has decreased from 2066 B.S. to 2067 B.S. The trends of scholarship recipients in grade 8 of both CMs and CSs are disappointing. In grade 8, the scholarship recipient in urban CMSs was only about 13% in the year 2067 B.S. In case of rural CMS, the percent of scholarship recipients was only about 30%. Similarly in the CSs the scholarships recipients were only about 31 % in the year 2067 B.S. As regards the scholarship in grade 10, the rural CMSs distributed relatively higher quotas of scholarship compared to the urban CMSs. The number of scholarship recipients in the CSs is not very encouraging.

Interaction with the local stakeholders including students and parents revealed that the provision of scholarship has opened the doors of education to children who are striving through socio-economic reasons, gender disparity, and discrimination of caste, and ethnicity. However, the analysis of the trends of scholarships in grade 5, 8 and 10 of the CSs and CMS revealed that the scholarship quotas distributed are not adequate to meet the requirements of the students. It has direct impact on the students' enrollment and retention. Growing needs for increasing quota is also linked to address the need of unschooled children or the dropouts from the formal school.

A review of the scholarship trend by ethnicity and gender reveal that on the whole more girls are given scholarship and even in the Dalit students more girls are obtaining scholarship. But on the average the average percent of scholarship recipient is very low in among Dalit students. Beyond the Dalit and Girls scholarship there is very few quota of scholarship in other category. A precise system on scholarship planning, managing and implementing was not visible. The SMCs and PTAs were not knowledgeable about the scholarship types and distribution policy. There is a high demand for increasing the numbers and the size of scholarships so that the money is adequate to meet their basic requirements of copy, pencils dress and day meals.

Table 33: Scholarship Recipients (in % of total class students)

Grade	School	Year	Dalit		50% Girls	Disabled		Martyrs Family		Others		Total
			Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
Grade 5	RCMS	2065	7.12	5.36	49.53	0	0	0	0	0	0	28.83
		2066	11.9	8.33	51.25	0	0	0	0	0	0	35.42
		2067	5.28	13.97	84.14	2.78	0	0	0	0	0	35.05

Grade	School	Year	Dalit		50% Girls	Disabled		Martyrs Family		Others		Total
			Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
	UCMS	2065	11.55	18.03	29.59	0	0	0	0	9.89	6.7	39.58
		2066	13.17	20.84	51.35	1.95	2.34	0	0	8	4.44	49.16
		2067	11.63	17.5	36.24	1.33	0	0	0	5	2.08	35.8
	CS	2065	25.8	26.29	48.59	3.08	1.18	0	0	6.15	0	52.47
		2066	11.47	18.21	61.53	2.86	1.59	0	0	1.54	0	47.73
		2067	10.95	4	52	0	1	0	0	0	1.67	39.54

Table : 34 Scholarship Recipients (in % of total class students)

Grade	School	Year	Dalit		50% Girls	Disabled		Martyrs Family		Others		Total
			Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
Grade 8	RCMS	2065	14.5	17.62	38.74	0	0.24	0	0	5.44	11.62	41.11
		2066	16.33	19.86	42.93	1.26	1.93	0	0	5.69	5.14	47.13
		2067	13.4	19.47	28.88	0.83	0	0	0	5.56	7.58	29.92
	UCMS	2065	11.18	13.85	37.31	0	0	0	0	0	0	25.47
		2066	4.55	27.11	43.53	14.09	12.24	0	0	0	0	47.47
		2067	2	14.74	15.19	0	0	0	0	0	0	12.87
	CS	2065	7.7	23.23	18.62	4.44	0	0	0	0	0	26.6
		2066	15.76	11.41	39.64	4.78	6.43	0	0	0	0	37.56
		2067	7.95	4.35	38.67	7.74	2.22	0	0	0.89	0.49	30.9

Table 35: Scholarship Recipients (in % of total class students)

Grade	School	Year	Dalit		50% Girls	Disabled		Martyrs Family		Others		Total
			Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
Grade10	RCMS	2065	8.06	13.67	17.76	3.17	0	0	0	3.17	0	22.28
		2066	5.48	7.82	15.29	0.91	1.17	0	0	0.29	0.36	12.62
		2067	11.01	10.61	44.13	1.61	1.49	0	0	0	0	38.03
	UCMS	2065	8.88	6.19	22.9	1.03	0	0	0	0.52	0	20.45
		2066	3.35	5.22	41.81	1.06	0	0	0	1.15	0.9	26.7
		2067	5.62	5.29	30.18	0.9	0	0	0	0.9	0.9	20.25
	CS	2065	10.13	7.78	25.24	0.38	4.54	4.23	6.28	0.19	0.42	24.32
		2066	12.24	6.97	24.58	0.2	0.55	0	0	0.2	1.24	26.43
		2067	6.58	7.31	19.59	0.44	0.71	0.63	1.98	0.57	1.43	20.9

4.5 Changed Management Context of School Management Committee

Table 36 clearly shows that there was no notable difference between the number of meeting held by the SMCs, PTAs and parents related to the CSs and CMSs. However, the average number of meeting of the stakeholders in CMSs was higher than that of CSs.

Table 37 clearly shows that there was no significant difference between the number of meeting held by different stakeholders like SMCs, PTAs and parents in the rural and urban CMSs. However, the agendas of the meeting in the SMCs, PTAs and parents related to the CMSs are by nature diverse and cover upgrading the quality and access of education, upgrading of the school, performing social audit and making awareness raising program for increasing enrollment in the schools. In the CSs, generally the issue of upgrading physical facility, teacher recruitment and creation of quota are discussed.

A review of the minutes of the meeting of the SMC meeting in CMs show that the major decision done by the SMC include welcoming the members of the SMC, physical improvement, distribution of scholarship, construction works in school, social audit, selection of teachers, provision of drinking water and organizing parent assembly. Among the major decisions made most of them are implemented already by the SMC, only social audit is to be accomplished.

Table 36: Meetings of the SMC: By Type of School Management

Description	Community School	Average Meetings No.	Community Managed School	Average Meetings No.
SMC Meeting	152	10.13	348	11.60
PTA Meetings	50	3.33	126	4.20
Parents Meeting	21	1.40	48	1.60
Total	223	14.87	522	17.40

**Figure 1 : Average Number of Meeting of Local Stakeholders
- SMC, PTA and Parents in a Year**

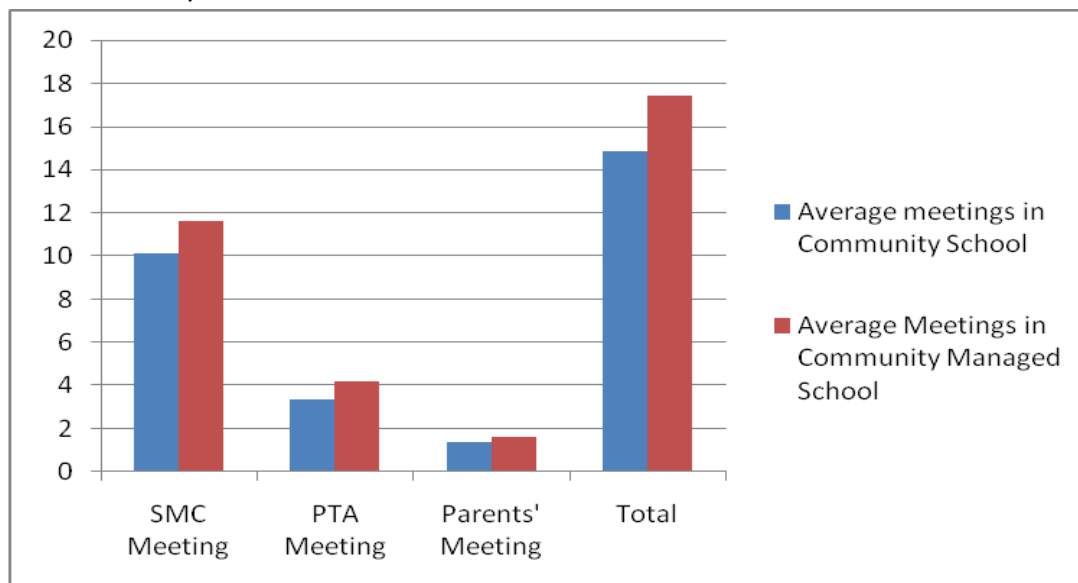
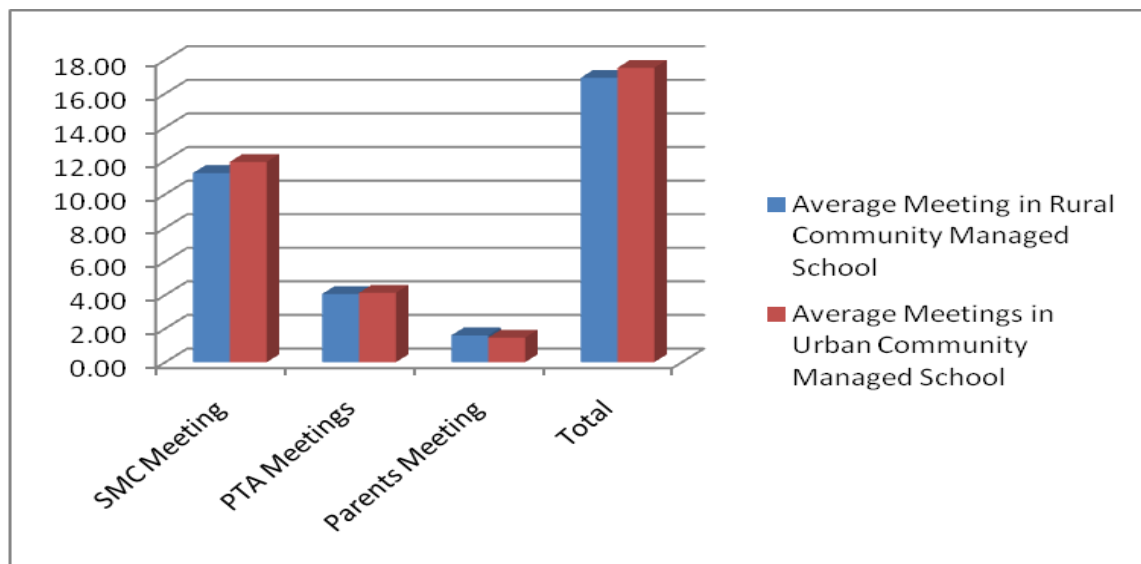


Table 37: Frequency of Meetings of Local stakeholders- SMC, PTA and Parents

Description	Rural Community Managed School	Average Meetings No.	Urban Community Managed School	Average Meetings No.
SMC Meeting	169	11.27	179	11.93
PTA Meeting	61	4.07	62	4.13
Parents' Meeting	24	1.60	22	1.47
Total	254	16.93	263	17.53

Interview with the DEOs, RPs and SSs revealed that the transfer of school management to the community has distinctly shown that the SMCs are activated, the local community has owned the schools, and parents have growing concern about the school affairs and upgrading the standard of education. They firmly mentioned that in the CSs, in most of the schools the SMC chairpersons and members are not educationally qualified. They are more ambitious but not able to give leadership in upgrading the facility of the school. In addition, the SMCs have misused the authority to terminate the HTs who are qualified.

Figure 2: Average Number of Meeting of Local Stakeholders - SMC, PTA and Parents in a Year

The provision of electing the SMC chairperson and members has increased the parents' involvement in school management in the CMSs as compared to the CSs. The HTs and SMC in some CMS are empowered and they can take decision on their own in developing their own academic plans and programs. Some of the CMSs have been found to be developing 3 years program for school on the recommendation of local body. In the CSs, the SMCs are not eager to have management transfer due to resource constraint and political debate in forming SMCs. Even the teachers associated with professional organizations are not cooperative for transfer of school management. The SMC members of the CMSs have clearly spelt out that the SMCs are actively involved in financial improvement and physical development, follow-up of teaching learning and maintain the

school clean. The respondent SMC members clearly indicated that with the involvement of local community in school management, the relationship between the HTs, SMC and PTA members are strengthened and the HT has remained to be successful in ensuring regularity of school and upgrading its standard. The SMC members indicated strong financial condition and good physical facility to be the notable achievements of the new management in CMS. Also they marked that the parents and local community are also active in participating in the annual programmes of the school and door to door programmes for advocacy and awareness for increasing enrollment. Even the schoolteachers indicated the need for launching awareness program for mobilizing the school community for strengthening the role of the SMCs and HTs in school affairs, and making the education inclusive and increasing the students' enrollment.

Most of the teachers of the CMSs expressed that the local community took over the management responsibility to involve local capable persons to take advantage of financial support and to improve educational standard. Interaction with DEOs, RPs and SSs revealed that major changes seen in the CMSs with management responsibility shouldered by the local community include improvements in quality of educational standard, improving teaching learning situation, and increased administrative responsibility.

Further, the PTA and SMC members are helpful to the HTs in organizing the school calendar, school activities, improving physical and financial conditions in all places. However some of the respondents feared that some of the SMCs are keen in finding loopholes to terminate the working teachers and recruiting their own persons. As regards the observed changes in the CMSs, the chair person and HTs of the community school had divided opinions. A notable number of chairpersons of SMC mentioned the physical improvement, effective teaching and regularity of the students to be positive changes in in the CMSs. They also mentioned that the relationship between the school and SMC and PTA has been improved and the HTs are very positive in involving the parents and local community. The chairperson of the CSs also mentioned that the SMCs of the CMSs are involving parents and local community in school affairs and awareness raising program related to changed management style.

Interaction with the SMC members of the CSs revealed that the teachers associated with different professional organizations are not supportive for the management transfer. The HTs opined that though the Education Act has empowered the SMCs for school management, they have not practiced. Few of the respondent HTs mentioned that the new provision of the school management have raised awareness among the parents and local community for educating their children and participating in school activities. The HTs of the CSs also had the opinion that the rules and reregulation related to teachers and recruitment and promotion of teachers should be changed and the HTs should be given more power to make the community management a success.

Commenting on the provision of transfer of management to CMSs, the HTs of the CSs mentioned that the provision made through the education act has facilitated to run the school and mobilize the SMC and PTA, and create awareness among the parents and

the local community about education. However, the risks of monopoly of the SMC ~~and job and job~~ insecurity among the teachers still prevail, Most of ~~the HTs~~ the HTs of the CSs expressed that in the existing condition the CSs are not in a position to shoulder the management responsibility. However, they mentioned that only after upgrading the physical facilities of the school and running an effective awareness and advocacy program about the Education Act, the roles and responsibilities of the PTAs, SMCs, parents and local community, the authority for management can be handed over to the local community.

As regards the efficiency of the CS, some of the HTs mentioned the problem of adjustment of teachers' quota. The other aspects like regularity of school teachers, and day to day administration are satisfactory. The HTs mentioned that as a result of the effects of neighboring CMSs, the school management has begun to improve the physical condition of the school, performing social audits, improving teaching learning condition, and collecting financial resources. Besides, a sense of ownership has also begun among the local community. However, lack of awareness among the community people has been noted. The HTs viewed that the challenges the HTs and the SMC will have to face along with the takeover of the management would be related to financial resources, teachers' quota, recruitment, promotion and political intervention.

Interaction with the members of the SMCs in the CSs indicated that the HTs, PTAs and SMC have been cooperative in helping the school run effectively. Even the local communities are found to be cooperative. As regards the level of SMC participation, the school teachers of the CSs mentioned that if the SMCs were given training they could be involved actively for improvement in school affairs. As regards the contribution of the SMCs and PTAs on the part of teachers, they mentioned that none of them are creative and the members are not educationally sound to think about building the capacity of the teachers. However only with the leadership of the HTs, they appear to be cooperative in taking decision in favor of the teachers. The respondent teachers mentioned that some parents and local community are cooperative and some inactive in school affair. However, a common sense of school ownership prevails. Interaction with the members of the SMCs from CSs revealed that in order to make the school capable and sustainable, fixed student- teacher ratio, training of teachers on regular basis, improvement in textbooks, and provision of library are very essential. As mentioned by the SMC members of the CSs, the interaction between SMC and PTA members and parents generally take place during school events, door to door program taken by the school for enrolling school age children.

Interaction with the parents of the CSs revealed the ignorance related to the changes and improvements in school activities. However they have trusted on the SMC and the HTs that they have made efforts in improving teaching learning situation and increasing the physical facilities of the school. They see the government support as inevitable in having instructional and physical improvement. They viewed that visits from the DEO and SMC members to the school are contributing in enhancing level of teaching learning. Interaction with the students of grade 5, 8 and 10 from CMSs showed that in most of the schools, increased teachers competency in teaching, class notes to students, effective use of teaching materials, and friendly behavior with students were the major changes in

the teaching styles of the teachers. Other observations made by the students include the punctuality of the teachers in class, effective teaching and availability of subject specific as well as reference materials.

Further, discussion with the students of grade 5, 8 and 10 from CMSs showed that in most of the schools, teachers are friendly, regular in school, and run extracurricular activities. The students from the Terai mentioned these days the school environment is clean, and school building painted, while those from Mountain and Hill mentioned improved teaching learning and better physical facilities in recent years. However the need for provision of drinking water, and sports materials and fan in the classroom for summer season was insisted by most of the students during interaction. Commenting on the roles of the teachers, the HTs mentioned that even in the existing condition of the CS (without being CMS), ~~the~~ the teachers are regular in school, the SMCs are cooperative and a sense of effective monitoring is prevailing.

4.6 Sustainability of the CMS

To the question of sustainability of the CMS, the DEOs mentioned that the local stakeholders like parents and PTA must be fully oriented about the roles and responsibilities, continuation of government grant and increasing teachers' quota as needed. Interaction with DEOs, RPs, and SSs revealed that the transfer of school management is smooth in those CMSs where the teachers and the SMC had taken a decision mutually. The respondents also mentioned that, the local community can take over the authority of school management only when the local community and the parents are fully oriented with their roles and responsibilities and the teachers affiliated with professional organization are also taken in confidence. They also mentioned that the professional organizations of the teachers are generally resisting on management transfer to the local community. As regards the matter of making the CSs effective, the interaction with teachers revealed the need for provision of training for all teachers, improvements in different types of facilities in the school and running awareness program for the parents and local community were notable. The SSs mentioned that besides running awareness program for the parents, the quota for scholarship should be increased and prompt delivery of textbooks, educating different stakeholders about their roles are essential. The RPs on the other hand mentioned that monitoring of the school program and SMC's role played by the district education office, training to the SMC and PTA members are most essential.

The development of positive feeling of ownership, regularity of students and teachers, and effective team work between the HTs, and chairpersons and members of the SMCs and PTAs were noticed as good practices of the CMSs. As regards the sustainability of CMS, it depends on expectations of the government in the long run mutual understanding among its stakeholders and school administration. Besides, government should monitor, supervise and organize refresher trainings to teachers as well as awareness raising training to local community.

Other practices such as development of school codes and conduct, work, training of teachers, interaction between teachers and parents, and development of school calendar and physical facilities, upgrading the level, and involving community groups like mother

groups, honoring parents who visit in the school on regular basis could be considered as the step towards sustainability of school management. Similarly donations from the parents and community groups, contribution of free labor for increasing and promoting physical facilities could be taken as positive steps towards sustainability. However in terms of generating fund for paying teachers' salary and incentives for students, the school, the SMCs and the PTAs are not capable. In other words sustainability from the point of view of financial resources generation and school management is not possible. Question raised in connection with sustainability has created some kind fear of management transfer in teacher community along with their job insecurity. From the management point of view, the CMSs have good practices leading to sustainability, not from the point of financial resource generation and mobilization.

4.7 Negated Aspects of CMS

Members of Teacher Union underlined the weaknesses of the school management policy in relation to CMSs. It was stated that neither the communities were capable to express their concerns in teaching learning of the students nor the government was able to avail increased teachers quota. In addition, there was no improvement in the service conditions of teachers, benefits and facilities. Teachers have long been working on temporary basis and there is no room for access to pension. The respondent teachers affiliated to Teachers' Organization mentioned that the SMCs remain somewhat as a threat to teachers in their jobs. The SMCs in some instances were reported to be biased while recruiting teachers. The SMCs favored their relatives by ignoring the quality and experience. Only those SMCs which have political influence or personal approach to DEO were successful in obtaining teachers relief quota. The system was not well functioning from the view point of effective teaching learning and functioning of school. Though various initiatives to generate resource and improve the physical facility, establishing relationship with various, NGOs and INGOs and other organizations are increasing, concrete activities geared to effective teaching learning and active participation of the students in the class are lacking.

Given the lack of advocacy, capacity building and awareness program very few parents and community members are knowledgeable about the differences they could feel between the CMSs and community schools. Despite the differences on views of school management policy in the CMS, the teachers related to Teacher Union expressed that providing teachers quota on the basis of number of students and subject of the teachers could be effective measures for strengthening the SMCs and improving quality of education in the CMSs. School teachers from the CMS, and CSs both and those affiliated to professional organizations opined that they have not observed changes in community school even after the management transfer.

As regards the role of the teachers affiliated to professional organizations, there were different opinions among the SMC members. Some of them mentioned that they have contributed in upgrading the educational standard and also obtaining some relief quota of the teachers, while others mentioned that they are not positive to the process of transfer of school management to local community. SMCs of some districts have developed a kind of understanding to seek approval from DEOs while recruiting teachers. This could be

considered as a notion negated to the spirit of CMS. Some of the SMC members, parents and community members, and Teachers Union viewed that despite some changes in physical facility, financial resources and appointment and transfer of teachers no other major steps to introduce new subjects, activities for improvement of academic program, appointment of subject teachers, and professional development of teachers have been made. In most of the districts, increased level of awareness and responsibility of community people, participation in school activities and events organized by the school are increasing, but the CSs are not willing to take over the responsibility for management.

Interaction with DEO showed that generally the nature of problems seen in the CMSs differed by the ecological belts. DEOs who were interviewed mentioned that in Hill the CMSs were facing the problem of inefficiency of the SMC due to low level of educational qualifications of the chairperson and members. Similarly, parent' ignorance about their role in upgrading the status of the schools were the other problems. DEOs further mentioned that the problems of the CMSs at Mountain differed from one place to other. While financial problem prevail in one place, lack of teachers' quota and inadequate supervision of the DEO office prevail in other place. As viewed by the DEO, the lack of parents' participation was notable.

As mentioned by the SSs. conflict between SMC and teacher and lack of awareness among the parents are still the problem seen in the CMSs. Especially in the CMSs of Mountain, the education act are not fully implemented. The RPs who was interviewed mentioned varieties of problems that are seen in the CMSs. The problems include lack of teachers' quota, shortage of books, inadequate physical and financial facilities, and politicization in teachers' appointment. In Teri, the pressure of SMC in the teachers of the CMSs was also noted by the RPs.

When asked about the willingness of the CSs to take over the responsibility of community management, the DEOs, RPs and SSs mentioned that there is no very strong feeling about it. They found a general remark from the local community that the government provision for the CMS was the governments' shrewdness to with draw its support to the schools in future. However, most of them mentioned that all the CSs except those who are very close to the professional organizations of the teachers are prepared for taking over the management responsibility.

The DEOs mentioned that the teachers of the CMSs have mixed reaction about the school management. Some teachers reported to have unnecessary troubles from the SMCs while the others said they did not see any major changes in school management and school affairs. Some teachers were reported to be indifferent to comment on the changed context of management. Some teachers from Terai had feeling of job insecurity. Contrary to the observation of the DEOs, some RPs mentioned that some teachers felt the job to be secured while some other felt the opposite. Even some teachers' are worried about not getting their salary in proper way. The sense of job insecurity prevails dominantly among the teachers of Mountain and Hill compared to Terai.

As regards the weaknesses of the CMSs, the chairperson of the CMs mentioned that local participation in school affairs except those related to physical development is not satisfactory. The chairpersons of the CMSs mentioned that inadequate physical facility, unhealthy local politics, unwillingness of the local community and parents are the impediments for the opportunity of the CSs for taking over the management responsibility as the CMSs. As regards the problems in the CMSs, the teachers mentioned inadequate physical facility and financial resources, unwillingness of the SMCs to cooperate with teachers, shortage of teachers and peon.

4.8 Alternative Schooling

Interaction with different categories of stakeholders like SMCs and PTAs, parents, HTs, DEOs, RPs, and SSs and local communities revealed that they were not familiar about the alternative schooling (AS) program like school outreach program (SOP) and flexible schooling program and FSP addressed to the school age children who are not enrolled or those who are dropout from the school program.

Interaction with different categories of stakeholders like SMCs and PTAs, parents, head teachers, DEOs, RPs, and SSs and local communities revealed that none of the schools- CM or CMS, and the respective SMCs and PTAs are involved in taking some initiatives for the AS for out of school children. Most of the SMC chairpersons and HTs of the CSs mentioned that the SMC in consultation the schools are launching door to door program, creating quota for scholarship, making the textbooks and school uniforms available and also the awareness program in the local community. Some of the HTs of the CSs mentioned that there is also a need to improve the examination system to prevent drop out from the school. The SMC chairperson of the CSs also mentioned that to some extent the INGOs and VDCs are mobilized for improving the physical facilities and contraction of building.

Towards making the education inclusive the teachers of the CMSs have suggested a number of points like provision of teachers to teaching in mother tongue, increased teachers quota, training of teachers on regular basis, multi-grade teaching, collection of financial resources, and supervision from the DEO on regular basis. The need for teacher training was emphasized by the teachers from all ecological belts. As regards the type of management in the school they mentioned that it is very difficult to specify a term. Interaction with teachers and SMC members of the CSs both mentioned that either of the term like mixed management, government controlled management or management with community ownership would be fine. Interaction with the parents of the CSs revealed that they have endeavored for enrolling school age children through door to door awareness program, provision of day meals for poor students, awareness program for the teachers, and scholarship for economically backward groups. They insisted on increased financial and technical supports from the DEO, provision of additional teachers, and training to the teachers as must to upgrade the standard of the school.

This section attempts to reveal on the selected schools with best practices and the best practices of the CMSs. The practices are marked to be best ones by triangulating the views expressed by different categories of respondents through interviews, FGDs, and observation and interpretation of students performance.

One of the major aspects of quality education is to improve the instructional practices prevailing in the schools. To this end, decentralization policy in school management was implemented so that involvement of various categories of stakeholders e.g. parents; SMCs, PTAs, and members of professional organizations of teachers, and the community members. Interaction with students, teachers, parents and the stakeholders revealed that quality of instruction has notably improved with the recent management practices of schools through the community involvement. This study has revealed that based on the overall transformation and changes resulted through effective school management and meetings of PTAs and SMCs and activities explored through school survey, some of the CMSs have been found to have best practices. Exceptionally one higher secondary level CS was also identified as the school with best practice. Out of the schools visited, three secondary level CMSs, and one lower secondary level CMS are identified as the schools with best practices (see Appendix 2 for list of schools with best practice). Of the total, two are from Jhapa (Eastern Development Region) one each from Jumla (Mid-western Region) and Kanchanpur (Far western Region).

All the stakeholders of the Pasupati Secondary School are active in school activities. The school has introduced vegetable farming as subject of practical education. The school supports the women groups in the catchments area and those women donate rice in the name of *Mustidan*. All primary level students are provided lunch in school from that *Mustidan* and their own vegetable productions.

It is worth mentioning that one of the admirable tasks of the Himali School is that the school area is declared as politics free area and has been practices accordingly. Realizing those mothers are the motivators in educating children, the school has extensively involved women in school activities. As a result all members of PTA are women; school has introduced different women groups in catchments areas. Students actively participate in extra curriculum activities and they are capable to organize it too. The school has also made provision for maintaining parents' attendance and introduces the scheme of reward for the parents who attend school for maximum number of days on the occasion of parents' day. Being a school from the mountain district Jumla, the Janata Secondary School has been successful in securing good results in school level and SLC level exam too. For example, in the SLC result of 2067 out of 35 students, 3 students passed in distinction, 8 in first division and 20 in second divisions. All the teachers of this school are motivated in teaching and there is sound relationship between students and teacher. In Jesis Secondary School, the PTA, SMC and parents are active, the members of PTA and SMS and parents regularly participate in school activities. This school has focused on English medium course. As result that there is growing high pressure of students for admission and a system of entrance exam has been introduced during admission in this school. This school has been successful in developing

infrastructure (school buildings, compound) getting the help of different NGOs and INGOs.

All the HTs are well trained. Schools are open for more than 235 to 238 days and actual classes are conducted for 182 to 2277 days including examination. The schools have allotted 18 to 30 days for examinations. In these schools the; students' enrolment is high and dropout rate lower; promotion rate is high in each level; generally the students as well as teachers are regular; and they take leave for very few days. In addition, a reasonable number of students are receiving scholarship of different types; most of the teachers are trained. Some of the school has almost no dropouts but they are not promoting all students. Some of them have attempted to upgrade the standard of the schools as per the guidelines developed by the schools. The schools have attempted to improve the teaching-learning situation by adding education materials, establishing science lab and adding materials, introducing computer education and medium of English for teaching. Similarly, the schools have adequate physical facilities like classroom, furniture play ground and sports materials, toilets for students and teachers, separate toilets for male and females, and the schools have compound wall. In addition, these schools have all types of instruction materials like curriculum, textbooks, teachers' guidebooks, education materials and dictionary. The schools have also library facilities and drinking water. One of the schools has introduced a system of entrance examination to admit the students and the other has developed a system of honoring the parents who have made several visits to schools and showed their concerns for instructional improvement and increasing students participation in schools. The reason behind it was its commitment for upgrading the quality of the school and good performance based on the DEO guidelines. The SMCs and PTAs are formed with good representation of both male and female. Most of the members of SMCs and PTAs are educated up to B.A level and some of them are job holders and others farmers. Not all members are sending their children to schools. The relationship between the authorities of the SMC and PTAs is excellent and well coordinated. The schools have initiated various for increasing scholarship quota through different sources. The schools are used in preparation of academic calendar involving the parents, teachers and PTAs members, running various extracurricular activities, cultural programs, debate, quizzes, adding lab facilities.

As regards the involvement of the local stakeholders, the teachers, HTs, SMCs and PTAs have good understanding and cooperation. They are well coordinated and involved in physical and educational improvements in schools. The PTAs and SMCs, both are active and they work in coordinated way. They are involved in developing SIPs with focus on improving school community relationship, generating fund for school, and perform social audit. They also organize meeting as needed. Whatever the PTAs and SMCs decide in meeting, they implement the decision with commitment. The SMCs, PTAs, parents, and HTs have a sense of ownership of school and are working for increasing the enrollment in the schools by organizing parents' assembly, children's admission campaign, increment of scholarship quota, providing incentive to mothers' groups, introduction of local curriculum, and awareness raising program. The study also revealed that on an average the SMCs conduct meeting bimonthly. The schools are found to be supervised and monitored by different authorizes like RPs, SSs, DEOs, Director and Deputy Director from the DOEs and other person too.

Overall, the study revealed that none of the community managed primary schools were worth to be identified as the best practice schools. On the other side, even the community school, was found to be a best practice school, The CMS of both rural and urban areas were reported to be best practice school. To generalize, the opportunity for transformation in school management and instructional improvement was high among the secondary school schools and the roles of PTA and SMC members and HTs are vital in such matters.

Taking into consideration the good practices of individual school, attempts have been made to present different types of best practices such as effective instruction, emergence of new partners, growing PTA and parents' involvement in school affairs, sustained school community relationship, CMA as a breakthrough in the community managed, school, ownership and sustainability ensured that could be replicated in other CMS and CSs are presented below. As discussed in previous chapter, sustainability from the point of financial resource generation and school management is far from the expectation. The understanding of the sustainability has remained to be a matter of several interpretations. Generally, sustainability is meant to be the point where the local stakeholders can shoulder the entire responsibility for running g the school. However from the management point of view, the CMSs have good practices leading to sustainability, not from the aspect of financial resource generation and mobilization.

5.1 Effective Instruction

Students' increased access to child friendly teaching aids and methods, teachers' engagement in instructional planning, involvement of various organizations and institutions in providing training to teachers have notably contributed in effective instruction.

The study has clearly indicated that with the introduction of new school management practices in the CMS, instructional transformation has taken place which is most commonly visible in: creation of learning environment, child friendly class with displays and use of effective teaching aids, particularly in early grades. Use of mother tongue for instruction as needed and attempts in introducing English as a medium of instruction, SMC members and HTs used to support to teachers through the provision of teaching learning materials and collaborative work for school calendar, planning for school activities, growing parental concern about their children's learning and their encouragement for regularity in class and the commitment of the school management and the teachers' motivation contributed to promoting children's learning.

Most of the SMC members from the CMSs remarked that as a result of local community management in school, students are disciplined; regularity has increased and teaching learning situation has improved. The community support in increasing physical facilities like classroom, toilet, drinking water, increased concern of parents towards the learning of their children, team spirit in teachers, exposure to students through educational tour, extracurricular activities were instrumental in improving instructional practices. The observation also revealed that as anticipated the teachers were also spending full time in the classroom teaching. Frequent visits of the SMC members in school had a positive role

in improving school affairs. However, in terms of the specific elements contributing to improved instruction in the CMS, there are variations from school to school, district to district, and region to region. The decentralization scheme in school management made the PTAs and SMC more responsible and accountable in school program. The regularity of the teachers in the school has increased and the students are also more regular. Most of the parents' from rural and urban schools, both mentioned that habit of doing home work regularly, cleanliness and a sense of discipline are visible among the students. All these factors are contributing in improving instructional practices in school. The government provisions for teachers' relief quota, scholarship for students and the PCF have contributed in improving instruction.

Interaction with students reeled that their attendance rate has notably increased as their parents have motivated them to go to school regularly. The parents have now tendency of exempting their children from domestic works like raising cattle, looking after their siblings and wage earning. At secondary level the students were comparatively more regular than in lower secondary and primary level. Provision of equipments and materials in science laboratory, provision of computer to students and availability of reference books have made the students motivated for learning. It was apparent from the study that the SMC and HTS are now eager to spend some money for education materials to make teaching effective.

A notable example of CMS was the training opportunity received by the teachers made them capable for quality focused instruction, helping students through home work and individualized instruction. They also tried to make the class inclusive by considering the differences prevailing in the class. HTs role are also key in improving the overall quality of instruction in the CMSs. These days comparatively more HTs are given opportunity to attend seminars, trainings and capacity development programs. As a result they are keen on planning for quality improvement by utilizing available resources.

5.2 Emergence of New Partners

The establishment of CMS has led to the formation of new allies like Community School National Network (CSNN), Education Journalist Group (EJG) and also networking of the CMS at the district level in some places. Field observation has shown that the CMSs have begun to observe and interact with other CMSs that have been recognized to be an exemplary. The schools are networking for sharing about instructional improvement, resource generation. They have begun to share on how they can resolve the problems that appear during school planning, and social audit. As and when possible the school is also reported to have study tours of the students, teachers and parents to other neighboring school. The HTs and SMCs chairpersons have jointly undertaken the issue of improving quality of education by using best practices of other better off CMSs. These kinds of activities have been encouraging for instructional improvement in the CMSs.

5.3 Growing PTA and Parent Involvement

The provision of CMS has evolved a deep sense of responsibility and accountability among the PTA members and parents. The PTA has been active in helping the CMS develop the SIP, school calendar and also performing the tasks of social audit as per the

guidelines. Both parents and PTA are actively participating in overall school affairs and therefore the sense of ownership has also increased. The PTA members from most of the CMSs mentioned that the local community and parents have a sense of ownership of the schools and they are keen in improving the physical and financial condition of the school. Generally, the PTAs and parents interact with SMC members to work on increasing the regularity of both students and teachers schools. The study revealed that some of the parents encourage the teachers for giving home work to their children and check it regularly. The parents also try to keep them up to date in school activities. In case there are visitors in school either from the central level or district level they inquire it with the HTs or SMC.

Generally the DEOs, RPs and SSs had the similar observation on how social audit are performed by the schools. They have mentioned that the CMSs are involved in performing social audit by presenting the details of income and expenditure to the SMC, the PTAs and the parents. The SMC and PTA members viewed that with the change in school management, the CMSs have experienced improvement in physical and financial conditions. The teachers from the CMS viewed that with the change in school management, the PTA members have contributed positively in improving the educational standard and they are also involved in monitoring the CMSs. The school teachers spelt out that few of the PTA members have played positive role in social audit. The PTA members expressed the improvement in cleanliness of the school compound as also the achievement of the CMS. The SMC members viewed that increased teacher quota and improvement in teaching learning were also the outcomes of the new management in CMS. All these efforts have contributed to overall improvement of learning environment and performances of the students. Interaction with parents revealed that as a result of new management there are changes in students' achievement and behaviors. Irrespective of the location of school and ecological belts the students' are found to be disciplined, regular in school having good study habit and doing home works. However, some observed no significant changes and others observed increased pass rate in schools. Besides, some of the parents and PTA members are active in improving the physical facilities of the school and generating resources. They are keen in improving the condition of the classroom, managing play ground, toilets and drinking water etc. The parents and PTA members were also reported to have observed classes. However their contribution in improving teaching learning situation was not notable comparatively, the parents in urban area are more active than those from the rural areas.

Most of the HTs of the CSs mentioned that the schools have introduced social audit in recent years. The SMC and PTA meetings are used to make a committee for social audit and disseminate the details of income and expenditure to the gathering of parents and local community. Generally, the HTs mentioned that for financial management of the CSs, the SMC, PTA and NGO/INGOs representative as necessary are involved. Interaction with the SMC members of the CS revealed that the teachers associated with the professional organizations are not supportive for the management transfer. The SMC members of the CS mentioned that even the PTA, and SMC members and parents of CS are involved in performing social audit.

5.4 Sustained School Community Relationship

It was apparent from the study that with the provision of school management through community, the improvement in school community relationship has been divulged. The FGD with the SMC members revealed that there is growing concern and a sense of responsibility among the local community, organizations and parents towards the CMS. They have a sense of ownership of the school and are involved in school affairs. The initiatives of parents to monitor the progress of their children, involvement of the community based organizations like PTAs, CBOs and professional organizations of the teachers in overall school management like SMC formation, teachers' instruction and performance indicate towards improved school-community relationship. Further their emerging concerns towards strengthening the system of CMS also demonstrate the positive outcomes of school-community relationship. The PTA members have opined that the level of awareness has increased among the local community and parents and they have developed a sense of ownership of the CMS.

5.5 Community Managed School as a Breakthrough in School Management

This study has not only revealed good practices but also some weaknesses and pitfalls. But when cases of typical CMSs are taken the school management practiced by them could be considered as a breakthrough in the long tradition of DEO driven school management and the total dependence on government for the development of schools. Views expressed by majority of respondents – SMC chairpersons, PTA members, HTs and parents reveal that the present CMS served as a vehicle of transition toward renewed local ownership, new context of collective responsibility of parents, teachers, SMCs and PTAs, growing participation of parents in school affairs, diversity in the kinds of support provided by the community, growing sense of responsibility and accountability.

5.6 Ownership and Sustainability Ensured

Field visits revealed that as a result of the management transfer to the community, the SMC and PTA have remained to be very active, responsive and focused on school improvement activities. The SMC and PTA have also motivated the parents and community members for the development of the schools from physical, fiscal, administrative and academic point of view. This has developed a sense of ownership among the parents, teachers and community members. Interaction with SMC chairperson and HTs revealed that the community members and parents are actively participating in forming committee to guide the school's development, providing land or voluntary labor or donations of cash. The parents and PTA members remain inquisitive to know about school activities, details on how the school funds are spent, use of facilities in instructional improvement and saving money for future. They want to ensure that available resource is properly utilized. The parents are also found to be visioning about upgrading of school. The SMC, PTA and parents are also reported to be active in development of the SIP and social audit. It is believed that since social audit is one of the major responsibilities that make the school authorities accountable to parents, they are firm on making the overall school activities transparent.

CHAPTER-VI: DISCUSSION AND FINDINGS

This chapter makes an attempt to discuss on the various aspects of the field observation, analyze and synthesize the major findings of the study.

A summary Table 38 given below presents a very precise presentation on the status of the CS and CMS. Generally, while talking about school education and the school management committee, quality of education has been considered a main issue in Nepal. In this connection the persistent problem of low school completion rate, high repetition and dropout rates and comparably very low pass percent of the students from community schools in SLC are noted. The repetition and dropout rates are highest at grade 1. The transition rates from primary to lower secondary and secondary and pass percent in SLC are very low. Especially the transfer of school management has been considered to increase the access and quality of school education by involving the local stakeholders in the school management and resource mobilization. However there are no clearly defined indicators to assess the quality of education provided by the CMS when compared to the CS. It is difficult to compare the performance of the school, students and the SMC in terms of access and quality of education by taking into consideration the SIP, school calendar, social audit, classroom, teachers, and student number, role of SMC, PTA, parents, teachers, students, and community and DEO personnel like RP, and SS.

It is obvious from the information that conditions of the school building, toilet facility, and condition of furniture, trained teachers, and availability of uniform, curriculum, availability of text books and teachers' guide-books, and high pass rate (70% above) are fully present in the community schools. In addition, environmental sanitation of the school, provision of drinking water, and adequate classroom space for most of the students was visible. As per the observation, exhibition of education materials, availability of trained teachers, cooperation from the local community, activating SMC, and PTA, regular contacts and meetings between stakeholders, preparation of school calendar, fencing school compound are the areas that potentially require improvement.

There is a need to develop a set of indicators to assess the quality of education provided by the CMS. For this there should be agreed norms and standards concerning school, classroom, teachers, and student number, role of SMC, PTA, parents, teachers students and community and DEO personnel like RP, and SS to show considerable impact on the quality of school education.

As regards the case of CMSs, the environmental sanitation, condition of the school building toilet facility, availability of furniture and textbooks and teachers guide books, uniform for students, number of trained teachers, and role of the SMC were found to be very positive and notable improvements. In addition, provision for drinking water, classroom space for students, role played by the local community and the PTA for improvement in school activities were satisfactory with room for improvement. As indicated by the study exhibition of education materials in the classroom, preparation of school calendar, and increasing the pass rate in the school and also enrollment of the students were the areas that need special attention. -A comparison between the CSs and

CMSs shows that the CMSs are better off than CSs in management aspects like school community relationship, role of the PTA and SMC, preparation of school calendar, and fencing of the school compound. However, the CSs were slightly better than the CMSs in condition of school, toilet facilities, furniture facilities and classroom space for students, availability of trained teachers, display of education materials, availability of textbooks and teachers' guidebook.

Table 38: Summarization on Information related to School Efficiency: By Management Type

Indicators of School Efficiency	Community School					Community Managed School				
	Yes		No		Total	Yes		No		Total
	No.	%	No.	%		No.	%	No.	%	
School Area Environment	12	80.00	3	20.00	15	27	90.00	3	10.00	30
Building's Condition	15	100.00	0	0.00	15	28	93.33	2	6.67	30
Drinking Water Facility	12	80.00	3	20.00	15	24	80.00	6	20.00	30
Toilet Facility	15	100.00	0	0.00	15	29	96.67	1	3.33	30
Enough Sports Ground	10	66.67	5	33.33	15	23	76.67	7	23.33	30
Furniture's Condition	15	100.00		0.00	15	29	96.67	1	3.33	30
Enough Space for Students	14	93.33	1	6.67	15	26	86.67	4	13.33	30
Education Material Exhibition	10	66.67	5	33.33	15	16	53.33	14	46.67	30
Syllabus, Course Book and Teacher Guidelines	14	93.33	1	6.67	15	27	90.00	3	10.00	30
High Pass Rate(70% Above)	14	93.33	1	6.67	15	22	73.33	8	26.67	30
Trained Teacher	15	100.00	0	0.00	15	27	90.00	3	10.00	30
Helpful Community	11	73.33	4	26.67	15	26	86.67	4	13.33	30
Active SMC	11	73.33	4	26.67	15	29	96.67	1	3.33	30
Active PTA	6	40.00	9	60.00	15	23	76.67	7	23.33	30
Regular Interaction Between Stakeholders	7	46.67	8	53.33	15	22	73.33	8	26.67	30
School Calendar	6	40.00	9	60.00	15	20	66.67	10	33.33	30
School Compound	6	40.00	9	60.00	15	21	70.00	9	30.00	30
Students Uniform	15	100.00	0	0.00	15	29	96.67	1	3.33	30
Satisfactory Student Number	11	73.33	4	26.67	15	22	73.33	8	26.67	30

A comparison of the efficiency between the rural and urban CMSs shows that in some aspects urban CMS were better than rural CMS and the reverse was true in some other aspects. It is apparent from the Table that the urban CMS were better in maintaining school environment clean, having adequate space ground, establishing coordination between school, local stakeholders, and local community, active PTA and SMC and fencing school compound. In some aspects like condition of school building, physical facilities such as toilets, drinking water, display of education materials and pass rate, the rural CMSs were better than the urban CMS. Overall, it is clear that CMSs in general and the urban CMSs particular are better than the CSs.

Table 39: Summarization on Information Related to School Efficiency: By Location of CMS

Indicators of School Efficiency	Rural Community Managed School					Urban Community Managed School				
	Yes		No		Total	Yes		No		Total
	No.	%	No.	%		No.	%	No.	%	
School Area Environment	12	80.00	3	20.00	15	15	100.00	0	0.00	15
Building's Condition	14	93.33	1	6.67	15	14	93.33	1	6.67	15
Drinking Water Facility	13	86.67	2	13.33	15	11	73.33	4	26.67	15
Toilet Facility	15	100.00	0	0.00	15	14	93.33	1	6.67	15
Enough Sports Ground	10	66.67	5	33.33	15	13	86.67	2	13.33	15
Furniture's Condition	15	100.00	0	0.00	15	14	93.33	1	6.67	15
Enough Space for Students	13	86.67	2	13.33	15	13	86.67	2	13.33	15
Education Material Exhibition	9	60.00	6	40.00	15	7	46.67	8	53.33	15
Syllabus, Course Book and Teacher Guidelines	13	86.67	2	13.33	15	14	93.33	1	6.67	15
High Pass Rate(70% Above)	13	86.67	2	13.33	15	9	60.00	6	40.00	15
Trained Teacher	13	86.67	2	13.33	15	14	93.33	1	6.67	15
Helpful Community	13	86.67	2	13.33	15	13	86.67	2	13.33	15
Active SMC	14	93.33	1	6.67	15	15	100.00	0	0.00	15
Active PTA	10	66.67	5	33.33	15	13	86.67	2	13.33	15
Regular Interaction Between Stakeholders	12	80.00	3	20.00	15	10	66.67	5	33.33	15
School Calendar	10	66.67	5	33.33	15	10	66.67	5	33.33	15
School Compound	10	66.67	5	33.33	15	11	73.33	4	26.67	15
Students Uniform	14	93.33	1	6.67	15	15	100.00	0	0.00	15
Satisfactory Student Number	11	73.33	4	26.67	15	11	73.33	4	26.67	15

Apparently as the information shows the schools from Terai had good school environment, and toilet facility. The schools from Hill had good conditions of schools, enough classroom space for students, uniform for students, availability of textbooks, teachers guidebooks and active SMC. Those from Mountain school had good toilet and furniture facilities. Differently to the Hill and Terai School, the schools from Mountain are good in providing toilet and furniture facilities, availability of textbooks and teachers guidebooks, trained teacher and uniform for students. The schools from Hill and Mountain had similar conditions in providing adequate furniture, availability of textbooks and teachers guide and uniform for student. On the whole Terai School had room for improvement in display of education materials, activating PTA, regular meeting between stakeholders, while for Hill preparing school calendar, display of education materials were the area for improvement in the schools from Hill.

Table 40: Summarization on Information Related to School Efficiency: By Ecological Belts

Indicators of School Efficiency	Terai					Hill					Mountain				
	Yes		No		Total	Yes		No		Total	Yes		No		Total
	No.	%	No.	%		No.	%	No.	%		No.	%	No.	%	
School Area Environment	15	100.00	0	0.00	15	11	73.33	4	26.67	15	13	86.67	2	13.33	15
Building's Condition	14	93.33	1	6.67	15	15	100.00	0	0.00	15	14	93.33	1	6.67	15
Drinking Water Facility	13	86.67	2	13.33	15	11	73.33	4	26.67	15	12	80.00	3	20.00	15
Toilet Facility	15	100.00	0	0.00	15	14	93.33	1	6.67	15	15	100.00	0	0.00	15
Enough Sports Ground	11	73.33	4	26.67	15	8	53.33	7	46.67	15	14	93.33	1	6.67	15
Furniture's Condition	14	93.33	1	6.67	15	15	100.00	0	0.00	15	15	100.00	0	0.00	15
Enough Space for Students	14	93.33	1	6.67	15	12	80.00	3	20.00	15	14	93.33	1	6.67	15
Education Material Exhibition	8	53.33	7	46.67	15	5	33.33	10	66.67	15	13	86.67	2	13.33	15
Syllabus, Course Book and Teacher Guidelines	11	73.33	4	26.67	15	15	100.00	0	0.00	15	15	100.00	0	0.00	15
High Pass Rate(70% Above)	13	86.67	2	13.33	15	11	73.33	4	26.67	15	12	80.00	3	20.00	15
Trained Teacher	14	93.33	1	6.67	15	13	86.67	2	13.33	15	15	100.00	0	0.00	15
Helpful Community	10	66.67	5	33.33	15	14	93.33	1	6.67	15	13	86.67	2	13.33	15
Active SMC	11	73.33	4	26.67	15	15	100.00	0	0.00	15	14	93.33	1	6.67	15
Active PTA	7	46.67	8	53.33	15	11	73.33	4	26.67	15	11	73.33	4	26.67	15
Regular Interaction Between Stakeholders	7	46.67	8	53.33	15	10	66.67	5	33.33	15	12	80.00	3	20.00	15
School Calendar	9	60.00	6	40.00	15	7	46.67	8	53.33	15	10	66.67	5	33.33	15
School Compound	10	66.67	5	33.33	15	9	60.00	6	40.00	15	8	53.33	7	46.67	15
Students Uniform	14	93.33	1	6.67	15	15	100.00	0	0.00	15	15	100.00	0	0.00	15
Satisfactory Student Number	12	80.00	3	20.00	15	9	60.00	6	40.00	15	12	80.00	3	20.00	15

1. Various Forms of Incentives as Stimulants for CMS and School Autonomy

As regards the education system in Nepal, the initiative of National Education System Plan (NESP) 1972 is historically noted as a crucial step in nationalization of community schools. The NESP policy in school education continued until 2001. Recognizing the fact that nationalization led to decline in community contribution to schools, and inefficient use of resources, the government took initiatives for voluntary transfer of public schools to community management in 2001. In 2002, the government embarked on the new scheme of CMSs. The Seventh Amendment of the Education Act was a land mark on the policy of devolving school management responsibilities to communities. With the new scheme the government committed on providing a support package to schools transferred to communities. The support package to CMSs on a block grant basis included onetime incentive grant to school opting for community management, performance grant for

improved participation and promotion rates, teacher salary grant, scholarship, and support to capacity building of communities in managing school. In the government effort on CMSs, the World Bank was major supporting donor to enhance participation, quality, efficiency, and accountability of schools through Community School Support Project. Decline in quality of education following nationalization is the main reason for reverting back to community management. The new policy for management transfer adhered that resources and their efficient use are prerequisites for quality. Though the history of decentralization in development is not very long in Nepal, it has been practiced for several years in all development sectors like health, education, local development and forestry etc. In recent years, the government however has exercised for top-down approach in planning and management which is still dominant. In line with the spirit of Local Self-Governance Act, 1998 (LSGA), the Tenth Five-Year Plan set priority to entrust the local bodies and communities for the educational planning and management responsibility of school education. Due to lack of elected local bodies and district and village level, most of the policies and plans are, by and large, developed at the centre and implemented at the grassroots level through existing government machinery. Despite these difficulties, the government has introduced the community driven school management. This move for management transfer has developed a sense of community ownership. It has made the SMCs, PTAs and parents more responsible and accountable in total school system and developing quality of education. The Tenth Five-Year Development Plan aimed at achieving the Education for All (EFA) and Millennium Development Goals (MDG), both have envisaged the need and importance of the transfer of management of the community schools to the local communities.

The existing system could not ensure an appropriate and timely supply of the inputs like support for physical facilities, curriculum, textbooks, and competency based training opportunities for teachers. The total education system is said to be running on the ad hoc basis. Despite the provision of RPs and SSs, most of the schools did not get technical support from them. On the background of these several issues and challenges, the reformist approach in school management was deemed necessary. After 2002, the provision of the management in the CMS has served as a breakthrough in the long tradition of rigid centralization and the total dependence of school on government. The new school management scheme in the CMS renewed the local leadership and accountability, developed a sense of collective responsibility, parental involvement in school affairs and a sense of authority and autonomy to address concern of local priority and aspirations.

A number of government incentives acted as stimulant in transfer of school management to the community. They include provision for incentive grant to school opting for community, performance grant for improved participation and promotion rates and teacher salary grant, different types of scholarship including those for never enrolled children, and disadvantaged children, support to capacity building of communities in managing school and support to monitoring and evaluation activities.

The review of policy documents as well as the views of DEOs clearly indicates that the government move towards CMS was an initiative to entrust and equip the local

community with authority of school management on their own. It was expected that school management by the local community would of course promote the essence of decentralization and school planning, management and evaluation. The ultimate aim of the decentralization process was to strengthen the management of local school through the mobilization of local stakeholders. This would eventually lead to upgrading of the quality of education by finally developing a sense of school ownership among the parents and grassroots level stakeholders like SMC, PTAs, CBOs, the professional organizations of teachers, and community groups. The involvement of the local stakeholders at community level will promote their concerns in school matters like resource generation and mobilization, development of school's academic calendar and physical facilities.

An insight to the overall policy, plan and programs and the interventions made to date reveal that the move towards community managed schools was to develop a sense of school ownership among the parents and grassroots level stakeholders and ensure the involvement of community people in school affairs. It was obvious that a sustained school –community relationship and involvement of the community would, by and large, connect their involvement to foster school-community relations and monitor school activities. It was thus obvious that the decentralization would lead towards enabling the capacity of teachers in their jobs, making them accountable in their jobs, mobilizing them for effective classroom activities and contributed to enhanced learning outcomes.

2. Training of Related Stakeholders in Inevitable for Institutional Development of School

With the new school management approach there is a conviction that trained SMC, PTA and HTs can make a difference in the functioning, and effectiveness of the school. In addition, they can develop partnership between the school and the community to promote the sense of responsibility and accountability in school management and generate resource and make visible physical and instructional transformations. Therefore the Education Act and Regulations has been amended to empower the SMC and HT so that they can take major decisions to take measures in educating the parents, community groups and PTA.

Interaction with DEO personnel, SMC members and HTs reveal that several innovative features are visible in the context of CMS. The role played by PTA members, parents and community members in developing physical facilities of the school, developing SIP and commencing social audit to promote transparency of school affairs and make school authority accountable to community people are commendable moves towards improving the school system.

As per the exiting Act and regulations, SMCs in the community managed schools will continue to recruit teachers. In all other CSs, SMC will have a key role in teacher management. The School Sector Reform Program (SSRP) 2009-15 has insisted on the extended role of SMC in school management including teacher management which requires their capacity and commitments to be enhanced. Keeping in mind the need for building the capacity of teachers to effectively facilitate students learning processes, the SSRP 2009-15 has insisted on teacher recruitment process through decentralization at

the local level. To this end, the HTs, chairpersons and members of SMC and PTA should be trained in various components:

- Role identification of the SMC, PTA and community members
- Develop plan, program and budget for the schools
- Mobilize community resources,
- Generate fund by mobilizing NGOs, CBOs and local bodies
- Develop strategies to increase the access to education and its quality
- Develop plan for those school age children who have not been school
- Develop supervision and monitoring plan and execute it
- Develop School Improvement Plan (SIP) and Village Education Plan.

The survey has revealed that most of the schools are preparing SIP only after taking over of the school management responsibility at the community level. Generally, the SIP practice started in 2059 B.S. About one fourth of the urban CMSs visited had no SIP at all. The survey revealed than in the CSs, the SIP has been practiced in few schools of all ecological belts in the form of door to door program for increasing students' participation in school, making the students' regular in the class. But the SIP has not taken a formal shape.

When asked about the impacts of the new management in their professional development, the teachers of the CMSs revealed mixed reactions. Those who mentioned that there was no contribution of the new management on their professional development surpassed the number of teachers who mentioned about the positive contribution on making feel responsible about their profession. However, a significant number of the teachers mentioned that the new management has been successful in cultivating among the local bodies and parents a sense of ownership of the school. Few respondent teachers mentioned that the local bodies have not shown concern about the CMSs. Above all, the teachers made the observations that with the transfer of school management to local community, the physical facilities have increased notably and to some extent there is growing concern among the local communities on monitoring the school activity and upgrading the standard of education along with increasing students enrollment. The school survey has revealed that the SIP in the CMSs include the awareness raising program for involving the parents, distribution of scholarship and uniform to the students, providing training to the teachers, campaign for education for all, access of school performance, and improvement in school administration in most of the schools in all ecological belts. In the CMSs of Terai belt, the campaign for increasing enrollment has also been included in the SIP.

3. Increased Responsibility and Accountability among Parents

Irrespective of the ecological and development regions, and location of the school e.g. rural or urban, and type- primary, lower secondary or secondary, most of the respondents mentioned that the involvement of local communities have resulted on growing concerns of the parents towards education. It was apparent from the study that most of the CMSs disclosed publicly their statement of accounts and performed a social audit. Compared with the CSs, most of the CMSs reported to have disclosed the statement of accounts to the public. The percentage of the schools performing this activity is significantly higher in

the UCMS compared to RCMS. Similarly among the CSs contacted some of them have also responded in favor of social audit among their school activities. However, in most of the CMSs, social audit has been performed. According to them the practices have increased over the years. Hence, it shows a positive development in terms of transparency and public accountability at the school level. This shows that more awareness is still needed to make all schools comply with the regulation of disclosing publicly the statement of accounts and perform a social audit.

Some of the parents mentioned that though the number of trained teachers is not significant in the CMSs, they have been successful in improving the achievement level compared to CSs. Notable numbers of parents mentioned that with the provision of decentralization, the involvement of parents in CMS contributed to increased quality learning and spare time to visit the schools to get information about their children's' performance and school affairs.

The provision of CMS has evolved a deep sense of responsibility and accountability among the PTA members and parents. The PTAs have been active in helping the CMSs in preparing the SIP, school calendar and also performing the tasks of social audit as per the guidelines. Both parents and PTAs are actively participating in overall school affairs and therefore the sense of ownership has also increased. Generally, the PTAs and parents interact with SMC members to work on increasing the regularity of both students and teachers in the schools. The study revealed that some of the parents encourage the teachers for giving home work to their children and check it regularly. The parents also try to keep them up to date in school activities. In case there are visitors in schools either from the central level or district level they inquire about it with the HTs or SMCs. All these efforts have contributed to overall improvement of learning environment and performance of the students. Besides, some of the parents and PTA members are active in improving the physical facilities of the school and generating resources. They are keen in improving the condition of the classroom, managing play ground, toilets and drinking water etc. In view of the social adults were however not complete in one way or the other. The school survey revealed that the CMS perform social audit once a year in SMC parents assembly after approval of a joint committee of SMC and PTA formed to accomplish social audit. It has increased the accountability among the local stakeholders.

No evidence as such was seen in the CS visited who performed the social audit. —

The HTs of the CSs had mixed feeling regarding the roles of the PTAs, parents and local community. According to the respondents the different aspects in which they could contribute include mobilizing resources for physical development, improvement of teaching and learning situation and monitoring and follow-up of school activities. The respondents also mentioned that in order to transfer the management responsibility to the local community the Education Act should give more financial responsibility, increase the teachers' quota and provision for incentives and teacher training. However the HTs of the CSs mentioned that if the management responsibilities are transferred to the local community and parents after meeting the minimum requirements of the CS, then the local community, parents and the school itself can contribute for physical, financial, and academic improvement in the schools. Besides, it can help increase the enrolment in the

schools and the performance of the students. It could also help develop ownership of the school to the community.

4. Management Ownership by Local Leadership

A very positive step of the CMS through new school management practice was to bring the SMC, PTA, parents, students, teachers and HT responsible in a common platform by making them responsible towards the quality of education. This responsibility was a moral binding to all of them for improving physical facilities like buildings, furniture, toilets and classrooms. As a result of coordinated efforts, academic progress also has been reported to be increasing and dropout rate decreasing. The new roles of SMCs in CMSs however have been successful in resolving the problems related to physical facilities, and disputes among community people about school affairs. The SMCs, PTAs, and parents were cooperative in upgrading school, expanding classroom, adding furniture and recruiting female teachers.

A common sense of job insecurity is prevailing in some CMSs. Some of the teachers expressed that if the DEO does not remain to be vigilant on how the SMCs are working, most of the CMS will be victim of the political motives of the SMC. Teachers have the strong opinions that the government should not withdraw its financial support and monitoring of the schools. Some of the CMS chairpersons and HTs are taking lead roles in order to make the school better through local planning and implementing and improvements for developing the feeling of ownership. The teachers also stated that he Teacher Union has not obstructed in school affairs but they are not very positive about recent change in school management.

With the management transfer to the community, the HMs, SMCs and PTAs used to form a committee and perform the social audit through the committee. Generally, social audit was formed in varieties of ways by disclosing about expenditures, and analysis of test results in parents assembly. However, it was suggested that there should be fixed norms for social audit, orientation to PTA about social audits, and involving more responsible person from the community in social audit.

It was observed from different point of views of DEOs and SSs and RPs that the policy was instrumental to increase the feeling of ownership, responsibility and accountability of local community towards school. They further added that since the schools were completely managed by the local community before the introduction of NESP 2028 BS, the present policy was relevant to increase the level of ownership of local people in school related affairs and upturn the deterioration of the quality of education seen between 2028 BS to 2050 BS.

DEO personnel, chairpersons of SMC and HTs remarked that with the introduction of new school management policy, the community has owned the CMS and they have demonstrated increased level of awareness and concern toward the education of their children. Interactions with parents and community members have revealed that the CMSs have remained successful in increasing enrolment, and regularity of teachers and students, and combat the problem of dropout. FGDs with teachers as well students

indicated that improvements in physical facilities like classroom, furniture, drinking water, and toilets and the quality of learning have improved in recent years. Parents, students and community members have been motivated in engaging themselves in school activities and learning of their children. Interviews and FGDs with local stakeholders like HTs, teachers, parents and students uncover the changes brought about by the CMSs in increasing parents' involvement in school affairs, improvement of physical facilities and generation of community resources.

Field observation revealed increased physical facilities like classroom, drinking water and toilets in CMSs. A sense of ownership among the parents and inquisitiveness to know about their children's learning habit, classroom performances and frequent visits to schools are also seen. In another school, both SMC Chairperson and HT observed that lots of changes occurred after the management transfer. A trend of increment in enrolment rate, pass rate, a sense of school ownership, and relationship between the school, SMC and community increased. Teachers are reported to be active in using teaching materials in the school, seeking support from the DEOs for instructional improvement and developing academic calendar of the school.

As regards the learning environment prevailing in the CMS, HTs, school teachers, and students have made positive statements. They stated that teachers' regularity, regular teaching learning, improvement in exam, increased extracurricular activities, students' active participation in class, and demands for qualified teachers' and increased parents' concern were positive changes in the CMSs. In addition the SMC, HTs, PTA and DEO personnel mentioned that increased SMC participation active in SIP, growing demands for qualified teachers, improvement in financial resource, transparency in expenditure, increased community participation in social audit, increased sense of school ownership were notable changes brought about by the CMS. DEOs and HTs noted regrouping of schools on the basis of SLC result as new practice as a result of new management policy.

When asked about the capability and motivation of the local community to take over the management responsibility by the CS, most of the DEOs, RPs and SS mentioned that the teachers professional organizations should be taken in confidence and awareness program with focus on the new education act and its relationship with access and quality of education should be run for parents, local community, PTA and SMC members.

5. Diverse Views among Educated Community

The perception of some of the DEOs were however different in school management through the community. They believed that the policy was enforced because the government could not prove to be efficient to oversee all the schools at community. A general observation at the national and community level was that the concerned stakeholders are not involved in school management and instead of letting the community management to their schools on their own; the government is keen to control them. Therefore, the policy makers at central level had the understanding that it would be better to involve the local community people to address the grievances associated with school management in local level. Therefore, the policy of management transfer was endorsed in involving local people slowly and gradually for facilitating the management of the schools.

It was expected shortly this policy would further empower the community people and make them responsible and accountable for school management.

Expressing their unwillingness to take over the school management responsibility at community level, some of the HTs from the CSs stressed the need for firm commitment and its fulfillment by the government to support the schools financially and technically. The policy for CMS would be a complete failure. As in the case of the CMS, the local communities are shouldering the responsibility of managing the community schools. Therefore the HTs are not interested for the CMS as anticipated by the government. Especially the HTs of the CSs were not enthusiastic about taking over the management responsibility from government. A fair chance of political mobilization and hampering on the matters related to teachers' transfer and appointment is observed by the members of Teachers' Union. In the present practice, this reality cannot be completely ruled out without fulfilling minimum requirements related to the improvement of actual classroom teaching and schemes for professional development of the teachers.

Since school's organizational processes and practices are crucial in explaining the differences in quality, the reform process requires the school be autonomous ~~in~~ improving in improving the school process. For the capacity development of school, the system has amended the Education Act and Regulations for entrusting power and authority to the school managers. This provided various kinds of grants besides teacher's salary, provision of school improvement plan (SIP) with grants and made provisions of social audit for transparency in school affairs and accountability of school authority. After the management transfer, the school exercised autonomy in many areas; however, recruitment of teachers, their professional development, and transfer almost remained to be the matter of political interference from the DEO and SMC chairpersons.

6. Dichotomy in Autonomy of the Local Community in School Management

There were marked differences between the perception of the SMC chairpersons and members, and school teachers. All of them had a positive reaction to the CMSs. The teachers felt that the communities are feeling more responsible towards their involvement in school affairs and supporting the schools. They are keen in school operation and its activities. However, some of the teachers mentioned that the SMC members were more likely to be dictator. They had the feeling that they could do anything on the part of teachers. Contrary to the views of school teachers, most of the SMC members stated that they had some problems like lack of subject teachers, lack of adequate quota for teachers, and adequate resources, but increase in school enrollment, improved teaching learning, increased feeling of accountability among the HTs and community members, and parental support in school affairs were positive aspects of the transfer of authority to the school management. It was noted by the SMC members that they had no role in nominating the teachers for training. When there is an opportunity for providing training to teachers, the DEOs intervenes and asks the SMC to nominate the person they prefer. The SMC chairperson and members stated that generally the Teachers Unions and other professional organizations had negative perception regarding the transfer of management.

Some of the SMC chairperson mentioned that the transfer of school management to local community was good in the beginning. But it had problem after upgrading the school from primary to lower secondary or lower secondary to secondary due to financial burden ~~on~~ parentson parents to pay the salary of teachers from available resources. However, they were able to cope with the situation as the parents became more active as a result of their previous experience in taking school's management responsibility. They contributed free labor for constructing school building and visited DEO as per the need of the school. In fact, the community members and the SMC both were inspired for taking school's managerial responsibility with hopes for financial incentives and relief grants. A notable number of the community members and parents mentioned that whatever is the type of management they have long been supporting the school in their affairs.

7. A Growing Sense of Awareness among the Local Stakeholders

A different point of view among DEOs, SSs and RPs revealed that the policy was instrumental to increase the feeling of ownership, responsibility and accountability of local community towards schools. They further added that since the schools were completely managed by the local community before the introduction of NESP 2028 BS, the present policy was relevant to increase the level of ownership by the local people in school related affairs and upturn the deterioration of the quality of education that appeared in between 2028 BS to 2050 BS.

Generally the teachers of the CMSs made positive comments on the anticipated roles of the SMCs and HTs in the changed context. They mentioned that the community people have growing level of awareness about education and a sense of ownership of the school. However, they stated the roles of SMC management to be limited to participation in school affairs, social audit lead by the PTAs, taking information about their children's' progress and helping school for physical development. As regards, the recruitment, transfer and promotion of teachers', the SMC was blamed for being bias. In both CSs and the CMSs, parents' involvement was growing gradually but it was not excellent. Their visits were basically related to discuss on the issues related to physical facilities participate in school assembly, parents' day, and to know the progress of school and their children. The study revealed that collecting fund for physical improvement and making the teachers regular are positive initiatives of the CSs. However, low enrollment rate, issue of having instruction in English medium and lack of support of professional organizations of teachers in the schools have not been the contributing factors for better performance of the students.

8. Decreasing Trends of Dropout Rate in Upper Grades

Generally the dropout rate in the CS was higher in grade 5 compared to other grades 8 and 10. In case of grade 8 and 10, the dropout rate was higher in 2067 B. S. Therefore the trends of the dropouts by grade or year were not consistent in the CSs. The dropout's rate was high among the students of the CMS in grade 5 and 8. Despite the inconsistent trends of dropouts, the dropouts' rate was decreasing in grade 10. The higher the grade the lower was the dropout rate. It is thus obvious that the impact of the CMS was seen in grade 10. The dropout rate in CMSs has fluctuated over the years. The ranges of the dropout in grade 5, 8, and 10 among different groups in the year 2067 B.S. could be taken

as positive improvement. The study revealed that even the CMS did not have adequate qualified and trained teachers, and other facilities, but the achievement rate is higher in annual examination and dropout rate lower compared to community schools in grade 5, 8 and 10. One of the reasons associated to this reality was parents' growing concern on their children's education and the management policy launched to involve parents in the learning of their children and school affairs.

9. Transfer of Management Responsibility Geared to Instructional Improvement

As a positive step of the management of school transferred to local community, most of the school teachers and parents had similar opinion that they could closely observe school activities, performance of their children and in the long run improve the quality of education. Some of the parents mentioned that with the transfer of management responsibility to community, the HTs are more creative and active; the teachers are more regular in teaching; improvement in physical facilities like furniture, play ground and toilet have been improved. A substantial number of the SMC members indicated that the improvement in test result, instructional method using English as a medium of instruction and effective teaching learning are visible in the CMS in recent years.

Interaction with the students at secondary level has clearly shown that as a result of the changed school management, their school was upgraded. There are positive changes like increase in students' enrollment, addition of computers facilities, establishment of science laboratory, improvement in physical facilities, provision of first aid, running of extra-curricular activities. Besides, they have feeling of having experienced teachers and improved teaching learning activities in recent years. The teachers stated that though parents' involvement and participation has increased rapidly, the government's expectation for SMC to improve quality of education was far from the expectation. They stressed the DEO's input for academic improvement as very essential. In the change context of school management, the involvement of local community in developing physical facility, and their concerns toward children's teaching learning could be taken as a good practice of the school. Even the local stakeholders of the CSs indicated that the changed management styles ensuring parent's regular visit to the school, their participation in school events, and improved students and teachers' regularity were the good practices of the school.

10. Increased Teachers' and Students' Regularity Contributing for Better Performance

With the provision of new management, and physical facilities and scholarship, the CMSs were expected to demonstrate quality education and good performance. But the study revealed that despite the improvement in learning environment and the students and teacher's regularity in school, the students have not been able to demonstrate comparable achievement in SLC level. But there was significant difference between the SLC performance of students in CSs and CMSs. The examination results in the school level show a very high pass percent at all levels. A comparison of the students' school level results with SLC pass percent shows a very high difference. But the analysis of the SLC results of sampled CS and CMSs reveal that there is some ground to be satisfied

with high pass percent of the students in CMSs at school level test. The increasing pass rate of the students in grade 5, 8 and 10, declining dropout rates, creation learning environment in the schools and efficiency of the HTs in school management are notable achievements of the CMS.

11. Growing Sense of Responsibility and Accountability in School Management

Despite various comments made by the local stakeholders like SMC and PTA members, parents and Teacher Unions and teachers associated with professional organizations, the experiences of the CMSs have shown several positive implications after the management transfer. The SMC and parents marked important features of collaborative efforts made by the teachers, students, and parents to improve school facilities and learning environment. The increased relationship between the school and the community has promoted the sense of responsibility and accountability in school management. The credibility of the CMS has been enhanced by local resource generation and visible physical and instructional transformations. The positive impacts of the CMS have paved the way for expanding community management in other community schools. As regards the roles and responsibilities, SMC chairpersons feel to have no powers in terms of teacher management and decision-making. The SMC chairpersons stated to have limited powers in mobilizing resources for the improvement of the physical facility and improvement in school affairs. The teachers as well as PTA members have argued against the authority of the SMC in teachers management, promotion, transfer and promotion. An opposite perception prevailed among most of the SMC chair persons demanding autonomy to be granted to the SMC in teacher management, resource generation and mobilization, and implementation of school's own decision.

An aggregate view of the stakeholders like parents, local community members, SMS and PTA members of both CSs and CMSs revealed that with the transfer of school management to local community under decentralization, the chairpersons and members of SMC and PTA, and parents, students, teachers and HT have become more responsible and accountable towards the school affairs and quality of education. In recent years even the CSs has begun to improve their school-community relation through SMC, PTA and parents' involvement in school activities and physical improvement. However change and improvement in physical facilities such as buildings, furniture, toilet and classroom, sports materials, lab facilities are more noticeable in CMS. It was apparent from the data that students drop out rate has decreased significantly over years. In particular the dropout rate among Dalit and Janjati group in higher grade has decreased. This fact shows the increasing concern of the parents and local community in getting education.

12. Teachers' Professional Organizations Skeptical about Management Transfer

The DEOs and the chair persons of SMC opined that in contrast to their expectation, most of the teachers affiliated to professional organizations viewed that the policy for management transfer to the local community in the name of CMS was a tactic introduced for controlling teachers, not for improving quality of education. They viewed that the quality of CMSs and other CSs was not significantly different. They were of the opinion that though community involvement has increased in recent years, the internal politics

was to making the state aloof from its responsibility towards education. Interaction revealed that in most of schools visited the teachers' professional organizations, however, have not obstructed for smooth school operation.

A strong logic of the teachers associated with their professional organizations was that government initiative for the policy of management in the name of community managed school was to please the donors. They viewed that though CMS were considered for quality improvement in schools management and quality of education, the CMSs has not been to demonstrate notable results. The CMSs serve the educational needs of the people from the lower middle socio-economic class, who are hardly aware of the role of education and their own participation in school affairs.

13. Policy of Management Transfer Enacted to Promote Decentralized Reform

Though capacity building has been conceived in government policy and Education Acts and Rules and Regulation very few HTs and SMC chairperson have obtained training exposures. Specifically, the HTs have received training opportunities. No notable efforts have been made to provide training opportunities or exposure visits to PTA and SMC members. For effective management, capacity development of the school authority, trainings and orientations of HTs and SMC chairperson were conducted, and NGOs were mobilized for community awareness. Capacity development efforts seem to cluster around the development of the capacity of HTs. No substantial efforts have been made to develop the capacity of SMCs and PTAs. Community awareness efforts were also limited. Therefore most of the members received a little opportunity for their capacity development. Some of the SMC chairpersons and HTs received opportunity for study tour and visits in the country.

Overall analysis of the information collected from different categories of respondents concerned with CMS and triangulation between them reflect that the policy of management transfer was enacted to promote decentralized reform in education. The purpose of the policy was focused on equipping the local stakeholders with authority to ensure their meaningful involvement in school planning, management and evaluation.

14. CMSs are Successful to Foster School-Community Relations

Generally it was also apparent from the data that the SMCs and local community members were willing to accept the policy of management transfer on their shoulder before they were adequately knowledgeable about the Education Act and Rule and Regulation and their capacity. However, they believed that with the immediate transfer of management to the community they would be able to upgrade the physical facilities of the school and receive teachers' relief quota to address their immediate problem. It was only later that they felt the move of management transfer to the community has been instrumental in developing a sense of school ownership among the grassroots level stakeholders. The DEOs, SMC members and HTs, have the opinion that the CMS has been successful to foster school-community relations and ensure parental involvement in school activities, children's learning, and performances and improve school efficiency and enhance quality. Because of the team work of the SMC, PTA and HT, and cooperation of

the parents, some of the CMSs as well as CS have been identified as the schools with best practice.

A general observation at the national and community level was that the concerned stakeholders are not involved in school management and instead of letting the community manage their schools on their own; the government is keen to control them. DEOs perception regarding the current practice of school management through the involvement of the local community differed by districts. Some of the DEOs believed that the policy of transfer of management was enforced because the government could not prove to be efficient in overseeing all the schools at community.

15. Handing over Management Responsibility Requires Capacity Building at Ground level

The respondents associated with teachers' professional organization have not vehemently opposed the move of management transfer but they were unpleasant as the government decision was taken before the building the capacity of the community and without consultations with Teacher Unions. Their resentments were also on the role of SMCs. They did not recognize the role of the SMCs for instructional improvement, access to education and quality of education. The teachers also mentioned that the SMC members were not very efficient to act for improving the service conditions and providing training opportunities. When opportunities for training are available, the DEO dictates the SMC for nomination. Some of the teachers from the CMS proudly mentioned that the schools have progressed on the developing school calendar, organizing teacher-parents meeting on regular basis, and regular follow-up of home-work. The teachers have the opinions that the SMCs did not play a positive role for job security of teachers and improving their service conditions. It was apparent from the move that the government would like to be aloof from the state responsibility to upgrade the quality of education and make the community responsible and accountable for school management.

It was apparent that after the transfer of school management to the local community, monitoring of the schools and providing academic support to the teachers from the District Education Office was not regular and effective. For them, it is government's limitation to oversee and monitor schools which could not provide impetus for management transfer. They also opined that the policy was opted out for the transformation of school through quality improvement, social inclusion, developing feeling of ownership, and maintaining school-community relationship. To the understanding of local community and parents, competition with private school could be another reason for the transfer of school management to the local community.

16. Management Transfer might be a strategy of the government to relinquish from its Responsibility

Since the government stopped providing incentive grants, it did not stimulate community people for taking management responsibility. Moreover, it also created wrong messages which may have adverse impact on policy implementation. The local stakeholders and the schools which did not have community based school management have expressed their own reasons. They viewed that the school was already a community school, so the new policy would not require making the school a community school. Since SMCs did not

have proper power for teacher management, it is useless to take the managerial responsibility. Some schools also feared that the government tried to relinquish itself from the responsibility and ultimately community should bear the financial responsibility. In some schools, the teachers exerted pressure on SMCs, because they thought their job would be insecure and facility would be reduced or ceased. Parental unawareness was another reason why management was not transferred. Finally, it could be sensed that the adequate effort of policy dissemination was lacking to encourage the community to take over the managerial responsibility. Normally, no staff, either in the centre or in the districts, has the responsibility of disseminating government policy in general, and management transfer policy in particular.

The government initiative for Community Based School Management was introduced with a good intention of entrusting the local stakeholders like SMC, PTA, parents and local community for management of resources at school level and activating them for improvement of access and quality of education at grassroots level. In this context the concept of decentralization was enforced as a governance tool to devolve more authority from the centre to the local or institutional level, and restructuring school governance. However, some of the local community stakeholders have the understanding that the spirit of decentralization was not new for them. They viewed that the authority of school management was withdrawn by the government from the local community long back. The policy of the transfer of school management adopted by the government in recent years was just the tactics of the government to be aloof from the state responsibility for providing education.

Above all, despite the critical comment from stakeholders the ground reality is their intention to have amendment in the Education Act and Regulations for entrusting power and authority to the local stakeholders like SMCs, PTAs, HTs, parents and the local community for providing a lump sum grants besides taking the responsibility of providing teacher's salary. As envisaged in the Education Act and Regulation, the provision for SIP with grants, and social audit, ensuring transparency and making them responsible and accountability to all school activities are positive policy measures. Any good program planned, designed and implemented takes a due course of time for successful returns. Therefore this study was conducted to assess the effectiveness of the CMS in the changed context so that measures deemed necessary for change and improvement could be taken.

An insight of the perception of the chairpersons and members of the teachers' professional organizations and other stakeholders revealed the essentiality for empowering the local stakeholders like parents, teachers, SMC, PTA and the teacher Union. It was apparent that they were however not reluctant to the policy of management transfer. There is pressing need for empowering the local stakeholders like parents, teachers, SMC, PTA and the teacher Union. Generally community members and parents in rural settings are not educationally advanced and economically not well enough which is acknowledged by most of the parents, and PTA members and even DEO personnel. Generally the SMC chairpersons have not gone through Education Act, Regulations and Directives. The government should not make high expectations from the SMC in matters related to teachers' management as most of the members of the SMC are not

academically sound and capable to fulfill their leadership role. They can however be given the role in mobilization of financial resources and development of plan and programs.

This study also has exposed that some schools have used English medium of instruction and some others the use of mother language with the decision of the SMC. In places parents are now used to visiting school with purpose of being familiar with children's performance. On the ground of the low performance level of the CSs and better off position in the CMSs, the efforts made so far for empowering the parents and local community could not be considered to be oriented in find ways for improving educational delivery. At some point, the CMSs are comparable to the teaching learning condition of the CSs. There is growing recognition in the wider community that due to management transfer to the school authority and community members, the CMSs are expected to bring changes in organizational efficiency of schools; school-community relations, and transparency of school activities.

As a result of coordinated efforts of the SMCs, PTAs and parents' involvement in school activities and physical improvement even some of the CSs have begun to improve their school-community relation. The improvement however in physical facilities like buildings, furniture, toilets and classrooms, sports materials; lab facilities are more noticeable in the CMSs. The students have received scholarship to reasonable extent in the CSs and CMSs both. The CMSs have not experienced major changes in their outcomes in the changed context. The HTs are exercising limited roles and responsibilities. Though the SMCs have been considered to be autonomous in school management, they have not been instrumental in upgrading the quality of education. Due to affiliation with political parties, some chairpersons of the SMCs have exercised excessive power in mobilization of financial resources, teachers' recruitment, promotion and transfer.

The local stakeholders like the HTs, the chairpersons and members of SMCs as well as PTAs, and parents have positive impression regarding the transfer of school management to local community. The CMSs have begun to develop action plan, orienting the community about Education Act, Rules and Regulation, and improving physical facilities. However, they have faced problems in the matter of appointment and transfer of the teachers. Generally, taking over of the managerial responsibility at local level was instrumental in improving physical facilities of the schools and enhances the community-school relationship. Some of the schools have been successful in recruiting school teachers on private resource with support of the parents. Rarely some schools that have shouldered the new management responsibility have obtained financial support and relief quota from the government. At the local community level most of the stakeholders are not knowledgeable about the AS program introduced by the government. In their thinking the only way to address out of school children or dropouts from the formal school is to provide incentive and scholarship.

17. Formation of subcommittees or core groups with clear division of roles and responsibilities based on the qualification and abilities of the person is essential

The study has revealed that in terms of present experiences, there is no need for an alternative model for school management but a slight modification in the working procedure with role identification for various core groups or subcommittee would be useful. The study showed that though the HT, SMC and PTA, and parents are found to be participating in different activities of the schools and a sense of ownership has developed among the stakeholders, there is lack of clear division of roles and responsibilities between them based on the qualification and abilities of the person. The best practices of the better off CMSs reveal that even with sound leadership and management capacity, the HT alone cannot lead successfully for the smooth function of school and ensuring quality of education without support and cooperation of all members of the SMC, PTA, parents, teachers and the community groups. With provision for formation of subcommittees or core groups, there will be avenues for all addressing issues related to following aspects:

- Capacity building and job security of teachers
- .Access to quality textbooks/instructional materials
- Conducive teaching learning environment
- School improvement equipped with fundamental physical infrastructure
- Management and capacity building for decision-making at all levels to ensure effective utilization of resources for attaining quality education.
- Involving the local community is the primary beneficiary of the school system.

CHAPTER-VII: CONCLUSIONS AND RECOMMENDATIONS

This chapter attempts to draw upon the conclusions and recommendations of the study based on the major findings and discussion in preceding chapters.

7.1 Conclusions

Based on the field information following conclusions are made:

1. The school management policy was introduced long before empowering the community to bear the overall responsibility of school management.
2. In the existing situation the contribution of the community members and parents in managing the school and its affairs is not adequate for improving instructional quality and upgrading the quality of education.
3. A team spirit among the SMCs, PTAs, and HTs including parents; and advocacy and awareness about Education Act and Regulations, are must in the success of the CMSs.
4. Despite some changes observed in the CMSs, many SMC chairpersons and members, and the PTA members are not fully aware of their roles and responsibilities. There is an enormous difference in the perception of the SMC chairpersons and members, and the PTA members, parents, and teachers regarding the provision made in the Education Act about their roles in the school management. For the success of the CMS, there is an urgency to have well defined roles and responsibilities of the stakeholders and the need for launching awareness' program for the parents and local community are keys.
5. Ensuring the job security and professional development of the teachers are also seen to be crucial elements to be considered for the success of the CMSs. Sustainability of the CMS from the point of financial resource generation and mobilization by the local stakeholders is far from the expectation.
6. Though there is lack of clearly defined indicators for good performance of the CMS and its management over the CS, some of the community managed secondary schools were worth to be identified as the best practice schools. The opportunity for transformation in school management and instructional improvement was high among the secondary school schools and the roles of PTA and SMC members and HTs were vital in such matters.
7. A sense of collective responsibility, parental involvement in school affairs and a sense of authority and autonomy to address concern of local priority and aspirations are visible.

8. With the essence of the CMS, the local community, PTA and SMC are shouldering responsibility for school management to improve the access and quality of education at grassroots level. However, no systematic efforts for improving pedagogical practices for learning have been adopted in the CMSs.
9. Regularity of the students and teachers in the school, a sense of discipline and improved study habit among the students, willingness among the teachers to introduce effective teaching materials and methods are observed in the CSs and CMSs both, the later one being relatively better.
10. In order to make the CMSs effective and upgrade the quality of education, the government measures are not adequate in providing access and quality of training to teachers, increasing resources for the school, and providing adequate education materials for improved teaching learning..
11. The increasing concerns of the parents and local communities in providing education opportunities to their children have shown positive effects indicating the students' dropout rate decreased significantly over years particularly among Dalit and Janjati group in higher grade.
12. As expected the SMCs have not played leadership role in the matters related to students' evaluation, curriculum, budget, and teacher appointment.
13. The division roles and responsibilities of the SMC, HT and PTA in consideration of the total picture of increasing efficiency, access and quality of education are crucial in planning and management of school activities-physical development and academic activities, finance and accounting, management of teachers and support staff, resource development and utilization, and school community relation.

Above all, the policy makers at central level had the understanding that it would be better to involve the local community in addressing the problems and issues associated with school management at local level. Therefore, the policy of management transfer was enforced in involving local people gradually for facilitating the management of the schools. It is expected that in due course of time this policy would further empower the community people and make them responsible and accountable for school management.

7.2 Recommendation

Based on the conclusions drawn from the study following recommendations are suggested:

1. The grassroots level awareness raising and advocacy program should be conducted for the local level stakeholders like SMC, PTA, parents and teachers before introducing the decentralized policy of school management e.g. CMS in future.
2. MOE should maintain a relationship of mutual cooperation and interact with Teacher Union and other professional organizations of teachers related to different political

parties in the matters related to policy development and implementation of Education Act and Regulations for improving the service conditions, continuous professional development, and ensure job security.

3. The government should immediately take effective measures to take the local stakeholders in confidence and make necessary amendments in the Education Act and Rules and Regulation about the CMSs. The provision for roles and responsibilities and accountability of the SMC and parents should be mentioned specifically in the Act and Regulations and needful action should be taken to avoid the dread prevailing among the teachers about their jobs and ensure job security and professional development.
4. A support mechanism should be developed at the District Education Office so that the DEO can make a district wide plan of operation to build the capacity of the SMC and PTA members through training, workshop, and study tour, technical and professional supports on regular basis.
5. A system to guarantee the technical and financial support to the CMSs for enhancing their autonomy and also to build the capacity of the HTs and SMCs in school management is essential. The District Education Office should stop interfering teacher recruitment, promotion and transfer and empower the SMCs as envisaged in the Education Act and Rules and Regulation.
6. The District Education Office should support school to expand school networks with Teachers' Union and other professional organizations of the teachers by providing both technical and financial assistance. Specific programmes and activities focused to mobilizing parents, RPs, and SSs should be a regular activity of the District Education Office. In addition, the District Education Office should make the local community aware about the AS implemented by the government and extend their involvement to make them a success.
7. DOE should ensure that the schools receive incentives and relief grants including other grants timely. While taking major decisions related to teachers' job and their professional development at district level, the District Education Office should involve the local community, the SMC and teachers' professional organizations in general and Teachers Union in particular.
8. The SMC should be given autonomy in resource mobilization for physical development, scholarship for teachers, deciding on the allocation of expenditures and teacher recruitment. The SMC should also be given autonomy on deciding about the medium of instruction, textbook, subject matter, scholarship and upgrading of the school.
9. Effective measures to provide regular training to teachers and improve the pedagogical practices in the classroom should be given top priority. Besides, several good practices seen in the CMSs, involvement of the PTA and SMC in developing calendar for school activities, a practice of social audit, SIP and regular meetings of HTs with parents and local community should be disseminated at district and regional level.

10. The schools should motivate parents for their regular school visits and parents' conferences should be arranged from time to time and a system of honoring parents for their outstanding contribution should be made.
11. There is a need to develop a set of indicators to assess the quality of education provided by the CMS. For this, there should be agreed norms and standards concerning school, classroom, teachers, and student number, role of SMC, PTA, parents, teachers students and community and DEO personnel like RP, and SS to show considerable impact on the quality of school education.
12. In order to make the entire school community responsible and accountable ensure their maximum participation based on their qualification and experiences different subcommittee or core groups be developed for ensuring representation of all stakeholders in the existing organizations like SMC, PTA , Teacher Union and beyond them. For this if needed amendment in existing Education Rules and Regulations needed should be done.

7.3 Recommendation for Future Action

Getting insights from the study, it is recommended that a national assessment with larger sample be carried out to look into the instructional practices and improvement seen in the CMSs as a result of the school management lead by local community and parents over a period of time.

REFERENCES

- CERID (2002). *Access to education for disadvantaged groups*, Kathmandu: CERID.
- CERID (2003). *Access of Muslim children to education*, Kathmandu: CERID.
- CERID (2003). *Effectiveness of incentive/scholarship programmes for girls and disadvantaged children*, Kathmandu: CERID.
- CERID (2004). *Free and compulsory education in the context of education for all*. Kirtipur: CERID, Kathmandu, Author
- CERID (2004). *Access of Muslim children to education Phase II*, Kathmandu: CERID. Author
- CERID (2005). *Access of disadvantaged children to education*, Kathmandu: CERID. Author
- CERID. (2005). *Management transfer of community schools*. Kathmandu. CERID, Kathmandu,. Author
- CERID (2007). *Right-based education and structural reform in basic and primary education: A study on institutional needs and community readiness*. Kathmandu: CERID. Kathmandu, Author
- CERID (2007). *Education in Gumbas, Vihars and Gurukuls in Nepal: Linking with Mainstream Education*, Kathmandu: CERID. Kathmandu, Author
- CERID (2007). *Life skills education for OSP youths*, CERID: Kathmandu, Author
- CERID (2007). *Right based education and structural reform in basic and primary education: a study on institutional needs and community readiness*, CERID: Kathmandu, Author
- CERID (2008). *Gender equality and gender friendly environment in schools*, : CERID. Kathmandu, Author
- CERID (2009). *Exploring the opportunities for professional development of primary school teachers in Nepal*": CERID. Kathmandu, ~~Author~~, Author
- CERID (2009). *Community managed schools an innovative approach to school management*": CERID. Kathmandu, Author
- CERID (2009). *Ensuring free and compulsory basic education for disadvantaged groups in the context of education for all*. ~~Kathamndu~~Kathmandu
- GON/MOES(2004). *Education for all 2004-2009: core document*. GON/MOES, Kathmandu: Author
- MOES (2003b). *Education for all: Nepal plan of action Nepal (2001-2015)*, HMG/N, MOES, Nepal National Commission of UNESCO, Kathmandu: Author
- MOES (2008). *School sector reform: policies and strategies, core document*: DOE/MOES, Kathmandu, DOE/MOES Author
- NPC (2002). *The tenth plan 2002-2007* (in Nepali). GON/Nepal, National Planning Commission, Kathmandu: Author.

Behrman, J. R., et. al. (2002). *Conceptual issues in the role of educational decentralization in promoting effective schooling in Asian developing countries*. Manila: Asian Development Bank

Bray, M. (1996). *Decentralization of education, community financing*. Washington DC: The World Bank.

The World Bank (2008). *What Is School-Based Management?* Human Development Network © 2008, The International Bank for Reconstruction and Development Washington DC 20433

Lori Jo Oswald School-Based Management, ERIC Digest 99 July 1995
<http://eric.uoregon.edu/publications/digests/digest099.html> Clearinghouse on Educational Policy and Management, College of Education · University of Oregon.

Di Gropello E. (2006). A Comparative Analysis of School-based Management in Central America The International Bank for Reconstruction and Development / The World Bank, THE WORLD BANK, Washington, D.C. First Printing: January 2006

Hallak, j. and Poisson, M. (Eds) 2009. IIEP .Governance in education: transparency and accountability. UNESCO, IIEP, IIEP website:www.unesco.org/iiep

EQ Review Educational quality in the Developing World.
Sept 2005 Vol. 3. No. 4

McGinni, N. and Welsh, T. (1999), 'Decentralization of education: Why, When, What and How?' UNESCO

Fiske, Edward. B. (1996), *Decentralization of education: politics and consensus*, The World Bank. D.C

Brown, D.J (1990), *Decentralization and school based management*. The Falmer Press USA Retrieved from [books.google.com](https://books.google.com/books?isbn=1850006016)

Fullan, M. nd Watson, N.(1999). *School-based management: reconceptualizing to improve learning outcomes*, Final paper prepared for The World Bank: Ontario Institute for Studies in Education, University of Toronto

Wohlstetter, P. and Mohrman, S.(1994), School-Based Management: Promise and Process, CPRE Finance Briefs Retrived from <http://www2.ed.gov/pubs/CPRE/fb5sbm.html>).

Ogundele and Adelabu (2009). *Improving pupils quality through community advocacy: the role of school-based management*, The Journal of International Social Research.↓

Volume 2 / 8 summer 2009.

Rondinelli and Cheema (1983). *Understanding decentralization local power over decision making* Retrived from: etd.lib.fsu.edu/theses/.../AKA03.ChapterOne.pdf

Appendix 1: Surveyed School

District	District	Types of School		
		Community School	Rural Community Managed School	Urban Community Managed School
Eeastern Development Region	Jhapa	Mechi P. School	Pasupati S. School	Himali L. S. School
	Ilam	Fikkal H.S. School	Barbote L. S. School	Pokhari P. School
	Shankhuwasa bha	Laxmi L. S. School	Jana-Jagriti P. School	Adarsha S. School
Central Development Region	Parsa	Nepal Rastriya P. School	Nepal Rastriya L. S. School	Nepal Rastriya S. School
	Dhading	Jaleshwori L. S. School	Mangala Devi P. School	Chandrya Daya S. School
	Dolakha	Pasupati Kanya S. School	RajKuleshwor L. S. School	Tikhatal P. School
Western Development Region	Rupandehi	Siddartha L. S. School	Sikathan L. S. School	Nabin A. K. B. R. S. School
	Palpa	Khani Gaun L. S. School	Bishnu H. S. School	Jana Deep L. S. School
	Mustang	Janawal S. School	Kalyan L. S. School	Jawala P. School
Midwestern Development Region	Banke	Saraswoti P. School	Saraswoti L. S. School	Secondary School
	Surkhet	Krishna H. S. School	Hastabir P. School	Chisapani L. S. School
	Jumla	Malika L. S. School	Bhagawati P. School	Janata S. School
Far-Western Development Region	Kanchanpur	Dasarath P. School	Krishna L. S. School	Jeshis S. School
	Dadeldhura	Ganesh L. S. School	Bal Kalyan H. S. School	Bhirkuti Nashna P. School
	Bajhang	Jalpa H. S. School	Sikchyodaya H. S. School	Kedar S. School

Appendix 2: Best Practices School**Name of the Schools : Pasupati Secondary School****Address : Bahundangi-1, Jhapa****Running Grades : Ten****Name of the Head Teacher : Tek Bahadur Baral****Phone No. : 023-691467****Students Information**

Grade	Number of Students	Drop out Rate	Promotion Rate
Grade 5	48	8.33	61.36
Grade 8	64	3.13	74.19
Grade 10	80	0.00	100.00
Total	192	3.13	82.26

School Efficiency

Indicators	Good	Satisfactory
School Area Environment	√-	
Building's Condition	√-	
Drinking Water Facility	√-	
Toilet Facility	√-	
Enough Sports Ground		√-
Furniture's Condition	√-	
Enough Space for Students	√-	
Education Material Exhibition		√-
Syllabus, Course Book and Teacher Guidelines		√-
Trained Teacher	√-	
Helpful Community	√-	
Active SMC	√-	
Active PTA	√-	
Regular Keep on Touch Between Stakeholders	√-	
School Calendar	√-	
School Compound	√-	
Students Uniform	√-	
Satisfactory Student Number	√-	
Preparation of SIP	√-	

Number of SMC Meeting : 12 (Joint Meetings with PTA)**Number of PTA Meetings : 1****Parents School Meetings : 2**

Name of the Schools : Himali Lower Secondary School
Address : Ghiladubba-9, Jhapa
Running Grades : Eight
Name of the Head Teacher : Keshav Ojha
Phone No. : 023-542411
Students Information

Grade	Number of Students	Drop out Rate	Promotion Rate
Grade 5	75	0.00	100.00
Grade 8	58	1.72	100.00
Total	133	0.75	100.00

School Efficiency

Indicators	Good	Satisfactory
School Area Environment	<u>√</u>	
Building's Condition	<u>√</u>	
Drinking Water Facility	<u>√</u>	
Toilet Facility	<u>√</u>	
Enough Sports Ground		<u>√</u>
Furniture's Condition	<u>√</u>	
Enough Space for Students	<u>√</u>	
Education Material Exhibition	<u>√</u>	
Syllabus, Course Book and Teacher Guidelines	<u>√</u>	
Trained Teacher	<u>√</u>	
Helpful Community	<u>√</u>	
Active SMC	<u>√</u>	
Active PTA	<u>√</u>	
Regular Keep on Touch Between Stakeholders	<u>√</u>	
School Calendar	<u>√</u>	
School Compound		<u>√</u>
Students Uniform	<u>√</u>	
Satisfactory Student Number	<u>√</u>	
Preparation of SIP	<u>√</u>	

Number of SMC Meeting : 8 (Joint Meetings with PTA)
Number of PTA Meetings : 1
Parents School Meetings : 3

Name of the Schools : Janata Secondary School
Address : Mahat-6, Jumla
Running Grades : Ten
Name of the Head Teacher : Hari Krishna Mahat
Phone No. : 087-520388
Students Information

Grade	Number of Students	Drop out Rate	Promotion Rate
Grade 5	37	0.00	97.30
Grade 8	101	0.00	100.00
Grade 10	70	0.00	50.00
Total	208	0.00	82.69

School Efficiency

Indicators	Good	Satisfactory
School Area Environment	√-	
Building's Condition	√-	
Drinking Water Facility		√-
Toilet Facility	√-	
Enough Sports Ground	√-	
Furniture's Condition	√-	
Enough Space for Students	√-	
Education Material Exhibition	√-	
Syllabus, Course Book and Teacher Guidelines	√-	
Trained Teacher	√-	
Helpful Community		√-
Active SMC	√-	
Active PTA	√-	
Regular Keep on Touch Between Stakeholders	√-	
School Calendar	√-	
School Compound		√-
Students Uniform	√-	
Satisfactory Student Number	√-	
Preparation of SIP	√-	

Number of SMC Meeting : 11 (Joint Meetings with PTA)
Number of PTA Meetings : 1
Parents School Meetings : 1

Name of the Schools : Jesis Secondary School

Address : Bhimdatta-1, Kanchanpur

Running Grades : Ten

Name of the Head Teacher : Laxman Giri

Phone No. : 093-524881

Students Information

Grade	Number of Students	Drop out Rate	Promotion Rate
Grade 5	61	3.28	93.22
Grade 8	75	8.00	84.06
Grade 10	63	0.00	100.00
Total	199	4.02	92.15

School Efficiency

Indicators	Indicators	Good	Satisfactory	Satisfactory
School Area Environment	School Area Environment	√	—	-
Building's Condition	Building's Condition	√	—	-
Drinking Water Facility	Drinking Water Facility	√	—	-
Toilet Facility	Toilet Facility	√	—	-
Enough Sports Ground	Enough Sports Ground		√	—
Furniture's Condition	Furniture's Condition	√	—	-
Enough Space for Students	Enough Space for Students	√	—	-
Education Material Exhibition	Education Material Exhibition		√	—
Syllabus, Course Book and Teacher Guidelines	Syllabus, Course Book and Teacher Guidelines		—	-
Trained Teacher	Trained Teacher	√	—	-
Helpful Community	Helpful Community	√	—	-
Active SMC	Active SMC	√	—	-
Active PTA	Active PTA	√	—	-
Regular Keep on Touch Between Stakeholders	Regular Keep on Touch Between Stakeholders		—	-
School Calendar	School Calendar	√	—	-
School Compound	School Compound	√	—	-
Students Uniform	Students Uniform	√	—	-
Satisfactory Student Number	Satisfactory Student Number	√	—	-
Preparation of SIP	Preparation of SIP	√	—	-

Number of SMC Meeting : 20

Number of PTA Meetings : 3

Parents School Meetings : 6