COMMUNITY READINESS FOR SELF-MANAGED SCHOOL

CHAPTER 1

INTRODUCTION

Background of the Study

The history of formal school education in Nepal begins with the establishment of Durbar School in 1853, mainly for educating children of ruling elites. Children of general public had no access to this school. In this regard, Ministry of Education [MoE] (2003) stated:

> "Modern education began in Nepal with the establishment of first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended an autocratic family regime and initiated a democratic system" (p. 2).

Khati (2003) argued that the Rana regime of 104 years were completely against any form of educational development, the opinion behind their motives of suppressing educational development was that the education would awaken the people and in turn weaken their power. For Khati, educations during Rana Regime were only for the chosen few of their own Rana circle and not as a right of everybody as the masses of Nepalese people were kept uneducated and illiterate. In those days, general public were deprived of education and were forced to engage in sustenance agricultural activities. However, aspirations of some people to educate their children were met to some extent by sending their children in 'Patha sala', 'Gumba' and 'Bihar' organized by community as guthi, caste group and religion groups. The

education facility that they rendered was poor in quality, and education, therefore, was also inaccessible to many.

After the inception of democracy in 1951, it was realised that education system should be enhanced, where community took the first step in organizing the school for their children, which was referred as the community managed school. In 1972 after the inception of National Education System Plan (NESP), with an aim to improve quality, assuring funds, technical supports and expanding access to education, the schools that were managed by the community were finally nationalized. The nationalization of schools did not meet the expectation of the government nor of the public and it thus considered being a big mistake (CERID 2004). It was understood that centralized management initiated politicization of education in involving the teachers. This resulted in high rates of teacher's absenteeism in schools and low quality in education. With such attitude of teachers, the public on the other hand lost faith upon public school due to the low passing rates of students, and there was no space provided for the public to participate in decision-making process that could be beneficial for the students and schools as a whole.

The failure of public school, according to the World Bank (2001), was that teaching forces were highly politicized and political parties were influencing the teachers for local political activities through teachers union, which resulted in teacher's absenteeism and inefficiency.

The World Bank further stated the community schools that were nationalized were largely viewed as government owned schools over which community had little control and were unable to mobilize additional funds from parents and community. For them, the lack of professionalism and educational leadership in the government owned school reflected poor performances in school management. The role of

management in education system was perceived as administrating and maintaining of school with very little leadership being offered on issues relating to learning, innovation and professional development.

After the nationalization of schools, in the mid-eighties, private schools emerged and demonstrated high success in student passing rates. The government schools in comparison to private schools could not produce desired result in terms of academic achievement. The passing rates were key indicators of academic achievement of the students, which was mainly focused on School Leaving Certificate. In this context, World Bank (2003) stated that the large gap in pass rates in school leaving certificate (SLC) examination is a key indicator to the failure of public school with only 15%, whereas in the case of private schools the pass rates was 80% in SLC. This further led to the loss of faith of general public in public schools. The expectation from the public schools was remarkably poor in performances due to the politicizing of teachers, inefficiency, absenteeism, lack of responsibility, accountability and low quality in education as compared to private schools. It was, thus, the time that government felt to act upon to improve education in public schools. However, realizing of mistake once made, the government has initiated policy to devolve school management responsibilities back to the communities with an expectation to improve quality, involvement of community, efficiency, competent teachers and providing education to the out of school children.

Management Handover - A Progressive Endeavor

The year 1990 of world conference on education for all (WCEFA) held in Jomtien Thailand, was an epic endeavor to make the first move on education for all. In the same way WCEFA in article 7 initiated the concept of decentralization in

education, in which participation of community, parents, local group and teachers and also the partnership in education has come up to throw its heat in school management. In order to meet decentralization in education, local's contribution was largely viewed as an important aspect. CERID (2004) stated that the effort from bottom level and people's ownership to consolidate development, strengthening norms and institutions is essential which calls for capacity building of local leadership and enhancement of people's participation in schools governance.

The poor quality of education in public schools in the nation calls for local community to participate with an expectation to improve the existing problems of the public schools by taking responsibility and accountability of the school management in their hands. MoES (2003) stated that there were about 5.5 million students with approximate 150,000 teachers and 26,000 schools in the nation. In connection to teachers and students ratio, 50 students in terai and valley are taught in a single class, therefore, the ratio of student and teachers are 40:1 in mountain regions, 45:1 in hilly regions and 50:1 in terai regions. Therefore, with an expectation to improve the quality of education, the government has been transferring the management of the public school to the concerned community. The data reveals that from the year 2003 management of 2300 schools has already been handed over to the community and municipalities (Kantipur Daily March 13, 2006. p.3). The transfer of school management according to DEO (2006) reported 2326 public schools were transferred in the fiscal 2005 and 2006, out of which 1911 schools are primary level schools.

With supporting the view of transferring the management of schools to the concerned community, Nepal (2005) rightly asserted that to improve the quality of education, the government is planning to devolve the management of public school. It was anticipated that management of 8000 public schools will be handed over to the

concerned community with active involvement and participation of parents and community members by the end of tenth plan (CERID 2004). The vision of tenth plan for education (CERID, 2004 and World Bank 2003) is to "devolve educational planning and management responsibility of school education to the local bodies and communities in line with the intent of Local Self-Governance ACT (LSGA)" (p.5), where responsibilities of SMCs would be for planning and management of school.

<u>The Rationale behind Transferring Management of School</u>

It was anticipated by MoES and World Bank that local participation would bring about improvement in education by involving the local communities in decision-making process. Consequently, it will create a sense of belongingness among and between local community, parents and teachers as well as they will have the feeling of school ownership. Supporting this view, CERID claimed that transfer of schools management would empower local community by enabling them to participate in local schools, creating the feelings of ownership in community people for enhancing quality education, creating accountability in improving access for achieving Education For All (EFA) and generating government-community partnership in the matters of education.

According to Joshi (2005), Nepal once was lacking the proper education in the government schools that were operating with poor maintenance of physical facilities and less qualified and uncommitted teachers such conditions, infact, was the result of deterioration in students discipline and motivation towards study. The deterioration of academic standards has now been maintained by transferring the school management to the community. To support this view, World Bank (1994) in McGinn and Welsh (1999) stated, "one of the objectives of education decentralization policy is to increase

teachers' attendance" (p.35). According to CERID (2004) in the research of management transfer of community schools, wide range of community participation has encouraged community to reform education and enabled them to involve in local school affairs. CERID further reported that the head teachers and SMC chairperson demonstrated an instrumental and significant role in most schools. Thus, their participation and involvement in decision-making in school affairs has provoked the community and motivated them to take steps in school management. CERID further argued that "expectation of community members in participating in the school's affairs and their aspiration for involving in the decision-making process motivated them for the management transfer" (p.40). It can, therefore, be anticipated that motivational potentialities of the local community for education decentralization could bring in the access and equity, increase in efficiency, and increase in quality of education that were not present under centralized system of education.

Unsuccessful Momentum of School Management

According to Ibtisam (1999), education system in western countries mainly in "English speaking countries have instituted School-Based Management in the structure of educational governance" (p.18). This refers to self-managed school. Caldwell and Spinks (1992) defined self-managing school as one "that has significant and consistent decentralization of school level of authority to make decisions that are related to allocation of resources" (p.27). They further claimed that resources include knowledge, technology, power, material, people, time, and finance. Taking these factors into consideration, community schools in Nepal lack these resources, specifically autonomy and power to generate and allocate resources like finance, which in result is the concern of slow momentum in school handover. For example,

anomalies appeared in Education Act and Community Managed School (CMS) Operation Directives for teachers' management and resource generation. In this connection, CERID (2004) concluded that some factors that were affecting the transfer of management are (1) teachers union antagonizing the policy of management transfer, (2) community being unaware of the policy implemented by the government, (3) the Act lacking concrete provisions for community managed school (CMS) and (4) De-motivating the transfer of school management by frequent changes in government policies and commitments.

In community managed schools, despite many efforts made by the head teachers, teachers, parents and community in bringing about changes and taking over school management, school improvement to the expectation of decentralization could not be achieved. It was because the external partners such as Community Based Organization (CBOs), Non Governmental Organizations (NGOs) had not shown much of their interest in building partnership in educational reform. In regard to the support received from local bodies and NGOs as becoming a partner in educational reform, CERID (2004) found that their supports were visible to some extent, but their participation were depended upon their own interest or until they were persuaded to involve. The community-managed schools had to depend upon traditional sources such as government grants for running regular and developmental programs. They even did not have knowledge of raising fund from the local level. According to The World Bank (2003) school based planning and management in collaboration with different partners including Non Governmental Organizations (NGOs), International Non Governmental Organizations (INGOs), Community Based Organizations (CBOs) and other private organization, would shift the centralized and bureaucratic controlled management to community controlled. However, it could not happen so.

In looking upon the capabilities of teaching in community-school managed by municipalities, CERID (2004) also found that the school handed over to the municipalities of Banepa and Dhulikhel appeared to be incapable in running educational program since the municipalities did not have educational department and also the staffs assigned for education were incompetent in educational matters.

It was also found that in some cases parents and community people of the localities were unaware of the policy of decentralizing school management. The head teachers and teachers never shared the information with the parents and initiative from the parents side were also not visualized due to the absence of knowledge of the decentralization policy. Teachers were antagonizing the process of management transfer because they felt the policy would weaken their rights and bargaining power working under the local community and their proof of incompetence would lead them to leave the job. For example, government schools teachers think their job was secured being a government employee and transferring the management of school would insecure their job.

In addition, community schools had to rely upon the support of partners and government in running the regular and developmental programs. As a result community participation and involvement in reality proved to be weak in taking responsibility and accountability. In regard to community participation, MoE (1997) stated, "community participation has been rhetoric rather than a reality" (p. 159), which resulted low enthusiasm of community in participating in school management. Consequently, transferring of school management to community was not taking the pace as expected.

Despite slow growth in management transfer, the international donor were inquisitive in educational decentralization, and were encouraging local community in

taking responsibility of the school management. So why was it that international agencies were interested in handing over school management to the community, although researches showed that local community were incapable and misguided. It is also possible that there are capable people in the localities who had not yet shown their active involvement and participation, which donor agencies think that community had the readiness to manage the school by themselves. These problems, therefore, raise a question to be answered.

Therefore, my interest in exploring whether the community has the ability, willingness, and readiness to manage the schools and transform them into self-managed school has somehow encouraged me to crave answer for the problems

Purpose of the Research Study

The purpose of this study was analyzed to describe community's participation and involvement in school management. More specifically, the study attempted to explore the ability and willingness of the School Management Committee to take the responsibility of school management and transform them into self managed school.

Statement of the Problem

The dominant player in educational decentralization is of-course the community who took initiative into being practically active in school management. Without the help or support from the community would be a total failure in bringing about educational decentralization in the country as declared by the World Bank in 1990. However, it is visualized that in western countries decentralization have gone far in promoting educational development through the process of decentralization. However, in the developing countries, community participation still has to undergo many hurdles. In this regard, CERID (2004) argued that community as by themselves

were not aware about the total program of decentralization concept implemented thereon to encourage to takeover school management. The unawareness of the concept had also discouraged the community to take initiative for school management. Some community members were just participating forcibly although they were not willingly ready to participate in schools management and decisions making process. In supporting the view, Joshi further stated that community accountability has not been acquired as expected. (personal communication, March 2006)

Some members in the community group have willingness but lack the ability, and capability in school management. In regard to this, CERID found that the school that had already been handed over to the community were undergoing and managed by moral support and financial arrangement from partners like NGOs and local bodies. CERID also argued that "community managed school (CMS) did not develop teacher's recruitment policies and procedures" (p.41). They further argued that school managers lacked the knowledge of rules and regulations regarding school operation. CERID (2004) further stated "their capability to run CMS as an organized institute was limited" (p.41). This may as well lead to the failure of school management sooner or later.

Therefore, the problem statement of this study was to explore the community readiness (willingness and ability) to carry out the responsibility and authority to manage schools having management transfer from the government.

Research Questions

Following research questions were used to find out the readiness of community in school management.

1. How does the SMC members view old problem with new perspective after the transfer of school management?

2. How are the School management Committee diversified to transform the school into self-managed school?

3. What are the challenges faced by the community schools after the transfer of school management?

4. How is the readiness (willingness and ability) to transform community school into self-managed school?

Rationale of the Study

Decentralization of education has become one of the major aspects for school improvement in achieving the EFA and Millennium Development Goal to bring about efficiency in quality education. The success of decentralization can be achieved through total commitment of community in school management. Therefore, the community by no means was the only source in educational development in decentralization system. The study of "community readiness for self managed school" thus throws the light whether the local community has just been involving and participating or has the total commitment in respect to improve school management. The readiness of community can be defined as ability, and willingness, in reforming education to bring about the success of decentralization in education.

In this study, readiness is also used as competence, and autonomy of the community to participate in decision-making process to manage school as well as capability both intellectually and financially be prepared to takeover school management. Moreover, school management by the willing community may bring about some changes and development through creating new ideas and innovation,

which is also the charm of decentralization. The readiness of community may differ in practice but the commitment of community or local group should also have some positive attitude to perform in a better way to create sound environment. This can be done by building healthy relation amongst and between all the school members, parents, and community. This would motivate them towards achieving efficiency and quality in education. Therefore, promoting schools environment to bring better outcome by improving in quality education and raising the rate of enrolment of out of school kids.

The core group in decentralization are the community, parents, and teachers. If they themselves are not ready to take over school management the concept of decentralization may be weaken. The study basically focuses on community willingness and ability in school management, which would also throw the light and be helpful to further research on community participation for upbringing decentralization in education.

This study will bring the real picture of community readiness for self-managed school. Thus, the research study would be helpful to the educational researcher. Most of all, this research study would be helpful to the community schools that have been transferred lately. This study would also provide some useful assistance to the public/government school that are recently planning to transfer the management to the hand of concerned community. The research also provides additional valuable information to national and international development organizations, which so far has not been explored.

Delimitation of the Study

The study was conducted in the rural and urban areas of Lalitpur district. The constraint of time and accessibility was the main delimitation of the research that

compelled me to undertake the research study in Lalitpur district. The respondents were SMCs members of community school as primary sources of data which includes chairpersons, head teachers, teachers, parents and local community.

The research attempts to explore the readiness in terms of willingness and ability of community for self managing school based upon the qualitative approach

The limitation of the research was decisively explored in the primary school located in Lalitpur as these primary schools management were only transferred to the community so far.

CHAPTER 2

REVIEW OF LITERATURE

On the basis of the problem stated in the introduction of the study, this chapter focuses on the related literature to bring forward the actual practices of community managed schools and essential prerequisite for community readiness for self managed school. The literatures concerning community's ability and willingness to make decisions on their own decisions to bring about positive changes in education, manual search and electronic means were two important approaches to locating relevant literature.

There have been many similar researches undertaken on decentralization of education; the review of literatures brings about some important views to highlight the practice of educational decentralization and educational reforms through the participation and partnership with local community. The chapter deals with defining community, readiness and the self managed school. Moreover, this chapter also deals with many aspects of community involvement in school management such as educational decentralization, collaboration, educational reform, educational development, partnership in education, motivation of teachers and community, leadership approach and theoretical framework.

Decentralization in Education

Koirala (2003) stated that decentralization is a process for enhancing economic efficiency in which resource is generated and mobilized through public and thus making them capable to manage the school. It has been assumed that

decentralization of education can help to increase the efficiency of education management. In a situation when necessary decision should be taken in time, it is possible through decentralization of education management. In this regard, MOES (2003) clearly stated:

> "The main objective of decentralization is to create an environment where the local people would be able to participate and take decisions in educational process in order to make it more meaningful for them. It relates to the requirement of developing a process whereby the parents would be able to create demand for quality educational services. The government is committed to respond positively to the needs of local people through VEPs, MEPs, and DEPs prepared in consultation with stakeholders" (p.34)

Supporting the view of decentralization in education in context to Nepal, Awasthi and Lekhak (2005) listed the following points stated in EFA core document concerning transforming school management authority to the communities

1. "Institution and educational management must be streamlined and strengthened.

2. Computer literacy and use of information technology in education will be promoted.

3. Permission for new schools will be granted only on the basis of school mapping.

4. NGOs and the local bodies responsible to implement literacy programs with technical backstopping from Non-Formal Education Centre.

5. Development of community based learning systems.

6. SMC responsible for planning and management of schools.

7. Follow the spirit of LSGA on decentralization.

8. Increase partnership with civil society NGOs and the private sector.

9. Enhance the capacity of the local bodies, community and SMCs.

10. Special programs for increasing access of girls, Dalits and disadvantaged groups to quality education will be made.

11. Education in mother tongues.

12. School education will consist of grade one to twelve.

13. ECD centres and pre-primary classes will be established in partnerships with INGOs, NGOs, private enterprises, and local communities will be encouraged" (p.7).

To facilitate decentralization of school management transfer to the community, the Department of Education (DOE) formulated and implemented regulations, prerequisite. Likewise, The Tenth Plan and Education Act 7th amendment formulated the plans and policies concerning transfer of school management authority to school for maintaining quality and enhancing performance of community schools.

The policy of tenth plan concerning education stated by CERID (2004) and World Bank (2003) is to "devolve educational planning and management responsibility of school education to the local bodies and communities in line with the intent of Local Self-Governance ACT (LSGA)" (p.5). The plan also stated the following National Level policies.

1. "Accept higher secondary education as the last phase of school education.

2. Gradually phase out the intermediate (certificate) level from Tribhuvan University (TU) and incorporate it into the Higher Secondary Level.

3. Encourage programs that mobilize the post graduate students in community development services.

4. Develop a regional higher education system by accrediting institutions affiliated with TU to other regional universities.

5. Expand Annex programs by mobilizing local elected bodies and the private sector.

Concerning the involvement of local government in Education LSGA (1999) and the 10th plan emphasized two main responsibilities:

1. Devolve all rights and responsibility for school education to local elected bodies, including the selection and appointment of teachers.

2. Establish early childhood development centers with participation of local elected bodies and conduct one year pre-primary education in all community schools using local resources" (p.4).

Devolution of authority to the local as stipulated bodies in LSGA contradicted with the Education Act 7th amendment, for example, following provision of the Act intended to centralize the authority especially in the case of teacher management.

1. "Teacher service commission (TSC) will appoint and promote teachers in the vacant positions in accordance with the positions approved by agency for community school.

2. TSC recommended teacher should be assigned to school by district education office.

3. District Education Office (DEO) in each district and regional education Directorate (RED) in each development region.

4. Formulation of district level plans for education.

5. HMG may give directives to the district education committee and school management committee.

6. HMG can run mobile schools in remote mountain region" (p.4).

The Education Act (Seventh amendment) has empowered the SMCs to recruit new teachers. UNDP/N (2002) perceives this provision to ease off the financial

burden of government and stated: "Ministry of Finance wants to get rid of huge and growing burden of funding teachers by providing block grants to local body (LB). The LBs find devolution as an opportunity to share resources so far enjoyed by the centre" (9).

Similarly, Education Act Seventh Amendment for school level has provision for the representation of parent, community members and the representatives of the local government in School Management Committee (SMC) and Parent, Teachers Association (PTA).

The School Management Committee is vested with the responsibility and authority for school operation, supervision and management. Management roles of SMC included were: maintaining the records of property, maintain and update the records of the academic, physical and financial status of the schools, take necessary action on school related problems and prevent and maintain the academic environment of the school.

Similarly for resourcing, planning and monitoring schools with Village Development Committee (VDC), there is the provision for Village Education Committee, which is considered as the technical wing for looking after education under village development committee.

Formation of district education committee (DEC) in the district is to supervise and manage the schools. DEC functions includes: Community School Teacher deployment based in enrollment at Primary level and enrollment plus subjects load at Secondary.

In this connection, Sharma (2007) stated "the Seventh Amendment Education Act has empowered the SMC and contributed to facilitating the process of decentralization". He further added that "the ultimate intent of Education Act seventh

amendment was to ensure better educational management to empower community and to enhance the capacity and competencies of local bodies and communities in educational planning, management, organization, evaluation, supervision and control over the schools".

McGinn and Welsh (1999) concluded that in the beginning of 1970 the major three factors that account for upsurge for the interest in decentralization are political economic factors that raised the problem of weakening central government on financing for education. The western Keynesian consensus had favored strong centralized government with the repositioning of Russia and Eastern Europe. The roles were handed over to the market for reformulation and reduction of the role of central government. This led to the shift towards market based decision making which strengthened the local group in taking participation of school management, which also led the community to take necessary action in the process of education development. Another factor supported for decentralization was the enrolment ratio, which rose higher than that with triple fold. The strain in increase of teachers and students made the bureaucratic central government weak in managing and maintaining the quality. Decline in quality resulted in the dissatisfaction among public and the demand for decentralization through the involvement of local group in decision making.

Last but not the least, with decentralized management, the innovation and emergence of new information and communication technologies were introduced which contributed to a great degree to achieve control over the system. The local involvement in management drew attention to outputs rather than inputs and gave importance to strengthening local capacity for decision making.

However, in the context of Nepalese education system, the process of decentralization has yet to undergo many hurdles including motivation of local group

to involve in school management. It is also the fact that Nepal government faces the political economic challenges in education. This can be solved by the process of decentralization and handing over the school management authority to the local community and enable them to make any form of necessary decision for reforming education locally. Community's involvement in school management was also realized for financing for improving performance of school. School level education in Nepal also faces the high ratio of enrolment, which is creating chaos in maintaining the quality and efficiency in schools. The right choice at the moment was to involve locals group and communities to take necessary action in management and make decisions in solving schools problems. With advancement of technologies rapid changes in the 21st century demands for more of the quality than that of the quantity may as well be solved by decentralization of education. As Fiske (1996) stated:

"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. Educational decentralization is a complex process that deals with changes in the way school systems go about making policy, generating revenues, spending funds, training teachers, designing curricula, and managing local schools. Such changes imply fundamental shifts in the values that concern the relationships of students and parents to schools, the relationships of communities to central government, and the very meaning and purpose of public education" (Fiske, 1996).

Decentralization is shifting of authority from national level to the local level where decision can be taken at ground level rather than waiting the result from the central level. McGinn and Welsh (1999) stated, "decentralization can be defined in four degree of transfer of authority deconcentration, delegation, devolution and privatisation" (p.18). Deconcentration is the spreading of central authority without transferring the authority that is shifting of authority for implementation of rules but not for making them. Delegating the authority was the first step in decentralization reform, which was applied in Mexico in the beginning of 1979. The authority for

public education was delegated to the representative of the Minister, located in each of the state or provincial capitals. The delegates that were appointed by the national minister were given authority over essential aspects of education in each of the states. These delegates would consult with the governor or the government officials but were responsible to the minister. Devolution which implies the authorities that have once been taken away from them are given back to the organization as a transfer of authority to more local units of government such as province and municipalities.

Although all strategies may not be feasible to all countries, the stakeholders may try out the same policies in several countries that may vary in different objectives, implementation and adulterations. Therefore, the strategy of decentralization mentioned above as to which single strategy may not fit as a best bet in all contexts. For McGinn and Welsh (1999) "most decentralization reforms has failed to achieve the objectives set for them, it is believed, because reformers assume that others have the same understanding of decentralization and share similar objective. To avoid a similar mistake, some of the various ways of thinking about decentralization are reviewed first" (p. 18).

The strategies of decentralization of the three types are all common in education sector, where core responsibilities are devolved from central government to regional and local government undertaken by several countries. Some or the other countries have deconcentration strategy applied from education ministry of capital city to the ministry of regional bureaus. Where again some countries implement strategy of delegation of power to appoint boards of directors or elected council who are charged with managing schools. There are also examples of implementing hybrid models of decentralization where lower level and still further to school level are passed down with decision authorities. By no means the single strategy of

decentralization may be suitable to all countries and these strategy implementation also depend upon the political legitimacy of the country.

Winkler (2005) stated that donors have also encouraged the policy of decentralization strongly which influenced on national education policy in many countries. However, there were little evidence that quality of education had also improved through the process of decentralization. Winkler also expressed his doubt that decentralization system would lead to improving the educational effectiveness and quality, and policy makers, educators and the scholars had several questions regarding decentralization. Some of the concerns and issues raised concerning decentralization of education were: (1) why are countries adopting decentralization system and what would be the pros and cons of each specific case? (2) does decentralization bring in the improvement of quality, equity, and efficiency in education?
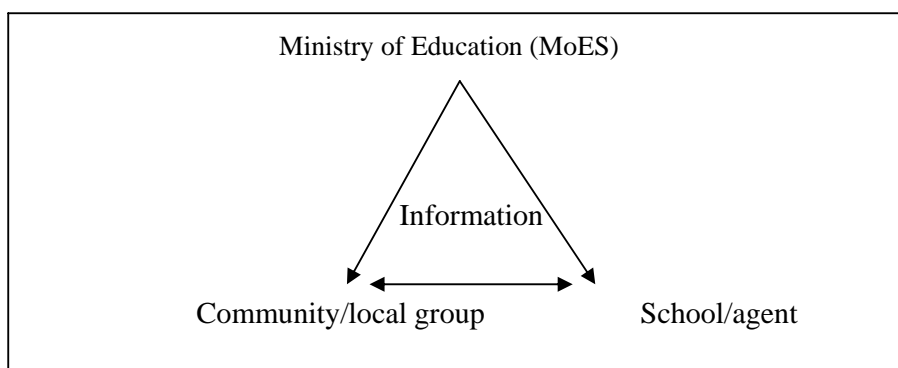
The strategy of decentralization is a key to success in educational development through the active participation of community. Although political legitimacy may hinder the process sometimes depending upon the political scenario, however, the implementation of decentralization system would definitely bring about some positive changes in educational reforms, and may become a successful tool in solving the problem for development of education. It was also claimed in several Nepalese literature that community themselves feel easy to participate in school management and take necessary decisions in time. No any better solution or better approach as to solve the existing educational problems and to address the increasing demand of educational reforms is obtainable than that of decentralization education management.

Decentralization is a strong strategy but not the end solution for educational reform. Behrman et al, (2002) argued that there are some useful factors that influence

the success of decentralization. The information, for instance, which is central to the efficiency, also plays a vital role in affecting the success of decentralization. The insufficiency of information in decentralization strategy depends upon the magnitude of countries contextual framework and political legitimacy. The information thus provided by the private market may be insufficient as for the social perspective view, therefore, the public subsidization of information should be encouraged and also the means and ways to provide the information should be used for the assessment of distribution of resources generated at the national or local level among localities.

The impact of information cannot be eliminated but, however, can be minimized to the extent that it would not hamper the success of decentralization, because information is ultimately the key to improving educational reforms. The information that flows from the ministry of education must as well reach the key person for whom the information is designed. For example, community, local group, school and agents are the key stakeholders of school management. However, information regarding decentralization strategies and other developmental programs for schools are relayed to schools and local community in hierarchal fashion through department of education to district education office ultimately reaching the schools and local community.

Figure 1. Information flow from national level to agent and local group.

The communication of information is an efficient tool for success of education decentralization. The proper flow of information is considered as a powerful strategy of decentralization. Efficient flow of information raises awareness and understanding among stakeholders. However, the processing information and selection of appropriate media is critical. Poor communication may lead to misinterpretation about operation of schools. For instance, Educational Act and CMS Directives were not communicated properly to the stakeholders causing dissatisfaction and restraining for community readiness to participate in the process of educational reform.

Behrman et al (2002) also argued that national and regional level have a vested interest relatively upon the centralized system of education because in most of the developing countries bureaucratic management rules where large number of teachers and staffs are public servants. These public servants are threatened from decentralization and think that it might shake their position and even loose their job. Decentralization of education also demands modernization. The decentralization process was viewed as a package of fiscal, management, and curricular reforms and linkages among budget, personnel, instructional, and operational decisions. However, in connection to curriculum reform, community may not be efficient in curriculum reforms but may be capable in management, fiscal, personnel and operational decision.

Community Participation for Educational Reform

Community as a dominant player has always been an important factor to bring about success in educational reform. Community may not alone bring about expected changes without the help of other partners such as CBOs, NGOs, INGOs and GOs that have always been an initiator to actively manage and coordinate the community

group to act upon educational reform for the sake of bringing about social changes in improving nation's education system. Yannakopoulous (1980) in CERID (1995) claimed that delegating the responsibility alone to the community and school will not be feasible but it should rather be delegated to district level or government agencies. Yannakopoulous further added, Nepal being agro-based, the very underdeveloped community may not be skilful and have ability in handling the school management. However, the community as of today is more concerned towards the development aspects and the transfer of school management in the hands of community is still undergoing its process in many countries including Nepal. In supporting the view, Alberta Department of education (1994) stated:

> "All members of society have a responsibility to contribute to the education of young people, and an important role to play in education. Our society's future well-being depends on our present ability to produce thoughtful, responsible and capable citizens. We need citizens who can think critically and address challenging problems. We need community members who can make a contribution to society and lead successful lives" (p. 2).

In defining real community participation, Srinivasan (1993) identified four concepts of participation of community: (1) Cheap labour participation, (2) cost sharing than cost reduction, (3) contractual obligation concept and (4) decision making concept. In cheap labour concept, community contributes and donates raw material and provide free unskilled labour in the spirit of self help. Similarly, in cost sharing rather than cost reduction approach communities are willing to invest a part of their meagre resources for the purpose of betterment of the society as a whole. Partners in the project sign a contract related to rules and responsibility, and the community has an option to accept or to reject or may even negotiate for some changes through the formal power of the villagers in contractual obligation concept of participation. And finally, decision making concept of participation is broad base of

community involvement in management decision. The right start from the beginning where decision-making not only applies to male leaders but also to the women who are interested in participation. The concepts of participation, therefore, is a development process through which community develops in making management decisions in the process of reforming education in a new dimension.

David (1998) pointed out that reforms in education brought about serious changes where principals and teachers had more of responsibilities and accountability. With regard to educational reform, financing does concern a lot. David further argued that the local community participation for fund collection have helped the school to promote sustainability. In regard to this, Dixon (2000) stated "In order to understand the various dimension of community participation, we should not only explore the reason the participant give for involvement but also the type of impact they were intending to make and have made". (p.76).

Community insertion is likely to define the success in outcome of reform. Dixon argued higher "Socioeconomic status (SES) group" (p.4) is more likely to participate than that of lower SES group. SES model focuses on the educational level, income, occupation, upbringing and race and ethnicity to understand, who participates in decision-making process and who does not. According to Dixon (2000), the civic voluntarism model in community participation for educational reforms may hinder the process of community participation. While seeking the answer to why people do not participate? Dixon realized the factors were none other than

1. Capacity (I cannot participate): the main barrier for community to participate is the inefficient amount of resources at their disposal.

2. Motivation (I do not want to participate): this is more of the social factor than that of an individual one; it may be because of the unfavourable personal experience that community have.

3. Network of recruitment (Nobody asked me to participate): the absence of connection in wide range of community may create the barriers to contact the local group. However, to build a wide range of network with the whole community, there need to be encouragement from the demand side as well as the supply side which are the encouragement from the government official, local political elite, fellow community member or the parents.

In relation to these factors, the most important element that Dixon argued was that the democratic political process which is the policy itself. He further stated:

> "By localizing reform initiative, policy maker are better able to make them more compatible with local needs. This in turn makes it more appealing to participate and to take responsibility for policy's successes and failures". (p. 80).

The democratic process of educational reform requires total community participation, without the support from the community, the reform in education may encounter certain drawbacks. In relation to education decentralization, the role model is marked as community participation. Many developing countries undergoing the process of educational reforms are facing frustration rather than failure. In order to bring the educational reform process into success, total home-school cooperation and community support are required. Carvalho and Jeria (1999) concluded that contribution from participation of parents and community are expected to bring betterment in the quality of educational services.

Sharma (2007) argued that many modalities and terminologies are discussed in international arena regarding community participation; however, some terminologies

are used in common. He claimed four approaches for community participation and involvement. "The first approach is the volunteer involvement, or influence on right-based outcomes through political or administrative engagement. The second approach is the active, affective or indifferent involvement in management schools. The third approach is institutional involvement e.g. serving as the member of the management committee or parent teacher association or as members of NGOs and CBOs. The fourth approach is natural involvement of parents, teachers, students, without them school cannot be functional".

Sharma further proposed the four essential stages of community participation (1) access, (2) awareness, (3) involvement, and (4) decision making. For Sharma these four stages are sequential. In order to take responsibility of the school management, the communities are expected to practice step by step process of participation and involvement. Explaining the important of these stages he argued that for participation and involvement in school management, the community should have access to the school to learn and observe what goes on the school, which raises the curiosity among the community members. The second stages, therefore, is to become aware of the situation that makes them realize the importance of involvement in the school where their children are receiving education. The third stage is the involvement in the management process that prepares them for involvement, the last stage for him is that the active involvement in decision making and be a part of school governance. These stages are the process of changing education environment and developing readiness among the community members to exercise delegated authority to self-manage the school.

Cheong (1999) stated that the changing education environment brings about challenges and uncertainties to pursue new school function with effectiveness. In

regard to overcome such uncertainties and challenges, parents cooperation and community support is necessary for educational reform and school reengineering, which he termed as education, resources, management and legitimacy. He further argued that parental involvement and community support in "total home-school cooperation" is vital to the school reform initiatives. Community and parents can support through various means such as cooperating with their children in education that they can afford with relevant practical real life example, parental involvement in total family education and in participation in school education to bring some measure to enhance educational reform.

Figure 2 demonstrates the process of home-school cooperation and community support for improving quality and performance of schools.

Figure 2 Home-school cooperation and community support

Source Cheng, C. Y (1997) Education reform in 21st century; Hong Kong and international context
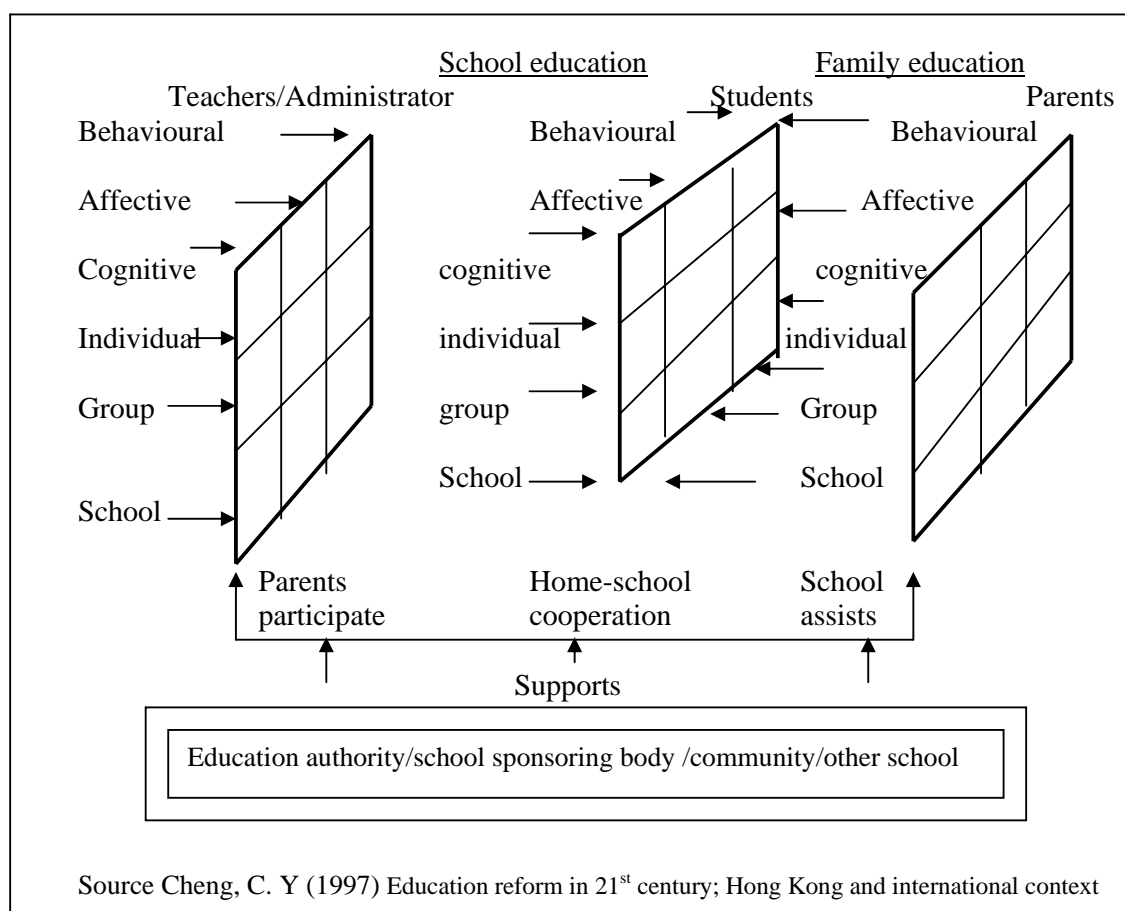
In any form of educational reform, parental and community involvement is a must. Rollow and Bennett, (1998) observed that members were able to solve the school based problems such as security issues in the building and adequate supply of food in the lunchroom and parental education were also enabled to develop some rudimentary civic skills further towards citizenship skill. Marcelo (1994) viewed home school cooperation as the means of promoting team work and stated "the most important of innovation comes from the team work" (p. 9). Similarly, Liemberman and Miller (1986) in Marcelo (1994) offered their perspective contribution of school community collaboration on teamwork as:

> "Working with people rather than working on people, providing time to learn, building collaboration and cooperation, sharing leadership function as a team so that people can provide complementary skills and get experience in role taking". (p.9)

Collaboration and teamwork is necessary and should be backed by the community participation and principal leadership. However, to bring about changes in education through reforms, basic commitment has to be offered by the community, parents and teachers along with the others outside organization such as INGOs and NGOs, CBOs and GOs. Educational reforms cannot be maintained simply by making policies but it has to be implemented thereon. In connection to this, Wong and Alkin (1999) argued that "goal and strategies of the reform are not just words that one finds written in a lengthy plan or that only the administration has read, but are actually being implemented in the school and classrooms" (p.28)

In regard to the implementation of policy in improvement of schools, Michel (1999) identified five areas of policies related to schools improvement in South Carolina. The first is the social characteristic that relates to how much the schools districts spends on education on their charge. The second area identified was the teachers' quality in relation to the total outcome of the schools. The third is the school

expenditure that is implemented on multitudes of school reforms. The forth area is schools reform, which brings changes and development. The last but not the least, was the test score, which was, therefore, related to school achievement. To initiate educational reforms these fives areas were considered to be the major, however, it is also equally important to have the community member's contribution involvement when social characteristics were counted.

Collaboration on Educational Management

Educational success can be achieved with active collaboration from all the interest groups like parents, teachers, business people, students, local community and others. However, in the context to Nepal, collaboration in developing education is limited to parents and teachers. There are still some interest groups such as foreign social agencies like NGOs and INGOs and Community-based organizations (CBOs) that can help to improve and develop by rendering financial and other form of supports to public schools and bringing the community to join their hand in educational in response to achieving the goals of Education For All.

According to Cornish and Noblit (1997), collaboration is the mixture of all the parents, locals groups, business people, communities and also the agencies like NGOs and INGOs. The mixture formed for educational development would provide new innovation, skills and expertise, needed to enhance educational performance. However, participation from all of these would not be possible unless total commitments from these entire groups are visualized. They argued that the problematic areas in collaboration for educational development are parents and business people, whilst the public and non-profit agencies are highly showing their collaborative skill in developing education for all. Some groups may be highly

motivated to participate while others may not. However, dealing with diversity and developing trust are the main two essential factors that have implication for collaborative success.

Cornish and Noblit further argued that collaborative relationship is limited and should be "two-way in partners giving and partners getting" (p. 13). In regard to collaborative effort made by partners, it requires commitment and motivation that would be both ways giving and getting. It is rather a fact that social agencies and international agencies are more of committed and motivated as compared to the involvement motivation of community, local people and business people.

In accomplishing the achievement in educational development, the nation as well as international people has to show committed involvement and participation and collaboration of different human services are required to achieve educational for all. Human's services are considered to be the most important elements for successful implementation for the process of educational development. The skilful human render quality services where school can depend upon them but, however, if skilful humans are at stake then the help from outside is required. In relation to this, Davis (1996) suggested that the insufficient human skills in rendering the educational needs has, therefore summoned the other sources such as agencies like INGOs, NGOs, CBOs that are traditionally involved in promoting the educational needs and to promote needy students and parents in supporting them with opportunity.

However, the external INGOs, NGOs, CBOs agencies are more likely to help the organization like schools to develop with total collaboration with teachers, parents and local community. Their expertise would be helpful in achieving the Millennium Development Goal. The SMCs members are expected to follow and implement school improvement initiatives with collaborative motives. Collaboration failures occur due

to result of factors such as conditions and behaviours that frequently serve as major obstacles formally and informally. The formal obstacles primarily concerned are formal policy, bureaucratic, legislative, professionals and legal issues, while the informal obstacles are very difficult to overcome and constitute the most substantive, which is none other than typically rooting in the peer's interpersonal relationship domain (Davis, 1996).

It is the prime concern of every nation to overcome the obstacle that is appeared within and outside the organization. The external factors none other than political and legal do hinder a lot in development process, which thereby also affect in the collaboration process that no matter can be solved in the fraction of time. The bureaucratic management, red tapism and political backwardness in the most developing countries are other sources of obstacle that hinder the development process in all sectors creating a situation of unsuccessful development and collaboration failure. For example, the Nepal King's announcement on the 1st of Feb 2006, regarding the taking back the authority of political power to himself was a major turning point that affected the process of transferring of government school to the hands of community. In this regard, the schools already handed over to the community were in the light of withdrawing from school management transfer due to the fear that former government policies would soon turn out to be restructured by the King's policy.

Regardless of political factors, the most important and needful choice for the collaboration to work right would be the parental support. Without the support of parents and teachers the collaboration and restructuring of educational sector would only go to waste. According to Keenan and Joyce (1995), parents are one of the factors that give more control over their children's education. Parental involvement

brings effectiveness and efficiency in school management and facilitates school improvement through healthy competition into practice amongst all the parents and students in achieving betterment of school system. Peterson- del Mar (1994) advocated the coalition builders are eager to participate in school restructuring must also have full preparedness for helping the restructuring of school. Furthermore, Davis (1991) as cited by (Peterson-del Mar, 1994) asserted that, the success of coalition building in school, thus, likely to have felt for the need and is more broadly owned, where substantial number of teachers, staff, parents and other community members come to agree on the nature of the problem and need to be addressed, such school would be deemed for coalition building. Education Commission of the States (1991) in Peterson-del Mar (1994) suggested steps which was needed for reform in organizing the constituents to discuss on the desired changes, concentrating on what students should know and how schools can help them to learn.

To bring success in the coalition building, Peterson-del Mar identified three themes for success "early participation, local solutions for local problems and effective communication" (p.4). In other words, the participation of all the members of the coalition must respond quickly on any circumstances of development that the school requires. The school leaders also should listen and lead to share authority with the coalition as well as to wield it. The leader is expected to create environment for belongingness among participants by listening to them and making them do as required. The uniqueness of community also should create its own set of priorities and process to meet the demand of sensitivity to local conditions and needs, which will therefore solve the problem of the locals. Peterson-del Mar further added that effective communication is another major factor that will bring about success in the coalition building. The flow of change in the line of authorities and responsibility and

information is smoothly relayed to the entire participant and create proper communications flow between dissimilar members to dialogue with each other.

Collaboration of parents, teachers, community, and business people as well as national and international agencies are expected to show the felt-for-need and concern to develop school administration and management. Nevertheless, all members may not be equally capable of contributing their knowledge and skill in the matters of curriculum reform, but the school management through collaboration with experts may receive the service. In relation to this, Cortes (1996) stated that it is important that the schools ought to be communities of learners for teachers, principals and administrators as well as kids, where community emerges out of the collaboration amongst parents, community institution and the school. To maintain the healthy relation between parents, teachers and local community the school principal is expected to play active role in forming collaborative community. In addition, Melenyzer and Wilkinson (1994) asserted that the leader of school management such as principals and superintendents must become instructional leader rather that building managers and teachers who understand overall functioning of the school and must authentically involve in decision making in curricular and instructional matters. They further stated that to help people, the management style should not have a feeling for controlling them, rather the management style should also change to "process oriented from result oriented" (p.5) where teachers and administrator's preparation of programs should also enhance the new style of leadership that promotes participation and involvement of all members in decision making.

Melenyzer and Wilkinson (1994) further stated that to deal with the changing condition of the public school system, the school should enter into collaboration commitment with active participation of administrator, teachers and academicians

working in a congruous fashion rather than working in isolation. Such collaborative involvement bridges the gap between administrators and teachers to transform the school into an organization having mutual healthy understanding, improved relationship among the stakeholders and friendly school environment. Dwyer (1998) in Decker and Decker (2000) suggested that administrator should implement policy to enrich the relationship among and between teachers and administrator to keep up with the healthy environment in the school premises. Dwyer suggested the following strategies to maintain the collaborative and friendly environment in school.

1. Work side by side with the teachers and staff to make necessary changes by giving them training and development.

2. Empower teachers by involving them in any matter of school decision-making process, curriculum design and financial resource allocation.

3. Maintaining open door policy for students, teachers and community members and rescheduling traditional meeting time.

4. Stating clearly the expectation for cooperation among and between teachers and staffs. Confronting disengaged teachers and empowering staff to intervene when necessary.

5. Supporting teachers and staffs willing to take risk associated with changes.

6. Providing strong leadership style that emphasises value.

7. Rewarding efforts in increasing cooperation and working for healthy relationship in a meaningful way, such as providing release time, reorganization, space, materials and funds.

Similarly, Dwyer further stressed that relationship between teachers and students is equally important. Teachers should also focus on the needs and demand of students with utmost teaching faith which make the students feel comfortable in what

they actually wanted to know from the teachers. Teachers are also expected to cooperate with theirs peers and the community, because teachers are the only medium to bridge the gap between parents, students and community. For Dwyers, the teaching role of the teachers should also change accordingly being more of a guide than that of being authoritative transmitter of knowledge. Dwyer expected the following from teachers of self-managed school.

1. Treat students, parents and other teachers as peer in community building effort. Enact classroom policies that would reflect an understanding of students' need and their willingness to share power.

2. Designing curriculum that best suits the student and as relevant to lives and needs and meet state requirements.

3. Conveying the students about the importance and value of knowledge and encouraging them to learn and foster the joy in learning especially if their cultural environment promotes negative attitudes towards education. Moreover, teachers are one who have a close link with the parents and community as a result they must also give regular feedback to the respective parents the achievement of their children and should also be prepared to take some useful response and implement accordingly.

Decker and Decker (2000) argued that importance of community has always been recognized in improvement effort of educational sector, where educator has launched many initiating program to bring the community into school programs and activities. Decker and Decker expected to create a learning community within the school and make community involved in planning and implementing academic improvement effort. But today's school have failed to activate community in collective effort of planning and implementing the academic improvement activities

of school. Therefore, potentially when the school needs community co-operation and collaboration they may not easily get them. However, cooperation and collaboration to remain intact, it requires leadership ability to resolve conflict and persuade the community to involve in school management by their willingness. In regard to this, Lockwood (1996) stated "collaborative endeavours requires, at minimum, effective communication between all parties and participatory leadership with the ability to negotiate conflict and differences" (p.4)

According to him, promising future can be acquired from parents, families and community by working together. Community from urban areas where they lack social interaction, school community collaboration can offer them hope of participating in the social institution for the betterment of social community and the school as a whole. Similarly, in rural areas communities where the new innovative information technologies are lacking they are to be rejuvenated. Therefore, discovering the way to bring them into the age of information can bridge the gap by intertwining schools and community improvement initiatives.

School and community collaboration is not only destined for the students but also are means and ways for the development of community and society because it reflects the development of nation and the people as a whole.

Community Motivation towards School Management

Community motivation or willing to participate in school management is one of the essential dimension of community readiness. Motivation by no means is always considered as an important factor in any field of development. Terrell H. Bell, in Raffini, Former U. S Secretary of education, cited in Lumsden (1999) stated, "there

are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation" (p.7).

Motivations of community to participate and taking over school management are taking responsibility and accountability into their side for the improvement of school management and bring about productive outcome of their participation and involvement through total commitment.

There are many factors that help improve school management. Some of these factors are teacher's motivation, parent's motivation, community or local groups' motivation, and so on. However, in the scene of Nepalese community schools, teachers, community groups and parents seem to be less motivated towards improvement of school management. This may be one reason why the World Bank project of decentralization has a slow growth. Nevertheless, school management through the process of decentralization can be fully achieved through the participation of parents, teachers, and the local community being motivated in taking over responsibility and accountabilities into their own hand for improving the quality of education in the community self managed schools. According to Rudolph and Kleiner (1989) in Certo (2003) defines motivation as:

> "The inner states that causes an individual to behave in a way that ensures the accomplishment of some goal" (p. 354).

It is of course the real practice that people act as they do. Motivation rather than in commercial organization could be different from educational institutions because to its very nature of the business undertaken. Motivation is basically a need that drives an individual to accomplishment of defined goal, therefore, it causes the goal-directed behaviour. Similarly, in this regard, Robbins (1995) stated motivation as:

"The willingness to exert high levels of effort toward organizational goals, conditioned by the efforts ability to satisfy some individual need" (p. 205).

Individual needs generate with some changes in an organization, the changes create some disturbances that may also create tension with the adoption that he has to make in the changing environment. Similarly, to relate the behaviour of teachers, parents and the local group in such environment in adaptation of managing the school with their ability and the motives of self managing the school, the sound environment has to be developed to make sure, that the change in organization management of school would not harm their perception towards changing their behaviour. It should rather benefit all the participations who are involved with the development of school as a whole. It is of prime concern that the drive for developing school management requires some attractive incentives to release their tension and get motivated, where they tend to behave according to the needs of the school management. If satisfied the new needs further generate and the drive to achieve the needs further creates tension amongst the participants. In relation to this, Robbins argued that needs is "some internal state that makes certain outcomes appear attractive, therefore, unsatisfied needs create tension that further stimulates drives within the individual and this drive generates a search behaviour to find particular goal that if attained will satisfy the need and lead to the reduction of tension" (p.205)

Figure 3 motivation and behaviour.
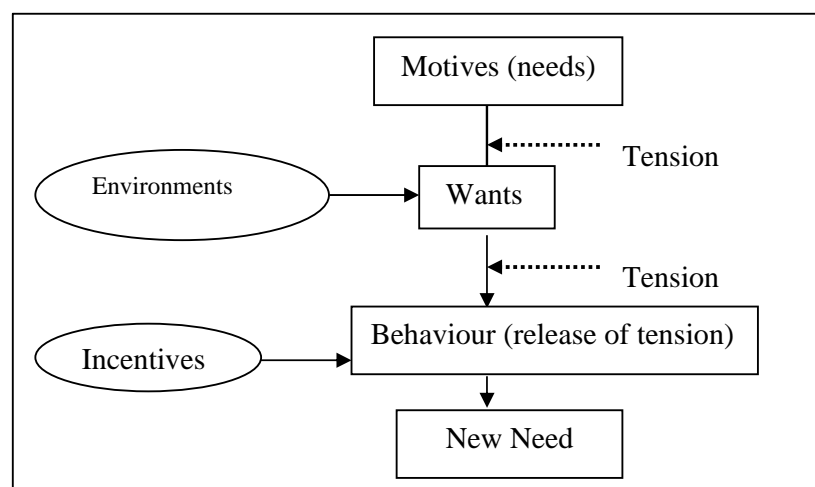
Teachers' motivation in educational reform. Educational movement around the world from effective school management to self-managed school has brought changes in many countries. Teachers and schools are the one who encounter the pressure of changes almost every time. In connection to this, Scott and Dinham (1998) stated that in many countries educational systems, schools and teachers are under the similar pressure and are experiencing similar changes over the past three decades, from effective school movement to the school reform movement, to the movement towards local governance and finally to the self managing school. They further argued that the changes have increased in administrative, academic and social expectation placed on teachers and school, overcrowding the school curricula, stakeholders' intervention, general politicisation, criticism of schools and teachers, and pressure on teachers' status. No matter where the school moves teachers are considered as a prime source of initiator in any development and quality achievement of the school. In connection to this, Sharma (2007) stated "teachers are main players of school reforms process". He further argued that teachers support towards transferring school management authority to the local communities in Nepal is a challenge. "Management transfer of school that has lately been introduced in the nation has made the teachers more worried than that being motivated in committing welfare for improving school management through the participation in school management" (personal communication with school teachers of Lalitpur 2006-04-16). To support this view, Sharma further stated "teachers' community is strongly opposing the government's policy of transferring school management authority to schools".

The development of community school through the teachers motivation would bring changes as needed in the environment to make it more sound and healthy that

the students, peers and staff members feel more curious to participate and be responsible in any form of changes with their own creativity and build a healthy relationship amongst and between them. According to the California Task Force (1990) cited in Grenchik et al (1999) stated that "we act responsibly towards others when we treat people with respect and dignity; when we experience a sense of competence, when we provide a feeling of belonging to others; and when we are involved in establishing rules and consequences of falling to follow those rules" (p.6). In addition, Grenchik et al, (1999) stated that the educators should have the feeling of responsibility that should be high to encourage a greater sense of caring to the student. They also believed that by motivating students, students assume greater responsibility for their learning. Educators should gather information from the students regarding the importance of their need in the classroom, design lesson as per need and further implementing it to meet their needs and expectations. They further stated that the complex nature of today's society requires various skills to function as a responsible adult. However, student to become independent and interdependent, teachers should change their role from sole expert to facilitators by providing students more opportunity to practice and learn responsibly. Providing students with ample opportunities can further lead them to be responsible that can be acquired through motivating teachers who can motivate their students and meet their needs in the classroom.

Students are more motivated if they are provided with opportunity to become responsible of their learning process, and teachers are required to be motivated towards organizing teaching process responding students' needs. Teacher's motivation basically is the prime source to enhance the educational reforms. In order to motivate teachers and to enhance their willingness to work, more of intrinsic

motivation is required than that of extrinsic factor. The intrinsic factor creates

teachers to participate with their own willingness. In regard to teachers motivational

factor, Wagner and Hill (1996) stated "teachers are more motivated with the intrinsic

rewards than that of extrinsic rewards" (p.5). Similarly, Scott et al (1996) added that

satisfaction of teachers were found within the domain of the intrinsic rewards of

teaching and centred on pupil and teacher achievements. The source of dissatisfaction

was found to be more extrinsic to the core task of teaching and centred within society,

the employer and the state government. It is also believed that teachers are satisfied

with their job when they are given the opportunity to participate in decision-making,

express their creativity and given freedom in teaching. Teachers job satisfaction is

increased according to Pastor and Erlandson (1982) in Wagner and Hill (1996) when

teachers participate in decision making, use value skills, have freedom and

independence, challenging environment or if challenged express creativity and have

opportunity for learning and career development. Similarly, Haefele (1993) cited by

Wagner and Hill identified "five motivators of work performances which have great

relevance as stimulators of high performance for teachers. The five motivators of

work performance identified were:

1. Doing the job

2. Linking the job

3. Achieving success in doing the job

4. Being recognized for doing the job

5. Moving upward as an indication of professional growth" (p.5).

The five motivators are stimulators of high performance for teachers. Despite

these motivators, social status also counts for teachers to be motivated. In relation to

this, Scott and Dinham (1998) found in their research that the factor which previous

research could not find out was the "school based factor" (p.12). The school-based factor is none other than school leadership, climate and decision-making, social reputation and school infrastructure. It was the school-based factor where most variation and changes occurred from school to school. However, teacher's job dissatisfaction can occur even if they cannot produce their skill varieties of approaches in development of lesson for the class. According to Wong (1994) the de-motivating factor of the primary teachers in the lesson development is the continuation of traditional practices in teaching without any tuning in the lessons. She also suggested that teachers are not sensitivity towards diversity and therefore pupils' readiness fails to motivate their learners in the classroom. Nevertheless, motivational factors play a vital role in shaping teachers attitudes declines. Lumsden (1999) further noted that the daily interaction between teachers and students enable teachers to directly shape students attitude. The key concern to educational improvement through the participation of community, parents and teachers require a school functioning under the motivational principle to enhance and foster improvement of educational for meeting the minimum standard of quality. There is no easy way out for motivating students in learning.

Grossnickle and Thiel (1988) in Lumsden rightly stated: "There is no magic solution to the problem of student motivation" (p.8).

Community willingness for school management. The willingness is the key factor that encourages the community to participate and involve in school management. Legal provision for communities to participate in decision-making at the lower level requires ability and capability in them. Community's readiness (ability and Willingness) to manage and make decision promotes the feeling of ownership of the school and improve the quality of their decisions in managing the school. Despite

their willingness, the decentralization fails because the excess of freedom without ability may lead to considerable outcomes. The community without adequate knowledge of school management struggle to seek help from the government who appears to be heavy and slow. In this regard, Fullan (1993) in Townsend (1996) stated:

> "[w] e have known for decade that top-down change doesn't work (you cant mandate what matters)…[but] decentralization solution like site based management also fail because groups get preoccupied with governance and frequently flounder when left on their own… put differently two-way relationship because of pressure, support and continuous negotiation. It amount to simultaneous top-down and bottom-up influence" (p.2).

Not in all cases site-based management fails, the right decision at the right time, therefore, foster the organization to grow rather than fail. The local community can bring in the right decision to the school because they are aware of the school improvement as they come across the situation almost daily. In this regard, Townsend (1996) said that Site-Based Management could be improved if quality is acquired, thus, quality outcome can be assured if decision-making takes place at the local level. However, to achieve quality outcomes community or the local groups have to come forward to join hand in the improvement of school in taking active participation in management of school. Community joining hands together can boost schools and further lead to development of quality outcome. In regard to this, Townsend stated that "…..when we do look at schools that have improved,… that are so called effective schools, we've seen that, in all cases, people have taken the initiative to make decision for themselves, to solve their own problem, to set their own priorities, they've usually been schools that have been able to select their own staff in some way, so the characteristic of improving schools, one can find in a system of self-managing schools. But …then, by giving all schools the capacity for self management, to expect an improvement in student learning, we haven't had any

evidence that is consistent that by itself is sufficient to lead to school improvement" (p.6).

Smyth (1993) argued that self-management of schools has to do with other thing perhaps like government saving money or deflecting blame than it has to do with school and quality of student achievement. Community readiness for school management should also have their willingness to participate and involve in school management activities, keeping in mind to improve school and eliminate favouritism and nepotism in the rules of hiring and firing the staff and teachers. Smyth further added that community should have the ability to manage school with good faith, make creative decision to improve school and maintain sound and healthy environment to achieve the goal of Education for All. In supporting this view, McGinn and Welsh (1999) stated that authority given to community, if not worked out properly, would fail the educational reform. Therefore, experience, collective decision-making and skill to manage organization are the basic elements that community members should consider first.

Community have shown their interest to participate in improvement of school. (Connell and Weiss, 1995 in Anderson and Doherty, 2005) stated that community intervention have increased to recognize the importance of people to effect broad social changes. The increased intervention from the side of community has reflected greater understanding of neighbourhood and community attitudes having the ability of influencing the attitudes and behaviour of families and individuals of the community. According to them, engagement with community helps to gain insight on new ways of tackling problems for which citizen offers wisdom, experience and energy and infuse the intervention process with creative solution.

However, willingness of community does not only refer to local group but also refers to the partners like NGOs, CBOs and INGOs that constantly are being motivated towards emphasizing for self managing the schools in rural areas of Nepal. For example, MS Nepal Newsletter Ekchhin issue 1, (2004) stated that the help from local NGOs, a network of MS Nepal, an international Danish organization, motivated the local people of Dhadihawa to restructure and organize school through the funding of resources and moral support. As a result, today it is registered as Dhadihawa Community School but not registered as the government school. It was learnt the motivation of local people would not have aroused if financial supports were not given. The financial support of US$ 1500 by the World Bank to the community school as an incentive was also a remarkable extrinsic factor for motivating the community to take over the management of the school. Lesson was learnt that motivation wouldn't have aroused without any extrinsic incentives. Beside extrinsic incentives, intrinsic motivation factor was observed to be equally important when it comes to education. The intrinsic motivation in community can be linked with autonomy in taking action on their own discretion of decision-making in the management for development and self-managing the schools. To support the view, Townsend (1994) in Ibtisam Abu-Duhou (1999) said that development of more effective school were visualized in Australia and USA and the critical factor was none other than the communities dedication and qualified and motivated staff.

The urge to do something for school does generate if the communities are enthusiastically motivated either financially or morally. In regard to this, Ibtisam Abu-Duhou (1999) further stated that delegating powers to communities improves school effectiveness. One of the aspects of the improvement is the managerial efficiency because the decisions are made to the recipient. The delegation of powers

in the hand of local community have proved to be more motivating for the community

and facilitated school restructuring and reform producing desirable outcomes of

quality education for all. Moreover, community motivation is more likely to be seen

when intrinsic factors are strong than that of extrinsic ones. The intrinsic motivation

factor is none other than autonomy, belongingness, values, relationship amongst and

between staff and peers. Participation in decision making process are more needed in

school to be managed effectively and efficiently by the involvement of committed

community.

<u>Building Partners in Education</u>

Partnership in education can be possible with the cooperation from the entire

groups such as government, national/internationals agencies, and the community

members. The World Bank conference in article 7 declarations on education for all,

emphasizes the joint efforts from these entire three groups and their active

involvement to achieve the EFA goal. Declaration of World Conference on Education

for All cited in Bray (1999) stated:

> "National, regional, and local educational authorities have a unique
> obligation to provide basic education for all, but they cannot be expected
> to supply every human, financial or organizational requirement for this
> task. New and revitalized partnerships at all levels will be necessary:
> partnerships among all sub-sectors and forms of education; …
> partnerships between government and non-governmental organizations,
> the private sector, local communities, religious groups and families….
> Genuine partnerships contribute to the planning, implementing, managing
> and evaluating of basic education programmes. When we speak of "an
> expanded vision and a renewed commitment", partnerships are at the heart
> of it" (p.1).

Bray further observed that in partnership, different group may have different

vested interest for becoming partners for education success. The reason would be that

government may want to go deeper in community to study their approaches and

understand their cultural environment where as the community would want to connect themselves with the high ranking official of governmental organization. Brays further argued, "one of the major themes when analyzing the nature of partnerships between communities and governments is the extent and impact of centralization and decentralization. The periods both before and after the Jomtien conference brought considerable advocacy for decentralization, which was considered as a mechanism to improve the provision of education in less developed countries" (p.1). The preamble of the Delhi Declaration (clause 2.8) cited in Brays (1999) included the statement:

> "Education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organizations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions" (p.8).

It was also observed that government did not take much of interest in carrying the burden alone, although the government is the principal actor. This further led the involvement of non-governmental actor such as NGOs, INGOs and CBOs to participate as a partnership in education. During the civil war of 1980-1992 in El Salvador, government realized the need of community partnership in education. The reopening of closed schools was handed to the community and was managed by bringing the local teachers and students in the school. World Bank (1994) reported, "In 1988, about 1,000 such community groups were operating. However, the system was unstable because communities had no formal contracts with teachers, and teacher assignments were frequently interrupted when the associations' funds dried up". World Bank (1994) further reported:

> "*Educación con Participación de la Comunidad* (Education with Participation of the Community) or EDUCO was launched in 1991 as a way to expand access to preschool and junior primary education in rural areas. Initially, the primary education part covered only the first three grades. In the first year of the scheme, six experimental projects were established. Parents were organized into *Asociaciónes Comunales para la Educación* (Community Education Associations, or ACEs), which were

legal entities able to receive government funds in exchange for provision of services. The Ministry gave each ACE enough funds to hire a teacher and purchase limited supplies, helped with organization, and provided tr aining. By 1992, 958 ACEs operated 1,126 classrooms for 45,000 students in all 14 departments in the country. Plans were devised not only to spread the model to further parts of the country but also to expand the EDUCO schools to all six primary grades" (p.2).

The significant powers vested on the community made the partnership strong to develop education by the reopening of schools and bringing about local teachers in the school and motivating them. The similar case as El Salvador embarked was Papua New Guinea where education system was centralized by the government. Despite the centralized education system, the participation of the community and support of other agencies was acting as consultative partners. According to Brays:

"Papua New Guinea's national education system was created in 1970 by bringing together the various separate education systems operated by churches and other bodies. The reform gave the government a stronger role, and in this respect was a type of centralization. The government took over responsibility for macro-level planning, and also paid teachers on a unified salary scale. However, churches and other voluntary bodies still played major consultative and organizational roles, and thus became partners in the unified system. In 1995, for example, only 47.0 per cent of primary schools were owned by the government, and almost all the others were formally owned by churches even though they operated within the public education system" (p.14).

Brays further argued "strong traditions of community participation were also evident at the school level. Each school was required to have a Board of Management with community members, and communities were responsible for major parts of the physical infrastructure of their schools" (p.14). However, research reports indicated that parents and local communities were called by the School management committee only when financial matters are discussed.

To support this view, Kenya (1999) stated:

"Participation of parents/communities in the management of the school … is crucial especially as the parents contribute a large proportion towards the cost of primary education. Schools may have very little choice but to

hold frequent meetings, if only to discuss financing of the recurrent
expenditure of primary schools" (p.74).

However, in the context of Nepal, the partnership in education lies in the hand
of parents, whose children are studying in the school. These parents would be the
prime source for providing useful suggestion to the SMC and developing school. The
other partnership can be expected from non-governmental agencies like NGOs,
INGOs and CBOs. The financial and technical help could be brought in from these
agencies in developing infrastructures. Dedications and motivations to enhance
education can be expected from teachers and administration staff. Lastly, the main
partners would be the government who formulate the plans and policies, and provide
technical and financial support to the community schools. The figure 4 demonstrates
the partnership of government, outside agencies, teachers, parents and local
community.

Figure 4. Partnership in education
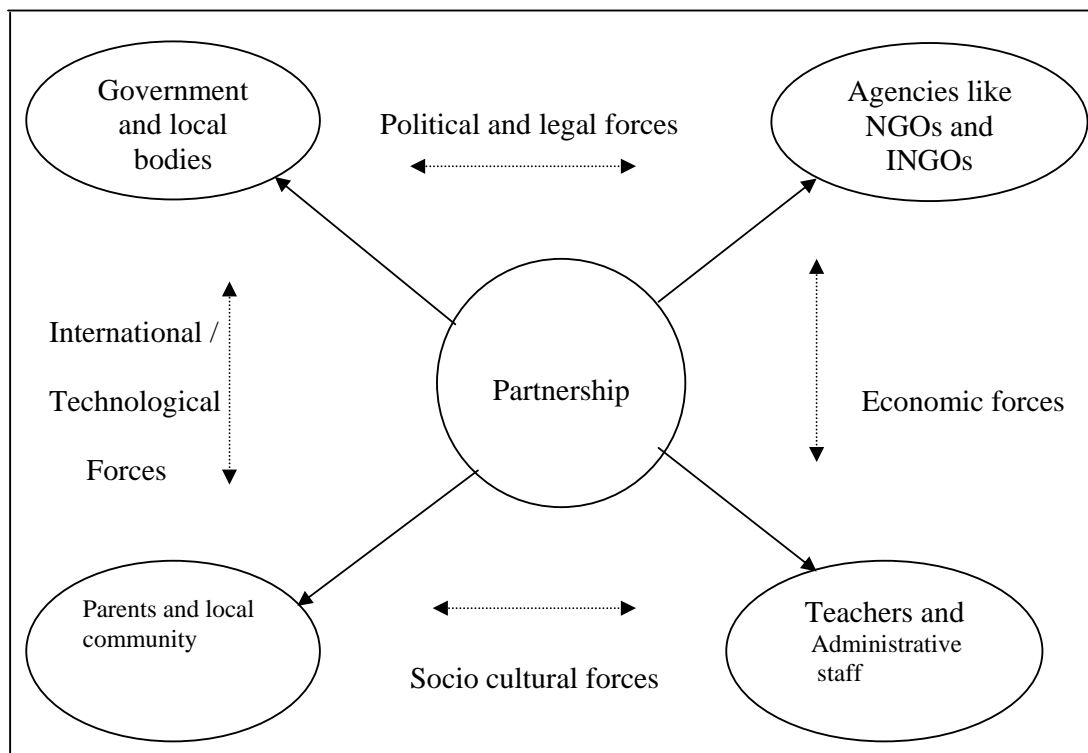
Sustained partnership is assured with adequate support from the government side as well as from the parents and local communities. Parents (family) and schools have a history of working together in developing schools in Nepal. The nature of collaboration has evolved over the years where decentralization of education is re-strengthening it. Hill and Taylor (2004) stated that family maintains a high degree of control over school management by hiring teachers and working for their own family business. However, by the middle of 20th century the roles were separated where schools were responsible for academic achievement alone and parents were responsible with the cultural, moral and religious education, this has changed over the years.

Education in the 21st century demanded for bringing a wider version of partnership concept by implementing the strategy of decentralization and deploying authorities to the communities. The government is expected to take role of policy maker, facilitator in the role of partnership in education. Illesley and Redford (2005) argued that the publicly funded schools in Scotland would become an Integrated Community School (ICS) by 2007, which would raise achievement and improve social inclusion. Furthermore, Scotland in 1998, New Community Schools (NCS) were introduced between 1998-2003 through three phases of development, where government leading social inclusion strategy making available a range of service to children and families through school, where 400 schools took part in 62 different NCS project in a mixture of school clusters and individual schools. In the year 2002, the end of the third phase of funding, the Scottish executives reaffirmed its commitment to the initiative and rolling the strategy to NCS approach.
The NCS project covered the following eight characteristics:

1. Needs of all pupils

2. Integrated provision

3. Engagement with families

4. Engagement with wider community

5. Integrated management

6. Measurable outcome

7. Commitment and leadership

8. Multidisciplinary of staff development

The NCS project widely concentrated on the engagement of wider community, as the foremost concept of partnership in education that would bring about success with community participation in school management keeping the governmental strategies and policies as it was. The collective effort of government, community and CBOs were the core factors that enhanced the partnerships achieving success in education development by implementing management decentralization strategy. In partnership scheme, it is the community, which would play a major role by engaging almost all the community members to foster quality education in the country. Community members participated actively in school management to strengthen the educational system and to develop competent human resources for the future.

Community mobilization for the success of partnership in education has been visualized as a prime source for school management. The mobilization of community in school management promoted educational decentralization, however, experience showed that some external forces like politics played a major hindering role to some extent. The community involvement to educational management should not be used to gain political powers. Jackson (1978) in this connection said:

> "More specifically, the demand for community control of schools was more likely to arise in cities where blacks and the poor had been mobilized for political action, and where they had won some political victories". (p. 586).

Schools should not be the political arena where students and teachers at the most become victim of it. It is the politics that guides the country towards development. The good politics brings in good planning and progress. Therefore, good planning and progress are also to be brought in by the political elites in educational system for economic growth and national development. Nevertheless, political interferences are visualized as negative pressure in developing countries directed to achieve political victory. Such politics may hinder the system of decentralization and would rather encourage the political leaders to play their part in enhancing their political career rather than focusing on developing education as a means of national development. It has been seen in Nepalese education system that political strains are put to students and teachers, and are forced to join the political unions instead of focusing on teaching learning activities.

However, the system of decentralization has brought the new light in education system through utilizing community mobilization and partnership in education. The decentralization in education system may reflect the positive sign to develop education and promote community participation in school management for the sake of betterment of students, teachers and community as a whole. Moreover, for the success of educational decentralization and community partnership to remain intact, the external environment such as political, legal, economic, socio-cultural, technological as well as international influence has to be considered. Such considerations are expected to bring cooperation amongst the community members and the other partner in educational management to form a new concept of decentralization in Nepal.

Bray (1999) defined partner as "sharing the same activities" (p.3), however, the concept can be applicable to organization as well as to the person. In relation to

the education partners, it can be noted that both the person and the organization should have their readiness to build partnership for improving education. Such partnership between the school and community promotes work actively in school management to enhance efficiency and quality of education with remarkable outcomes. Furthermore, other social organizations such as NGOs, CBOs and INGOs can lend their hand to support with skill knowledge and practices enhancing educational quality. However, Bray (1999) argued that community is the dominant partners than other.

Shaeffer (1994) as cited by Bray (1999) stated that partnership can be termed in two different ways (1) involvement of the community, parents, other organization and government involving as a partner, (2) participation is considered to be simply cooperating in someone else's activities. However, most researchers considered both involvement and participation as a weak form of activities. Partnership requires more than involvement and participation, which is the commitment of the partners to manage the school for the betterment of school socially and economically.

Elaborating Community, and Readiness, and Self-Managed School

There are many definitions in relation to community, readiness and self managed school. Different researchers have defined these in different perspectives.

Who is the community?.   Community can be defined in different angles. According to Keyes and Gregg (2001) community refers from Latin origin is a place and state of fellowship or relationship. Moore (1993) in Keyes and Gregg stated "you can tell that you are in community if you hear laughter and singing" (p.2). Keyes and Gregg (2001) further defined implicit understanding of school community connection as:

"one of place, that is location or neighborhood in which school is situated, in fact school employees and community residents are connected to people beyond their immediate environs, affecting and affected by outside relationships, circumstances, and decisions" (p.2).

These definitions added community as a place and state of being are not "mutually exclusive" (p.3), community can, therefore, benefit from the blessed location that may be technologically equipped with physical facilities like transportation and resources. However, features like community capacities are achieved (or not) through human agency and such features influence peoples attitude and behaviors.

Seay and Crawford (1954) as cited in Decker and Decker (2000) defined community as "a population aggregate, inhabiting a contiguous delimitable area, and having a set of basic service institutions; it is conscious of its local unity" (p.13). In today's world, this definition would rather be applicable to only small school in rural area. However, the suburbs of the nation capital still rely on the same definition due to the backward nature of country's demographic and geographic scenario. Nevertheless, the urban area of the nation may not apply the traditional view of Seay and Crawford definition because the capital of Nepal has so much of diversity in demography because of political disturbances that compelled the village people to migrate to the capital and developing cities.

Neff (1999) in Decker and Decker (2000) proposes with his definition emphasizing at the characteristic of a community could be helpful to educators. He suggests that geographic location does not only define a community and community does not have to provide for the daily needs of the community members. According to Neff, community's main function is to mediate between the individual and society. People relate their societies through both geographic and non-geographic

substructures or communities. He further added the following five characteristics that are necessary for a community to mediate between an individual and society.

1. Size of community where small enough to give sense of community and large enough to help them feel that they are part of the larger social structure.

2. Focus on institution by setting of key institutional on area of central importance to culture in a manner that it conveys to members a sense of significant incorporation in society via membership in the organization.

3. Stability of community without too much turnover and be able to convey a sense of community or relay community's feeling about its own significance.

4. Social structure should be concrete sociable where people interact with each other and identify each other and have more than a community interest.

5. Significant interaction primarily face to face and secondarily mass media communication must be intertwined in the community and the feeling of congeniality and an opportunity for participation of community member in social processes.

Dwyer (1998) in Decker and Decker (2000) uses Bellah's definition of community as a group of people who are socially independent, who participate together in discussion and decision-making, and who share certain practices that both define community and are nurtured by it. In Dwyer's opinion, within a community, there are generally accepted rules and social norms that protect, respect and please members of the society, and a true community requires its participants to engage in the working of a society consensually. Dwyer agreed that community is all about

meeting the basic needs and each need is intertwined with the purpose of the community.

Identifying readiness. Rijal (2002) defined readiness as "the state of willingness of being ready to act upon something" (p.7). However, my view of readiness does not only limit to willingness, but also relates to the ability to act upon something with the access of autonomy, be accountable, have skill variety, be oriented towards task and significantly handling the job with effectiveness and efficiency to bring about changes and reforms. In context to Nepalese education system, the implementation of decentralization strategies, however, is at the initial phase. Community's readiness in terms of willingness and ability to execute the school management responsibilities may as well be taken into consideration in the process of community involvement in developing self-managed school in essence, the community's awareness, interest, and ability and willingness to support. More broadly, readiness connotes for changes in community knowledge, attitudes, motives, policies, and actions. In this connection, Plested. et.al (1998) identified the following nine stages of readiness:

1. Community tolerance, which suggests that the behavior is normative and accepted.

2. Denial, which involves the belief that the problem does not exist or that change is impossible.

3. Vague awareness, which involves recognition of a problem but no motivation for action.

4. Preplanning, a stage indicating recognition of a problem and agreement that something needs to be done

5. Preparation, which involves active planning.

6. Initiation, which involves implementation of a program

7. Institutionalization, which indicates that one or two program are operating and are stable.

8. Confirmation and expansion, which involves recognition of limitations and attempts to improve existing programs.

9. Professionalization, marked by sophistication, training, and effective evaluation.

Originally the community readiness model was developed by the Tri-Ethnic Center for Prevention Researh at Colorado State University.

Community readiness and self-managed school.   Self-managed school is often described as School based management (SBM). Ibtisam (1999) stated that taking away the centralized control and shifting it to the educational institution by rebalancing of power structure, a small bureaucracy, and a widespread growth of interest in transferring decision-making authority and resources in order to bring improvements in school through democratic, school based governance, with wide-ranging community and staff involvement. Ibtisam further added that SBM requires a revised management role for principal conducive to the pattern of self managed school. Many countries have stirred towards educational decentralization, dividing public and private school or by blurring the firm line between public and private through the creation of self managed schools. Researchers in education believed that there is no concrete definition of self managed school or SBM as the term used to refer to the reform and to differentiate various types of schools.

Malen et al (1990) in Ibtisam (1999) defines SBM as:

"School-based management can be viewed conceptually as a formal alternation of governance structures, as a form of decentralization that

identifies the individual school as a 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" (p.28).

The concept of transferring of authority and encouraging local community, parents, teachers and staff to take responsibility, somehow encourage them to generate resources and develop relevant programs for the students and serve them with more cogent programs. To make this happen, community's readiness to participate and involve in school management is essential.

Education Developing Towards Self-Managing

Education all over the world has played a vital role in socio-economic development. In this connection, Natarajan (1990) in Uprety (2003) enquired whether education is an investment or consumption. He argued that a dollar invested in education yield greater increase in national income than dollar invested on railways, dam, or other tangible goods.

Development in any case would not come without the proper planning of education program. Many researchers believed that high literacy rates of country largely fulfill the development of nation as a whole, because literacy brings social welfare in the society, help in generating employment to the extent that foster economic development, and bring about social welfare, consequently, improve the quality of human life.

Considering educational development to meet the goal of Education for All (EFA), Nepal recently has introduced the new program of transferring school management to the community and municipalities with a view to involve people, organization and stakeholders in planning, management and implementation of local education, ensuring the access for the underserved children to education and

enhancing the quality of primary schools. In connection to development, Decenzo and Robbins (1993) stated that development is more of the future oriented, and more concerned with education than assisting a person to becoming a better performer. However, education brings about some changes in the learning process and it can also put a person to perform better and make him concerned about the future.

Development of education does not only depend upon the progressive effort in education system, but also it should bring tangible results. Due consideration is required in developing physical facilities, infrastructure building, upgrading educational technologies, and enhance quality education to achieve tangible results. Taking these factors into consideration, Joshi (2006) stated that community managed schools have been doing their best in bringing certain changes and tangible results. According to Joshi, some of the positive changes observed in community managed schools are decrease in the number of drop outs, increase in enrollment, improved motivation of teachers, decrease in absenteeism of both teachers and students, improvement and up-gradation of physical infrastructure, and recruiting competent teachers. Teacher absenteeism is a major problem in public school of Nepal. In relation to the issue of teachers' absenteeism, MoE (2006) stated that absenteeism of teachers are frequently encountered. The teachers are absent in school according to MoE, are due to involvement of teachers in teachers union election, engagement in national election, engagement in agricultural activities and rainy days in monsoon season . MoE (2006) further added that teachers are actively teaching in the class for 81.1days out of 365 days. However, Education Act entails that schools should be opened for 220 days and the class should run for 180 days in one academic year. Table 1 represents the teachers' presence in school in one academic year.

Table 1. Teachers presence in school.

Particular	Days	Particulars	Days
Holidays		No class although School is open	
Saturdays	43	Half yearly exam	9
Government Holiday	18	Final Exam	10
Summer/ Winter Vacation	50	Preliminary Prep	3
Casual Holiday	10	Reports	15
Danshain	15	New Admission	12
Tihar	4	Last day of the month	5
Parent Day	1	Religious Holiday	4
Teaches Day	4	Unforeseen Holiday	2
Vaccination Day	2	For eg: Bandh/Strikes	
National Holiday	2		
Total Days	149 Days	Total	60
Annual Leave	11.3	Single teacher in one year teaches in the class for 365-283.9=81.1	
Paid Leave days	10		
Late arrival and Early leave	41.6		
Contingent leave	12		
	74.9 Days		
Grand total 149+60+74.9=283.9 Holidays			

Sources: MoE (2006). Report on absenteeism of authorized personnel of schools. Author

In developing countries, educational development has become one of the major components for fostering nations to eradicate poverty, build sustainability and increase literacy so that country can produce compatible human resources as and when required. To meet the goal in providing education for all, one major role of community could be to contribute their effort towards educational improvement. Community's active involvement is expected to resolve the issue of teachers' absenteeism. The concept of decentralization recently encouraged the community to participate in school improvement to develop their children not just by teaching how

to read and write but also to change their behavior as good citizens who can contribute actively to the economy of the country.

Consideration of Leadership Approaches in Managing School

Most importantly, when leadership is concerned it plays the vital role in the success of school management. Citing the example of most developed countries, Ibtisam (1999) argued that quality leaders have successfully changed the system culture, by communicating their vision about the benefits to be gained from school based management (SBM), and inspiring community to participate with full commitment in school improvement. Principal's leadership styles were described as transformational. In addition to this, Ibtisam stated "where success has been realized, leadership at the most senior level has brought about a change in the culture of the system" (p.102)

However, in the complex environment leadership role was reported to be challenging. According to Hudson and Parish (1994), the new breed of educational leader are in demand for school reform, to reduce the gap between low and high performing students, since school are not adequately preparing students for 21st century. Therefore, he further added to meet the educational challenges of the 21st century, the need of new breed of leaders are required to transform traditional educational administration into aspiring school administration. The new breed of leaders is best suited to reform school management and administration, but the fact that leaders are developed depends upon the situation and its context. In relation to the leadership approaches, Bush (2003) in Graeme et al (2005) identified five contingent factors that shape leadership approaches. "The following five leadership approaches:

1. Size of institution

2. Organizational structure

3. Time available for management

4. Availability of resources

5. External environment" (p.271).

These contingent factors are utmost important factor that shape the approaches of leadership to make changes and bring about success in reforming school administration and management. Moreover, the contingent approaches with only these five factors are not enough to make a successful leader. According to Graeme et al (2005), leadership role as enacted by principals, contingent approach are also to be included in schools socio-economic context, where pupils are drawn from social deprivation or relatively affluent areas. Leadership qualities determine the success of school administration if leadership approaches are implemented according to situation, time and the present socio context. Transformational leadership, moreover, is argued to be the best way out for promoting and a means to improve performance to bring success in educational reform in the school (Ibtisam Abu-Duhou; 1999; and Bellone and Goerl 1992; Eggers and O' Leary 1995; and Behn 1998, cited in Graeme et al 2005). Sergiovanni (1991) in Marsh (1997) identified "three components in transformational leadership, building, bonding and banking" (p.289).

1. Building which entails empowerment, symbolic leadership, and charisma that raise expectation of leaders and followers to motivate to high levels of commitment and performance.

2. Bonding which binds leaders and followers in a moral commitment elevating organizational goal and purpose. The type of leadership that binds leader and follower together involves cultural leadership, moral leadership, covenant building and fellowship.

3. Banking where improvements are turned into the routine and become the second nature in the school. This leadership are institutional leadership, servant leadership and leadership by outrage.

The approach of transformational leadership may be rationalized to bring changes in the school culture. According to Graeme et al, leadership in school within their study has best described and represented the contingency approach of leadership.

The leadership role in the 21st century for self-managing school includes customer satisfaction. In this connection, Marsh (1997) stated that customer will continuously care about other dimension of school quality, where parents caring the safety for students and develop supportive environment, and universities and employers care about what students know and are able to do even after leaving the school. Marsh further argued that, during the past decade the role of school principals was instructional and focused on four key elements that school principals should undertake:

1. Be responsible for defining the mission of school and setting schools goals to attend the vision by communicating within and outside the school.

2. Coordinate the curriculum, promoting quality instruction, conducting clinical supervision and teacher evaluation/appraisal, aligning instructional material with curriculum goal, allocating and protecting instructional time and monitoring student's progress.

3. Promoting academic learning by establishing positive high expectation and standards for student behaviour and for traditionally defined academic achievement, maintaining high visibility and providing incentives for teachers and students and also managing professional development

4. Developing strong culture in the schools, which include safe and orderly working environment, opportunities for meaningful student involvement, strong staff collaboration and cohesion, strong relation between home and school and support school goal from external resources.

Many research studies reported that principal did not carry out these roles and concluded that instructional leadership role may no longer be appropriate for contemporary schools. Marsh added "in the next decade the role of solitary instructional leader is inadequate for new direction in educational reform" (p.4).

He further stated that the 21st century demands a dynamic leadership for self-managing school to lead the school to future that leaders leading from the middle rather than from the top of the organization with collaboration, interface of management support, strategic influence and planning backward to redesign the school to help all students meet high performance expectation.

Theoretical Framework

In framing my research to explore the readiness of community in school management, different approaches were considered. My research was based on critical perspective of Karl Marx conflict theory of education, which frames the equality in distribution of power, role, right and responsibility to the members of community schools. Whilst, another aspect of exploring the readiness were ability and willingness, which was reflected by the McClelland needs theory of motivation and self-determination theory of Deci and Ryan, another aspect of framing my research was backed up by the transformational theory of leadership when autonomy and power was counted.

The study on community and their readiness in self-managing school give a wide range of perspective of social consciousness among people and groups of people who interact almost daily for the development of education. To frame my research into social consciousness, the study was based upon the critical perspective, indicating that conflict arises in the society regarding status, class, religion, knowledge and intelligence. No people are alike, similarly no societies are alike, each people or society possess different rank, may be in the form of religion, cast, and power which may also be seen in community schools where local groups are attached from different milieu. The 21st century may be sophisticated with equality and indiscrimination but Nepal being the Hindu nation (lately been announced as religion free nation after the movement in April 2006 and the debate is still going on against the announcement) does still exist discrimination among religion and caste such as dalits, gap between haves and haves not, status, ethnic group and so on. Based upon these discriminations the community schools also activate certain degree of favouritism and nepotism in the activities of hiring and firing of the local teachers.

According to Ballantine and Spade (2004), conflict theorists like Karl Marx and Max Weber questioned the contribution of unequal distribution of allocating job to the people of the society. The best positions are maintained by the more powerful members of the society, where as the low rank jobs are allocated to the less powerful groups often women, racial, and ethnic groups. Nevertheless, efficiency, effectiveness, and quality also determine the readiness of willing community to participate in school management. For example, the member in the School management committee (SMC) in community schools are elected from the local community and the position of chairperson is given to the person who has knowledge and intellectual ability to manage school under his leadership. However, distribution

of right, role and responsibility for SMC members may also be determined by the political influences, where again conflict theory applies.

My research on the community readiness explored the critical factor of equal distribution of right, role and responsibility assigned to the respective people to bring about changes and development in educational sector of community school. To explore the equality, critical perspective frames the theoretical aspect of the research.

Considering readiness, there are factors that may be accumulated to reflect the commitment of community in self-managing the school. The factors are none other than willingness, ability and autonomy. To explore the readiness of community, motivation theory of McClelland needs theory was as a baseline. He has proposed three major relevant motives or needs in workplace situations, which are

1. Need for achievement

2. Need for affiliation

3. Need for power

In regard to these motives, Decenzo and Robbins (1993) stated "the need for achievement is the drive to excel, to achieve in relation to a set of standards, to strive to succeed, need for affiliation is the desire for friendly and close interpersonal relationship, and the need for power is the need to make other behave in a way that they would not have behaved otherwise" (p.319).

McClelland's three needs motivation theory determines the success of community schools. Community readiness can be determined with the needs for achievement, affiliation and power. The motivation for achieving success of school management require dedication and commitment and cooperation between staff, peers, teachers and community members because every school organization and its department are represented with groups of individuals working together to achieve

common goal. Likewise, need for achievement for the success of school management by community participation and involvement are of vital importance. Thus, communities are expected to have the need for high achieving success of school. Need for affiliation and need for power also exist in the school organization. Need for affiliation would create healthy environment in the surrounding and make community members the sense of belongingness. The affiliation from staff and teachers would be an important factor for community members as they are not from within the school but from the outside.

Community members like to be heard when they come up with good solution. They are the one who always have informal social interaction with their children from the community rather than teachers and school staffs. Similarly, need for power exhibit certain degree of leadership; the power would direct the follower to move with the access of autonomy to the goal-oriented direction, but not manipulating others for the drive of conquering superiority over others. For the charismalike chairperson of the community school, the leadership quality is expected to reflect the style of transformational leadership rather than instructional leadership.

According to Bass and Stogdill (1990) transformational leadership from the survey of subordinates rating their superior found four emerging factors:

1. Charismatic leadership who share complete faith in their subordinate
2. Inspirational leadership who communicate high performance expectation
3. Intellectual stimulation who enable to think about old problem in a new way
4. Individualized consideration to those who seemed to be neglected and giving personal attention.

Community chairperson or the principal as a transformational leadership is also expected to actively and indiscriminately allocate the power, right, role and responsibility to the administration staff, teachers, parents and community members.

To supplement the theory of motivation, another theory of Deci and Ryan (1985), the self-determination theory of motivation also was taken into consideration to reflect the competence, relatedness and autonomy of the staff, teachers, parents and community. Self-determination theory (SDT) basically highlights on three categories of need, which supports McClelland need theory in framing my research.

According to Deci and Ryan (1985), SDT is a macro-theory which concentrates on motivating human development and functioning of personality within the social contexts that focuses on the human behaviours and the degree to which they are volitional or self-determined to endorse their action at the highest level of reflection and engaging in the action with a full sense of choice.

In connection to this, Anderman and Midgley (1998) categorized three needs in self-determination theory:

1. Needing the sense of competence

2. Relatedness to others

3. Autonomy.

Competence involves understanding the nature of problems and how to solve them and believing that one can achieve various outcomes. Relatedness involves developing desired level of satisfactory connection to others in one's social group. Autonomy involves initiating and regulating one's own actions and sense of identity and input in school decision-making. Connecting my research with the SDT, concentration on the human behaviour, and functioning of their personality in the school environment was explored in SMC members of community schools.

Summary

The related review of literature in this chapter covers the aspects of community being ready for self-managing school. Self managing school by the readiness of community require dexterity that is determined by the willingness, ability, autonomy, leadership style, collaboration and partnership from within and outside the school organization for reforming education to bring changes and development in the school environment to meet the EFA.

To promote self managed school, participation and involvement from community, commitment of teachers and parents play a paramount importance role. Educational decentralization, moreover, is achieved through total collaboration, partnership building and motivation of parents, teachers and local groups and also the agencies like CBOs, NGOs and INGOs for financial and moral support for the community to become readiness for self-managing the school. The improvement in school management also depend on leadership that plays a paramount role. The chairperson and the head teacher being key leaders guide the community and motivate them to assure their willingness, ability and capability to self managed school. This chapter at the end review and discusses upon various theories related to the research study. The theories taken into consideration were critical perspective conflict theory in education; McClelland's needs theory, Deci and Ryan self-determination theory and the transformational leadership theory. Based upon these theories, the study was framed to analyse the further chapters.

CHAPTER 3

RESEARCH METHODOLOGY

This research was based upon the qualitative interpretative approach. The qualitative approach of this research study seeks the approach of description, interpretation, understanding, the readiness of community willingness and ability to transform the school into self-managed school. Descriptive research according to Wolf and Pant (1999) is a "fact-finding operation searching for adequate information. It is a type of survey study, which is generally conducted to assess the opinions, behaviours or characteristics of a given population and to describe the situation and events occurring at present. It is a process of accumulating facts. It does not necessarily seek to explain relationships, test hypotheses, make predictions or get at meanings and implications of a study" (p. 55). The research in the words of Wagley (1995) is that "actually research is simply the process of arriving at the dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data" (p.2). In connection to this, my exploration seeks to describe and interpret the readiness of community to transform school into self managed school.

Research Design

The research study lies in the good research design. According to Selltiz et al (1962) cited in Kothari (1998) argued "a research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (p.39). However, to

make it more time efficient, economy, and research effective, the study was designed

to capture the maximum information through investigating the fact from SMCs

members of the community schools in Lalitpur district. My research design for the

study is presented.

Figure 5 Research Design
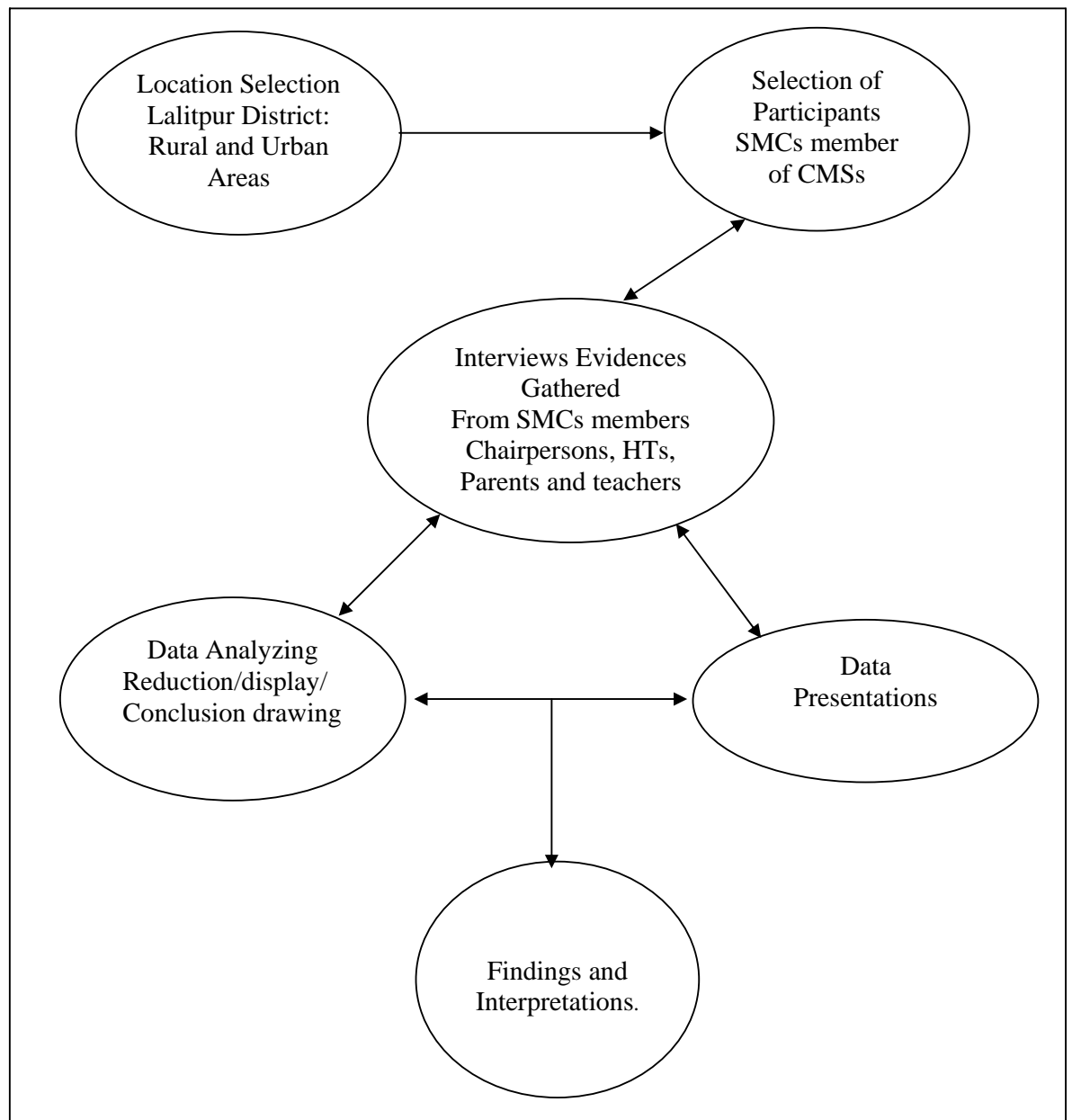
<u>Sources of Data.</u>

The sources of data for this study were both primary and secondary. The study basically being descriptive, the data mostly was from primary source. The primary source was the community school, which included SMCs members, teachers, local stakeholders and parents. The secondary source of data was collected through the empirical research, educational web portal, educational journals, research centre, and the international agencies library. However, I have focused on mostly the primary source of data to make my study more relevant and reliable to reality.

<u>Research Tools and Techniques</u>

My research tool on exploring the readiness of community was based upon the most widely employed methods of qualitative research; therefore, qualitative interview was carried out to explore the study. In regard to the interview method in qualitative research, Gray (2005) argued "the flexibility of the qualitative research interview makes it so attractive for purposes of exploration as opposed to the rigidity of quantitative study" (p.46).

Interview has become one of the most implemented tools in qualitative research that dig in and reach the part which other method cannot reach. (Wellington (2000). He further argued, "interviewing people of any age can be one of the most enjoyable and interesting activities in a research study" (p.71). The investigation that cannot be discovered by the observation could be explored by interviewing. My intention to go deep into community investigation was only possible by applying interview method because the SMCs of rural community people lack the knowledge of writing and reading. My opinion for applying interview technique was to get

maximum knowledge through talking to community people. It was also especially useful for my research to know actions, feelings and attitudes of the local community.

Many researchers have described interview in different aspects. Webb and Webb (1932) cited in Wellington (2000) described interview as "conversation with purpose" (p.72) which involves interactive style relatively informal and may also involve a two-way exchange of view in soaking up the interviewee's where interviewer act as a sponge to gather the comments and responses relevant to the purpose of the study. In regards to this, Wellington argued that sometime interviewer collects data and records the response from the passer by passing no comments or feedback simply often without any knowledge of the subject being studied. For him in educational research, researchers establish some kind of rapport with the interviewee necessarily having knowledge and prior conception that are further brought into the research. Wellington argued that the first task of the interviewer is to establish a rapport with the interviewee. In regard to this, Smith (1972) argued that rapport should be pleasant, yet business like approach and should be the result of a positive. However, building the rapport and acting as a sponge in gathering data require the respondent to be a key informant. The key informant therefore leads to the answer that the researcher is seeking for. I have also used the informal conversation with a purpose with the key informant to collect the data and recording it for analysis and interpretation.

Woods (1986) stated "key informants are people, with whom, over the course of the research one comes to form an especially close relationship" (p.85). For him, key informant may be in different organization and at different level within the organization. In relation to the interview, my key informants were the SMC members, chairperson, head teachers, teachers, parents and local group from the surrounding

periphery. To soak up information from them I conducted informal conversations related to the purpose of the study. This information collected further was used in triangulation for data analysis.

The qualitative approach of my exploration sought to apply the semi structured interview with SMCs member that consisted head teachers, teachers, parents and local group of community schools. Semi structured interview as argued by Wellington is more controlled by interviewer, flexible and not completely determined. Applying the semi-structured interview in my study for the purpose of data collection was started with a conversation in person, with face-to-face interaction based upon the predetermined questions. (See appendix 1). Neitzschman and Neitzschman (2002) argued that semi-structured interview successfully retains the open quality of the unstructured, which is controlled by the list of predetermined questions related to the purpose of the study. The predetermined questions were improvised to allow the participant to follow interesting trains of thought. I intended to apply interview because of reaching beyond and to draw out issues although it was time consuming. Researchers argued that semi-structured interview is a most common tool in qualitative interview, which aims to get an in-depth account of the topic.

Implementing semi-structured interviews with the SMCs members were of great importance as the significant role, rights and responsibility of head teacher and teachers, and parents and community members thereon known as SMCs members were of prime importance in improvement and empowering the management of community schools. The interviews were conducted with an open framework allowing all the participants to interact with two-way communication and encouraging them to raise the relevant additional issues regarding the management of school. The results from the earlier participants were reviewed and were asked to the second

interviewee to crosscheck the information received earlier. The interview was guided by the series of pre-determined questions. (See appendix 1).

Semi-structured interview was conducted with chairpersons of SMCs, head teachers, parents, teachers and the community members. Talking about their willingness and ability of school management followed the current issue of management of schools. By applying the technique of semi-structured interview; the study explored the important and relevant of what the interviewees felt about the management of school.

Selection of Participants

My intention was to explore the readiness of community for school management; therefore, the participants were none other than community members, chairpersons, head teachers, parents and teachers thereon to be called SMC of community schools. The schools were purposefully selected from the Lalitpur district situated in rural region and the urban area. Ten community schools exist in Lalitpur district out of 2326 community school over the nation, the existing community schools in Lalitpur district are presented in the table 1.

The community schools undergo the same policy implemented by the government. The location might make some differences, for example, poor community may have rich people and rich community may have poor people. The selections of school are based upon the rich and poor community where rural community are poor and urban community are rich comparatively. The purposeful visit was made to community schools in Lalitpur by myself to ensure the participants likeliness for participating in interview. They showed the inclination of support for which I gave them a letter of consent to make them sure that participant's names will

be of highly confidential that only my advisor and me will have access to it (see

appendix 2 for letter of consent).

Table 2:

Names and location of community schools in Lalitpur districts as of May 2006

Names	Location	level
Yashodhara Boudha School	Thaina 6	secondary
Shramik Bal Bigyan School	Pulckowk	lower secondary
Basuki School	Lamatar	lower secondary
Saraswati School	Bukhel 9	primary school
Kaleshwar School	Kaleshwar	primary school
Fulchoki School	Bishankhunarayan	primary school
Kalidebi School	Lamatar	primary school
Sringery primary school	Lamatar 1	primary school
Jwaladevi primary school	Debichowr	primary school
Mahankal primary school	Bungamati	primary school

Participants for interview were selected from SMC of three community

schools. Out of 25 SMC member only sixteen SMC members were interviewed,

which consisted of chairpersons, head teachers, teachers, parents, and local

community groups. The numbers of sixteen participants are presented in table 3

inclusive of both male and female. Indication of participants are marked by alphabet

'M' for male and 'F' for female.

Table 3. <u>Selection of Participants</u>

Participants	Community Schools			SMC Members
	Shringery School	Mahankal School	Shramik School	
Chairpersons	1M	1M	1M	3 M Chairpersons
Head Teachers	1M	1M	1M	3 M. Head Teachers
Teachers	1M	1M	1M+1F	3 M teachers and 1 F teacher
Parents	1M	1F	1F	1 M parent and 2 F parents
Local Groups	1M	1M	1M	3 M local groups
TOTAL PARTICIPANTS	5M	4M+1F	4M+2F	16 Participants

<u>Data Collection Procedures</u>

The data that were collected through interviews were tape-recorded and notes were taken to improve accuracy and quality of data. The data gathered were transcribed for processing the information. In regard to tape recording, Woods (1986) stated that careful recording could enhance and encourage respondent validation. The interview was also conducted by video recording to capture the non-verbal communication and the expression. In connection to the same, Cohen et al (2002) argued "indeed it is frequently the non-verbal communication that gives more information than the verbal communication" (p.281).

The secondary sources of data were collected from the educational research web portal (Eric digest and Blackwell Synergy), CERID, World Bank public information centre, MoE and DoE. The secondary sources of data have simultaneously become useful for my purpose study.

On the basis of the data collected, analysis, interpreting, finding, discussion, and implications were drawn to describe the reality of community readiness in regards to their willingness and ability to transform school into self-managed school.

<u>Data Analysis Procedures</u>

The participant's names were kept confidential and pseudonyms were used. However, the school's names are not kept confidential but original name are given. The data collected through the medium of notes taking, tape recording and video recording were kept private for ethical consideration.

Miles and Huberman (1994) in Wellington (2002) stated that analysis of data can be done by breaking down the analysing data into three stages, followed by data reduction, data display and conclusion drawing. The data collected were summarized, and categorised for data reduction. The second step of data displaying were carried out with organizing and assembling displaying it in a diagrammatic form followed by drawing the conclusion by interpretation and giving meaning to data.

The data collected were simultaneously reviewed and transcribed. The notes taken during the interview were compared with the tape recording to assure the accuracy of the information. Background of SMC members was also collected before preceding the analysis. (See appendix 3 for Background of SMC member).

Triangulation method was applied for validity and reliability. Each interviewee were asked to give their point of view of what the earlier participants had mentioned. Wellington (2002) argued, "most valuable aspect of triangulation is its use in validation" (p.129). In supporting this view, Woods (1986) argued that uses of triangulation provide strength and accuracy of the data for reliability and validity. The

methodology of triangulation applied was of time triangulation that is stability over time and similarity of data gathered at the same time.

The analytical part of the study begins with the general problems, issues and dilemma related to the community schools. This would link with the area of study and gives the picture of what exactly was the status of community schools in the nation. The analytical part leads to the main research study on the basis of interview in the community school with the members of management committee relevant to the purpose of my study.

Ethical Considerations

This research study wouldn't have become successful without the participants aspiring proclivity to contribute their feelings. Keeping this in view, the interview was conducted without any ground of prejudice and both males and females were given equal opportunity to speak about their feeling related to the purpose of my study. The interview was performed in regard to activities of school management and no such questions were asked to the participants that were related to personal life.

Informal rapport was instigated to locate the key informants before performing formal interviews with the SMCs members. Prior approval was taken from the head teachers of the school and letter of consent was provided to each school for introducing myself as a research student. In doing so, the relationship with the headmaster was strongly built which made him motivated to arrange the day and dates to interview the key informants and did not as well hesitate to inform me through the telephone lines. According to Denzin and Lincoln (2005) "in indigenous communities, research ethics involves both maintaining nurturing reciprocal and respectful relationship. This ethical framework is very much at odds with the Western,

Institutional Review Board type of apparatus, with its informed consent forms" (p.35). In relation to consent form, they further asserted "the principle of informed consent is based on the right of individuals to give consent to participation once they have been informed about the project and believe that they understand the project" (p.99). Keeping this in view, the consent form clearly talks about the research work and subjects were asked to participate voluntarily for interview. While conducting the interview with the key informants, the subjects were given equal respect, treated with friendly behaviour, justifiable were made in selecting the key participants of SMCs and the subjects were not suppressed emotionally or psychologically.

It was also made clear to the subjects that information collected from them would never be used to compare with other community schools members but only for the purpose of this study. Confidentiality was assured to all the subjects about the safeguard against unwanted exposure of interview information collected.

My relationship is still strong with the SMCs of community school where the evidences were collected. I also have given them a copy of my analysis research work of their respective school, which I had promised them before.

CHAPTER 4

DETERMINING ELEMENTS INFLUENCING ADVANCEMENT OF
COMMUNITY-MANAGED SCHOOLS

This chapter deals with the relevant problems, issues and dilemma faced by community-managed schools. The study on problems, issues and dilemmas reflects the happening of the school management and their sluggish progress towards transforming the school in self managed-school. Information was gathered through personal communication on site with school principals, assistant principals, parents and teachers. The information's were collected to analyse the problems, issues and dilemmas. Secondary sources of research-based articles were reviewed to highlight and to backup the analytical descriptions.

Problems, Issues and Dilemma In Community-Managed Schools.

Exertions have always occurred in community-managed schools. These problems, issues and dilemmas I have come across so far encountered in CMS are none other than financial matters, accountability, political influence, legal framework in Education Amendment and Act, and the demographic and geographical factors.

Financial enslavement.   Community-managed schools (CMS) are doing their best in providing quality education for all. However, problem related to finance is one major aspect that community schools are facing lately. CERID (2004) stated "one of the objective of the management transfer is to encourage local stakeholders for the mobilization of locally available resources for CMS. But no such attempts were made in this direction" (p.29). However, "major sources of CMS revenue were government's grant-aid" (CERID, 2004). The community schools, however, are

managed by the financial support from the government for maintenance, construction, teacher's salaries, stationery and administrative expenses. In addition, INGOs also have shown their willingness in providing financial support in construction of school building and classroom and their maintenance. In addition to these supports, INGOs have also been helping financially for furniture and drinking water facilities.

The other sources for financial support were from the local bodies. The management of school was transferred with an expectation that local stakeholders would manage the school with their locally available resources, but reality was different. Talking to the principal of Shringery Primary School, (community school in Lamatar), it was explained to me that community participation are remarkable in terms of moral support, and decision making. But when finance is concerned the local community have nothing to offer. Therefore, the schools have to rely solely upon the government sources. If government does not show its interest in financing, the school may as well not be able to enhance further. Shringery School, therefore, is relying upon Subhatara Boarding School, which is situated nearby.

The community schools have to depend upon others seeking for financial help, like government, INGOs and other feeding organisations. Community contribution in financial matters is lame and weak. The community does not also show any interest and commitment. This also is because of the poor living standard of the local community whose capability in supporting school with financial resources is almost not existent. Therefore, who should finance for the schools if transformed into self-managed school is also one major issue.

Accountability assessment.   In regard to accountability, the community showed low emphasis on taking responsibility of the school from their side. The problem of accountability exists in the community-managed school. As stated by

Joshi (2006) community have become reluctant towards taking the accountability on their side. They feel that becoming accountable may waive away the government financial intervention. From the interview with local people of Lamatar, it was revealed that availability of free primary education has initiated most of the local people to get their children enrolled in the school. However, taking accountability and responsibility by them might compel the locals to add in financial resources to the school to run in future, they did not want it to happen that way. Government has been supporting the school by granting incentives of 100 thousand and utilizing it as seed money to generate resources from the locals. But in reality, the seed money is not contributing any means for resource generation from the local communities. The community fears that the review of performances by the DoE in two years period may not be as remarkable as it were before. The fear, therefore, also is haunting the locals in taking full accountability and becoming responsible in school management.

The other factor of being reluctant to be accountable in managing school is high illiteracy rate in the local surrounding. Because of being illiterate the local people are not able to provide any intellectual suggestions and schools' decisions makings. Moreover, the school must also carry out the social-audit annually making it available to public. The local community feels uncomfortable due to lack of knowledge in accounting and understanding social audit. Therefore, if the performances are not good enough to meet the exact requirement, the communities also are unaware of the actions that need to be taken thereon. The parents again argued that since government provides free education to the local children, students' parents are more satisfied with it and show no interest to be involved in school management. Since the parents do not have to bear cost for school development, therefore, the responsibility and accountability part lie far beyond their imagination.

Politically influenced. Few teachers of community schools are appointed by the DEO and some are appointed by the SMCs. With such strong bind of teachers appointment by the SMC, conversely, the presence of political influence have a limited get-through path into the community schools as it is in the case of public schools. Nevertheless, the teachers of community schools appointed by SMC neither is recognized as the government teachers nor they are recognized as private teachers and this, however, have caused some frustration amongst the teachers.

According to Decenzo and Robbins (1993) McClelland needs theory of motivation suggests that need for affiliation is one major factor of motivation. As suggested by the McClelland the scenario, however, differs. There still exist comparative difference between teachers appointed by DEO and teachers appointed by SMC.

CERID (2004) stated "the Directives empower SMC regarding teachers and resources management {teacher's appointment, promotion and transfer, getting additional resources by making agreements with Government Organization (GOs) and NGOs etc.} while the Education Act and regulation do not allow them" (p.10). As public school teachers argued that they are the government teachers and feel their job is secured as the government appoints them. However, in relation to teachers' management, CERID (2004) stated that CMS Directives contradict the Education Act and regulation and need amendment regarding teacher's management. Teachers believed that if community schools were to be collapsed sometime later due to the unsuccessful management of SMC or change in government policy than would government accept them and appoint them in some schools as it once happened in the case of government schools situated in Lamatar where some government teachers were transferred to the Shringery school after the public school being dissolved due to

insufficient students in the school. However, the instability of political scenario has always been haunting the teachers. Nepal in last two decades have seen many frequent changes in the government line and policies changes and these changes have brought about degradation not only in school but affected the whole country. Teachers, however, feel that political changes might bring another change and affect their livelihood in teaching professions.

The SMCs members in the community school are elected through parents, teachers and staff. The chairperson is elected from among the members who are capable, able and willing person with leadership quality and intellectually sound. These types of individuals would also exist in the community. Nevertheless, the formation of SMCs is undertaken with fair election in the school campus inviting and encouraging the local group, parents to participate in school management. According to one parent (personal communication), it was reported that in the case of one renowned public school, able, intellectual and leadership quality person were not invited but was generally informed while others were officially invited. It was due to the political interference that the person elected was some how involved in the politics and so he was elected. However, critical perspective such as conflict theories of Karl Marx applies that fairness is limited. The political elite secured the higher position job. The transfer of school management with an expectation to eliminate political forces has again stricken back unknowingly to batter the educational environment. Would this kind of political leadership bring success in community school in leading the school team is again a big issue?

Legal Framework.   Act, regulation and Directives are the major powerful instrument to guide the success of educational development. However, the Education Act and CMS Operation Directives contradict each other. This has aroused confusion

in taking responsibility and becoming accountability by the SMCs. According to CERID (2003), the community is not defined, however, it is assumed that SMC is the executive body of the community but the directives does not mention who will assume the responsibility if SMC is dissolved after the management transfer.

In addition, CERID argued that the Directives and Act 2028 contradict in the case of appointing the head master (HM), however, Directives allows the appointment of HM but Act has defined the conditions for the eligibility of HM. For example, although Act defines for the eligibility for appointing HM, school in Morang District, HM was appointed without considering the conditions mentioned in the Act. Regarding the roles and responsibility of local bodies, the Directives does not specify it. In regard to this, CERID (2003) stated "in the decentralization reform process, involvement of local bodies in the management and operation of local affairs including education is essential" (p.6). However, LSGA 1999 has given the power and responsibility to the local bodies. CERID further claimed "DEO and the technical staff members reported that these contradictions in the Directives did not pursuit schools to get expected support from parents and local bodies" (p.6). Most importantly, the SMCs, teachers, parents and local stakeholders did not observe the contradiction in the Act and Directives as they were unaware of these contradictions and were also not oriented on the matter. However, management transfer to the hand of community was imposed despite the contradiction in the Act and Directives as stakeholders, teachers and parents were unaware of it. CERID argued that "the reality is that CMS did not have significant authority or any freedom to run the school as a self-managed autonomous institute" (p.6). The comparative CMS Directives and Education Act and LSGA is presented in table 4

Table 4. Comparative CMS Directives and Education Act and LSGA

Description	CMS Directives	Education Act	LSGA
Community School	Whose management is handed to the Community (SMC)	All public schools turned community school	not specified
Headmaster' appointment	By SMC	DEO (under given criteria)	not defined
Teachers appointment	By SMC (only temporary teachers)	Teacher Service Commission, DEO	not defined
Autonomy of SMC	not given full freedom in decision making	SMC follows the rules and regulations	not defined
Role of Local Bodies	Not at all, if it is not transferred to Local Bodies, major if it is transferred to Local Bodies	Not defined	major role
Role of VEC	Not at all	Tried to define-but only for VDC, not for municipality	No provision of VEC
Role of parents	Tried to involve in school management	Does not define any specific role other than formation	focus only on elected representative
Role of CBOs/NGOs	No provision for responsibility sharing	Does not define any role	not defined
Monitoring of school program	SMC	Supervisor, RPs	local bodies
Focus of decentralization	SMC, Parents	VEC, DEC (DEO)	VDC, DDC

Sources: CERID (2003). Management transfer of public school, formative research project, study report 14, Balkhu, Kathmandu, Tribhuvan University.

According to CERID (2004) regarding autonomy of community schools,

Education Act does not mention about school autonomy and remained silent, but

Directives assert the autonomy. Directives allow SMC to resource management

whereas Education Act does not. Directives are based on concept and principle of

autonomy, while the Act and regulation limit the responsibilities of the SMC. The

contradiction between the Act and Directive is creating some mismanagement in the educational stream, which therefore is also the result of community members declining to accept accountability of the school management. To support this view, Joshi (2006) also asserted that community schools are escaping to become accountable for school management. The inconsistency of Education Act, regulation and CMS Operation Directives are presented in table 5.

Even though, Act and Directives have been changed and restructured the contradiction does still exist. The part of government reflects in reforming Directives with the Act lies futile. Despite the contradiction in the Act and Directives, the management transfer is still in progress. Does this, however, bring success to self-managed autonomous institute stand as a question?

Table 5 Anomalies in education Act, regulation and CMS Operation Directives

Description	CMS Operation Directives	Education Act/regulation	Remarks
Title of school	Whose management is handed to the community	All public schools	In common real practice, the same school does not use the different title
Teachers' management	Teachers of community school is appointed by SMC	Teachers of community school is appointed by DOE on the recommendation of Teachers Service Commission	
	HT of community school is appointed by SMC	HT of community school is appointed by DEO on the recommendation of SMC	
	Does not have any criteria for being HT	Have criteria for being HT	
	Empower SMC to define terms and conditions of teacher service and determine the punishment for teachers of community school	Empower SMC only for the security of teacher service, do not empower SMC to punish teachers	
Resource generation	Empower community school to search additional resources for school by making agreement with GOs and NGOs	The act empower school for mobilization resources rather than adding new resources	
SMC meeting	Silent on the process of calling SMC meetings, do not have provision for calling meeting	HT of community school calls SMC meeting upon the SMC chairperson permission	

Table 5 continues

Anomalies in education Act, regulation and CMS operation Directives

Description	CMS Operation Directives	Education Act/regulation	Remarks
Dissolution of SMC	Have provision that management contracts regulate the SMC	Empower DEO to dissolve the SMC if given conditions are mended	Provision differ from one contract
Enactment of bylaws	Empower SMC for the enactment and implementation of by-laws	Empower MOES to enact and enforce any by-laws and directives	
Parents	Tried to involve in school management	Do not define any specific role other than SMC formation	
Monitoring school program	Emphasis on SMC	Emphasis on RPs and supervisors	
Focus of decentralization	SMC, Parents	VEC, DEC	
Interpretation	Empower MOES for interpretation of the Directives		It is against the principle of interpretation Act 2010
Sources: CERID (2004). Management transfer of community school, Formative research project, study report 19, Balkhu, Kathmandu, Tribhuvan University.			

Demographic and geographical contemplation. Community schools are located mostly in the rural and remote geographic location. Because government intended to establish public schools in unprivileged locations where private hands could not reach due to the unwillingness of capital investment. However, the decentralization in education compelled these public schools to turn into community schools with an intention to involve local group for the management of school.

The report of World Bank (2001) stated that illiteracy rates are high in the nation as 81 percent of female and 46 percent of males are illiterate. World Bank

argued that geographic/ecological area and income level are the causes of increment in illiteracy rates in the country. The report indicated that less than one in four male is literate and less than one in ten women is literate in mountain region. Further, the report stated "out of the two third populations, only 43 percent of males and less than 11 percent of females are literate". (p.ii).

The rate of gross enrolment differs across geographic/ecological area and income level. World Bank (2001) reported that the differences in the gross enrolment rates in primary schooling range in eastern terai and eastern hill/mountain are between 64 percent to 104 percent respectively. The socially deprived group is isolated and have occupied less enrolment. In most of the deprived groups, majority of girls are not in school. The enrolments of socially deprived group and majority of girls not in school are presented in the table 6

Table 6. Gross enrolment deprived group

Social, and deprived group	enrolment rates %
Socially deprived group	30
Not in school (socially disadvantaged groups Majority are girls)	30
Source: The World Bank (2001). Nepal priorities and strategies for education reform, Nepal. Report No: 22065-NEP.	

The distribution of public subsidies to the socially deprived group is also unequally distributed where "richest 20 percent of the population receive 40 percent of total subsidy while the poorest 20 percent receives less than 12 percent" (World Bank, 2001, p.ii). According to the report, the identification of poorest quarter of all households and wealthiest quarter lies between 68 percent to 118 percent respectively.

In spite of country backwardness, the community schools have shown their progress run by SMCs. Technical supports from partners like NGOs are the key initiators for school progress. In such areas, building and classroom were constructed through the support of NGOs. Teachers were appointed by DOE and the parents and local community groups have just little to offer, for example, classroom observation and giving general feedback. The schools have successfully been able to have large number of enrolment in primary education where education is provided without any cost involved from the parent's side. Since parents are not paying fees for the education of their children and resource generation is limited. In consideration to this, would SMCs, however, is determined to transform the school into self-managed school.

CHAPTER 5

OUTLINE OF THREE COMMUNITY SCHOOLS OF LALITPUR DISTRICT

In this chapter, three-community schools in Lalitpur district of diverse localities is described in terms of the status of management-transferred school into the hands of community. Amongst all the ten community schools in Lalitpur district, three community schools are none other than Shri Shringery Primary School of Lamatar, Mahankal Primary School of Bungamati and the Sramik Bal Bigyan school of Pulchowk. The three-community schools selected for the research study exist in different location both from rural region to the urban region to verify the community readiness in terms of both ability and willingness. Therefore, the profile of all these schools, however, throws the light to eliminate the notion that urbanize school would do better and are rich. However, in the 21st century the same notion may not as well exist, as rural region of Nepal is equally rich in natural resources. Nevertheless, to differentiate the sector wise comparison, the profile of these three schools existing in the same district in different location would reflect the picture of pure and factual scenario of how the community schools are being run and brought up to meet the available readiness to undertake the school into self managing school in relation to the readiness of community in terms of both willingness and ability.

Status of Shri Shringery Primary School of Lamatar.

Shringery Primary School was established in the year 1996 in the surrounding of tantalizing green hill and river side village in the southern corner of Lalitpur district of Lamatar took its first commencement with the government funding and INGO,

namely SNV Nepal and support from the community as a sole government school with the expectation of putting almost all the village children into the school to reduce the number of out of school kids and providing them basic primary education. However, it was almost a difficult task to put almost all the out of school kids into school as the government was not as actively involved to scrutinize and practically not involved by virtue to insist the community to send their children to get enrolled in the school. The school, however, has been in operation for almost six years as government school with only few students from the localities where only few teachers were appointed from the DEO and the local bodies.

The involvement.   Despite government support to some extent the engulfment of decentralization introduced recently has motivated the local groups and the community to take over the management of school. Nevertheless, the year 2003 was the doomsday for the government school that were transferred into community school. Until today Shringery Primary School has shown remarkable community participation and parental involvement into upgrading the school environment in providing the basic quality education to the greatest extent to all the children of surrounding villages. Regardless of the effort made by the SMCs at present, the local community who are not the parents but are the local community, however, have the feeling of little distress and are showing a sign of reluctance to be involved in the school management for the development purpose, although the school also tends to seek in getting their support. In relation to this, the chairperson of Shringery School stated:

> "Well, there is a wrong conception regarding the community, for example, the whole community doesn't really care about school as long as they are the parents of the student, but those whose children do not study in this school they feel that their contribution may not be required, however, they also do not show any interest in school activities. They do not realize that someday their grandson may study in this school in near future, they

should have thought at the first place. There are three types of people in the community, the first type is parents, the second type is those who think they feel that this school belongs to them and another type is locals who never show any interest in school management".

In regard to the willingly participating in school progress, the parents and the locals, who are not the SMC member, hesitate to interact with the school staffs, teachers and the SMC members as most locals are farmers. However, they do sometime show concern regarding the development only if they are told to participate into school progress. While interviewing the chairperson regarding the locals and parental involvement and their contribution, he said:

"They come to school as we call them but they are still not capable in contributing financially. If the work is related to their profession they can do it if the school requires more of their contribution into management they might not be able to contribute as they lack the knowledge of managerial ability".

Keeping in view about the profession of the locals, the community, however, have the ability of doing their kinds of work if they are taught to build a home base and school support collaborative program by at least teaching them how it should be done. In relation to this, the chairperson mentioned:

"They can do something, if it is related to their profession. Parents are capable in doing home based work. If they are taught to use their skill in school management they might as well learn to do so".

It was a curious matter for me to understand how and why the management of public/government schools were transferred to the community and also what made the community to take the responsibility of management, although the parents and some locals are reluctant to participate and be involved. In addition to this, I also wanted to know that how and why the community who lack the ability and capability in the financial as well as managerial skill would take such big step into taking the responsibility of managing the school. In this regard, I talked to the principal regarding the motive behind school handover and parental involvement. He stated:

"Since the beginning of school establishment we have parental support as in these localities, parents couldn't send their children to the private schools and they had some dream of sending their children to private school and to meet this dream these parents have contributed their effort to establish this school. The reason behind establishing this school is basically public school did not have quality education. Some cultural program by the locals was successful in generating some small resources for constructing building, however, economic conditions of the parents are very low in the locality".

In regard to the management transfer and taking responsibility in their hands, the principal said:

"Firstly, what I think is community transfer doesn't mean parents or community. They did not come forward to take the management. It was us, the SMC, and other members like teachers, staff, who initiated the community mobilization to take the responsibility of school management".

However, it is believed that involvement of community in school management seemed to be sluggish, because the SMC and other members of the school were active to take the responsibility of school management.

The initiator. Although the community was unaware about the transfer of management of school, poor condition of community and being unable to contribute financially for the school when required, the SMCs member, mainly the chairperson, and the principal, other administrative staffs and teachers of the school convinced the local people to take over of management into their hands.

Taking the financial responsibility, the SMC was reluctant to take over the management. However, the interest of government to support school was not improving and provided few teachers, was the main agony of the community that initiated the community to take over the school management. It was thought out right by the concerned people of the SMC to take over the management of school into their hand for the development of the school as well as to develop the community as a whole.

The chairperson, who once had become the VDC chairperson, knew the local people very well. Therefore, the chairperson was aware of the social activities that is required to develop the village, for example, education, employment, and other developmental activities. His political background and knowledge about the situation of the place were encouraging factors to take over the school management. Taking such factor into consideration, he believed that local hands could manage the school more efficiently and effectively than the government. He also believed that when government was supporting the school the local community people did not take any interest to be involved. They showed more respect to the teachers, but less participation and involvement in school development matters. Therefore, the school management without the concern of locals was visualized as degrading rather than progressing. He further added that teacher's management was absurd and showed very less sign of school progress as compared to the same with the present SMCs management:

> "Government appointed teachers come in the school to work from morning 10 to 4 but the teachers that SMC appoint would work for the school not for themselves but for the school and they are more qualified".

> To support his view, SMC parent said:

> "At present SMC have become more responsible, as meeting also takes place once a month. SMC also has become strong and active however lazy teachers have never liked this activeness of SMC, as government teachers expect to work from 10 am to 4 pm and they are more relaxed in nature. This may be because those government teachers have job security. This is creating a negative attitude as they feel that their job is more secured. SMC being active and authoritative regarding hiring and firing of teachers this have created a threat to the government appointed teachers, which, I think, they do not like it".

The chairperson further remarkably mentioned that teacher's management and distribution are the most important factor that should first be managed to enhance the school development. In relation to this, he again added:

"In some school where I have been and also found that government has appointed two Nepali teachers and three Sanskrit teachers but there is no teachers appointed for Science and Math and English, this might not also produce quality education. The excess of Nepali and Sanskrit teachers should be sent to other schools where these subject teachers are lacking and if these teachers are in excess in the nation then they should also be kept as a contingent for future requirement".

Despite the painstaking process of school management, the distribution of right person at right place would, therefore, be the prime concern for the organizational success.

Financial prospect.   The school since its the establishment has looked over by the INGOs namely SNV Nepal. The construction of building and other facilities were also built with the financial support from the outside agencies. The support from government was visibly low and government appointed teacher were found to be only one in number.

Three small buildings of the school can hold all the 146 students into classroom with adequate physical facilities. For example, desk and bench and spacious area in the class for easy access to view each other and interact with each other and also teacher can always have the view of every activities in the classroom in respect to every individual student. However, the growing number of students in the school required increase in teacher number. Starting with one government teacher in the beginning, now the school has been able to have eleven teachers. Amongst them almost five teachers are appointed by the government and six others are privately or SMC appointed from local area.

The school, at the time of management transfer, was granted one hundred thousand rupees as incentives which has already been used to as a productive and development purpose of the school infrastructure for other materials like uniforms, stationary and classroom furniture setup and so on. Recently, the school has also been

able to generate financial resources of one hundred thousand rupees from various

sources for which another one hundred thousand rupees were granted as a reward by

the government. The amount awarded was invested for purchasing three brand new

computers for the school. Lately the school has managed to set up a computer

laboratory with five desktop computers.

The school has been successful to generate resources by building a

collaborative relationship with a bigger private school in the surrounding namely,

Shubhatara School. The contribution from the private school is, however, remarkable

success for Shringery School as the school gets around seventeen thousand five

hundred rupees per month from the privately owned school. However, the financial

resources still seem to be a constraint for the school to run as a self managed school.

At the moment, this amount is sufficient only for paying the salary of privately

recruited teachers. These privately recruited teachers get only the minimum salary as

compared to the government appointed teachers. When it comes to paying the whole

eleven teachers, the financial resources generated at the moment would not, therefore,

be sufficient. As far as finance is concerned, the SMCs members are reluctant to run

the school despite high willingness. In relation to this, the principal said:

> "In the past also we didn't have financial strength, however, we had
> managed to complete one academic year and in future also we will hurdle
> to complete the academic year. However, the school building was
> constructed by the help of INGO namely SNV Nepal. Also SNV Nepal
> contributed for teacher's salary. In addition Shubhatara school is also
> providing financial support and we have an agreement that 50 rupees from
> each student of Shubhatara school should be contributed to this school and
> we are given 17500 rupees every month from Shubhatara school which
> seems quite helpful to us at present".

However, despite such financial constraint, the SMC of Shringery School has

managed to run the school as community school since 2003 and still have been

looking for future development prospect of the school. Despite financial constraint,

the SMC has been managing the school in better fashion as compared to the previous

years when it was a government school. The success of running the school as

community school lies in the vision of SMC members. In connection to this, the

principal stated:

> "Our vision is that we don't believe in support from government (the
> Nepal government). Nepal government gets loan from foreign countries
> and we also believe that we should stand on our own to take definite
> action in undertaking school management. We should not also aim to get
> financial support from the donor. For how long should we depend upon
> the donor".

Therefore, the active SMC members of the school have anticipated further

effort and cooperation from community, parents and the teachers. The beautiful

location is bestowed with water resources. To overcome the financial burden, the

water could also be sold in the market by water tanker or installing a plant for making

the water drinkable. Beside, the water and viewing the scene, the area is surrounded

by the green dark forest from which the locals can generate resources by plantation of

natural medicinal herbs, which are sellable in the market.

The vision of looking at the things differently has initiated the local

community to participate and involve in the management of school. In relation to this,

the chairperson of the school said:

> "Well, as we need to stand on our own and for that government also
> should provide us the liberty to utilize the natural resources on our own
> discretion as we have forestry and water resources running beside the
> school and this is all what we have in our localities, however, if
> government allow us to do something productive with it then definitely we
> shall be able to generate some financial resources for upgrading our school
> but, however, if government escapes and just don't give anything and
> transfer the management just like that, then we will be unable to handle
> the school management as self managed school".

Hence, to be independent, the school needed to utilize the resources optimally

without environmental deterioration and without any business motive. It should also

be guided by the principle of environmental law and should not create hazardous

situation in the localities and the environs. However, granting permission of utilizing the resources, which are being wasted in the localities, should also be utilized under the supervision of professionals, who can further assist the local community with knowledge and render technical support, which would further help the school to generate the resources for the school.

Status of Mahankal Primary School of Bungamati.

Mahankal Primary School was established in the year 1998 in a village named Bungamati. Located not far away from the city of Lalitpur with poor access and sloppy road, the community with the financial support from the NGO namely, Nepal Foster Mate managed to collaborate to open the school for bringing village children into the school. Regardless of government intervention in appointing teachers, the community managed the school under their own management although the school was named under the government and were ruled over by the government policy. The least management role was approached from the government side in terms of teachers' appointment although it was a government school. The Mahankal School was being run by the community with limited local teachers. It was only after six years of effort of the community, the government realized the need of head teacher in the school and was appointed with one in the year 2003.

The involvement.   The active community was suffocated by the government attitude as they did not find any significant changes in the school from the government policy. Therefore, the concept of decentralization, however, made the community relieved to engulf them into managing the school on their own policy, although they were unaware of the program and the Educational Act and Directives that government implies for the transfer of the management. Regarding this, a parent

who is also a member of SMC reported that school had been managed by the community in the past and the decentralization in education have made them more stronger in the role of school management after the transfer of management to the community from the government. The parent further stated:

> "Government was unable to run the school on their own. Frankly speaking, this school was established in the year 2054 and the head teacher was appointed in the year 2059. From the period of its establishment to the year 2059, we, the local people managed the school and at that time the school did not even had government teacher. If we were capable of running the school for six years why cant we self manage the school in future. We, of course, could do it. And most importantly to manage the school one person cannot do it but in our case only one teacher was appointed by the government and it is quite impossible for one teacher to take all the five classes in one day and for the solution we all decided to take the responsibility of school management into our own hand. We also asked and requested for more teachers for this school but we were hardly listened. Finally now we have one head teacher appointed by the government and other teachers are all from the localities. We are still managing from the beginning until head teacher came. We believe that in future also we can do much better in managing the school on our own. As days went by we tend to learn more. Even the community people, as compared to previous days are more aware of school and education which, therefore, is the most encouraging factor for us to self manage the school".

It was easy for the community to involve itself in school management because the community had realized that government would only put their tag. There would be least support from the government. The NGO, the Nepal Foster Mate, and some locals helped to convince the community people about the program of decentralization brought in by the educational department. The involvement of community was, therefore, found to be more active in Mahankal Primary School after the transfer of school management. The reason behind the active participation was because the village dwellers had a poor educational qualification in the past. They do not want their children to undergo the same stream of education now and in the future. Another reason for the active participation is because of the similar tribe belonging to the Newar caste. This tribe has the total cooperation amongst them. The distressful

situations of the village with only less number of educated people were more inquisitive to bring education development in the village. Majority of local people depends upon agriculture, while some posses' physical labor job such as driving. It was beyond their imagination that they could ever afford to send their children to far away private schools that are situated far from their houses, paying high fees for schooling rather than to send them to the public school, which were situated at quite a distant from where they lived.

It was well thought out by the NGO with cooperation of the local people to take over the management of school in their own hand. The government decision of taking the responsibility of the school by the community was a haste decision. Nevertheless, the involvement has shown a positive reflection in managing the school despite being unable to finance for the school as and when required. The willingness of community to manage the school has been a very encouraging attitude. After drastic changes in the school management that were brought into the school after the management transfer, the support from both NGO and the community have never shown their attitude to look back at the previous days of school management when the government management was involved. In relation to this, the head teacher stated:

> "Previously it was assumed by the parents and others that authorized person in the school like head teachers and staff would manage the school but after the school is handed over to the community they now feel that this school belongs to them and feel more responsibilities towards school management".

Despite financial inability, the communities have willingness to work together and develop the school to the extent that in future the school can render the most quality education like other private schools. The involvement of community, parents was visualized to work in physical infrastructure development. In this regards, the chairperson expressed:

"Now we have a feeling of belongingness among all the communities and
we are unified together to work for betterment of the school. We have
done quite a lot of things after the management transfers to the
community. We have built the wall around the school campus and toilets
in the school and also replaced the leaking roof".

The initiator.   Mahankal School has been supported in its progress by the

NGO since establishment of the school. Apart from government and local

participation and involvement, the NGO, namely the Nepal Foster Mate, has always

been involving itself in the school management. The NGO was the first to come up

with the program to motivate the local community in taking over the management of

school in their own responsibility. Despite understanding of the poor government

undertaking of school management, the locals, however, were convinced to take the

responsibility in management. It was also the parents and some locals who were

involved in the school management since the establishment of the school initiated the

locals to involve and participate in school management as these locals knew the

villagers of their similar tribe were better than the outsiders. In relation to this, the

parent who has been actively engaged into school affairs since the establishment

stated:

"As being the public school nobody really bothered about the school
management and development and it was also difficult to convince locals
to participate in the management. Because all locals had a belief since
public schools were run by the government, locals involvement would not
be required. However, the school environment was not good. To maintain
the healthy educational environment some of the locals, therefore, decided
to go into community management. As compared to the previous days, it
was more comfortable and easy for them to manage the school as they had
their own policy and could implement the decision as decided by the
SMC, which was not so in the previous days when it was the public
school. Truly speaking community management has become more
beneficial to the school and the community and we have hardly encounter
major problems".

Comparing the other government schools in Lalitpur, the Mahankal School

has about 107 students. However, the government showed no sign of teacher's

appointment for six years. This also reflected poor performance in education facilities

such as lack of school building, where students had to study on the ground even in the

blistering sunshine without any shed to cover them. In relation to this, a parent as the

SMC woman member reported:

> "Previously there was no building; now after transfer of management the building is constructed. There used to be lack of teachers in this school now after transfer, the teachers are adequately available to teach in the class. As compared to previous days the school has become very good".

The building was constructed with the financial help from the NGO, the Nepal

Foster Mate. It was infact the main initiator to encourage the locals to take the

responsibility and manage the schools by themselves. In regards to this, the principal

asserted:

> "We have one organization that supports our school and the organization's name is Nepal Foster Mate in Patan and this organization constructed our school building and also provides stationary to the students ".

No wonder the leadership role in encouraging and initiating the locals and

motivating them to take responsibility of school management was beyond the capacity

of the local community. It had become possible only after the support and

encouragement of Nepal Foster Mate. In relation to this, the principal further added:

> "While transferring also Nepal Foster Mate the NGO advice really encouraged us to go into community school as this school did belong to the community. However, we were running the school with one teacher appointed by the DEO even after the transfer it remained the same and on the top of that the amount worth rupees 100000 given as incentive".

The NGO demonstrated active participation in school management. The

credential of NGO generated the need for their presence in school management.

Therefore, seeking advice from them was reliable means for the local community.

Financial prospect.   Mahankal School lacks the financial capabilities. It was

from the support of the NGO rather than the government that the school was

established. Despite the recognition by the government as the public/government

school, it received least priority from the government for the school progress.

Despite the drawback of geographical and demographical factors, the

community has the willingness to operate the school on their own. However, they

lacked the ability in terms of finance and management to run the school. The finance,

however, could be retrieved from the support of the NGO, but my curiosity regarding

the long term prospect in this matter made me think what would happen if the NGO

would have interest in school activities and isolate it from all financial and

management prospects. Regardless of such foreseen difficulties that might arise in

future, it would solve if the communities were fully capable in contributing finance to

school development. The financial aspect should be a matter of major concern.

However, it is obvious that the NGO would never withdraw from supporting the

school. The second option for the school to stay intact will be to search for other

NGOs to build a collaborative relationship and seek the help of VDC for continuous

financial assistance. In relation to this, the principal stated:

> "Due to demographic and geographical conditions people are busy doing
> their own job and do not bring new ideas into the school but they are
> concerned about school, however, construction is going on with support
> from world vision and also we are not really interested into political
> matters, being local residents we seek help from the NGOs but not the
> political leaders like it used to be before. However, SMC does have any
> concern regarding school progress.".

Seeking help from other NGO is another option for the school to develop as

the localities is not blessed with natural resources like forestry and water sources.

However in consideration to this, the school management has planned to generate

income by providing the skill based training to the localities like tailoring, which

further would make the local people capable to generate income by implementing the

skills in their home as business professions. The training for sewing was also

introduced by the NGO Nepal Foster Mate, and brought in seven sewing machines in the school for providing training. In this regard, the woman SMC members stated:

> "These seven sewing machines were given to us by the NGO Nepal Foster Mate for skill development and teaching us to sew and then implement it in general practice to generate income for living as well as educating our children".

It was understood that the support of Nepal Foster Mate had made a remarkable impact into school development. The NGO has become a major source in providing the management advice as well as the financial assistance.

Status of Shramik Bal Bigyan School of Pulchowk

Shramik Bal Bigyan School was established in the year 1956 in the heart of Lalitpur district surrounded by rich people. This school has recently been transferred into community school. The school by its very name signifies the dignity of rendering the education to the poor family. The name Shramik is derived from Shram, which means labour. Therefore, the school is equipped with students from the regions of Nepal and has been successful at present to enrol around 176 students. The school is fortunate to be surrounded by the richer business and locals group, such as the Kantipur Frequency Modular station located just beside, business giants like Maruti car dealer, the private club namely Hardic, international organization like NGOs, INGOs and the Buddhist Monastery situated in the locality. The school has been providing education to the poor family children as most of the labour forces migrating from different corner of the nation are residing in this community for the rent of the accommodation is cheap in the area due to inaccessible motorable road.

Although the locality is surrounded with rich people, the community are still poor. Despite being poor, the local community people send their children to some faraway boarding school to get the quality education. The permanent residents of the

community belong to Newar groups, who are depended upon agriculture and farming. This group gives first preference to land cultivation rather than education to their children. However, these trends have changed over the past few years and agriculture has become matter of secondary concern. Their children education has become their primary need over agriculture.

The Involvement.   Although the school is situated in the heart of Lalitpur district, the progress of the school, however, seems little slow. The main reason for sluggish progress of the school is lack of interest of the locals to involve and participate into school management. The locals, however, are reluctant to involve into management of school because the urban people are busy and most of them possess their own business and job. The locals now are hardly depending upon the agriculture although their caste, however, reflects the agricultural profession.

The school was transferred to the community in 2004. Shramik Bal Bigyan School was the first to be transferred in community school in urban area. The management transfer of the school has encountered some positive aspects regarding the enrolment of students and involvement of locals. Beside, the management transfer has also been remarkable in showing interest to the development of school and popularising the school with different status. In relation to this, the female teacher said:

> "Well the locals have real commitment in involving into school management. This is the reason why the chairperson has taken initiative and encouraged us to take over the management of school. The involvement of locals, therefore, is the important factor to raise the standard of school and its status in the society. Although, the children of chairperson do not study in this school but he however feels committed to support this school. Also the Guthi's people whose children are not studying in the school, also have supported the school. It is because that these community people have felt the belongingness attitude for this school. However the community has the feeling to support the school. This school was recognized as a school of hill (DADHA KO SCHOOL) and the people assumed that the education which this school provides will

not be of quality but then when this school has successfully been able to construct the building and bring about physical facilities for class room now the people have started talking about the school in a positive way".

However, it was after the transfer and responsibility to the community, the locals are showing interest to involve in the school's activities. The locals being rich and almost educated compared to the rural area, people were never interested in school progress prior to the transfer. However, after the transfer, the involvement of locals has increased more than expected. To support the view, the female teacher also indicated:

"There is a person living near our school named K. M, prior to transfer he did not bother about the school. Now after the transfer he has shown interest in school development and also collected funds around 100000 rupees from different sources donated to the school".

With all the efforts made by the locals the school have successfully been able to give recognition as a popular school and is called by its own name Sramik Bal Bigyan rather than Dadha Ko School. These was possible because of the total commitment of the locals to build the infrastructure of the school, such as constructing the school building, and provide the physical facilities such as bench and desk for teaching and learning process. To construct the building and providing desk and bench for the students was the first and utmost important factor for the school progress. The old school building was very bad in shape and the school also never had any benches and desks in the class room. In connection to this, the male SMC teacher stated:

"This school had a very poor building and there were no bench and desk for the students. However, the first priority of the school was building the infrastructure such as constructing the school building and providing physical facilities for teaching and learning activities. However, with all the efforts made by the community the construction of building was possible and above all the taking over the management of school by the community was another successful story for construction of the school building and providing the physical facilities of desk and bench for the students to learn in the classroom".

In addition to locals' involvement, the area does also have richer business organization. The organizations located in the same area also have the tendencies to involve in upgrading the standard of school for which the organization has shown interest in providing financial assistant. However, according to the male teacher the locals have the low tendencies to get involved in the school management and are less motivated to take the step for decision making. Only few are present at the time when SMC calls them for meeting. Nevertheless, the contributions made by the locals are limited. In relation to this, he said:

> "Business organizations have supported in times but we cannot always depend upon them. Kantipur FM has helped us two times. However, the people of community are rich and they send their children to private schools and have least concern about this school. The fact is that the locals send their servant child to this school for education and they also have low willingness to think about the school. We are sending letters to the community people but they do not show any interest in coming to school and giving suggestions. Nevertheless, some locals contribute small amount of money and it is therefore being invested in constructing the building".

The story was different 10 – 12 years back when almost all the locals depended upon the school and sent their children for education in Shramik Bal Bigyan School. However, the trends have changed and also the community people have become richer and now have become capable to send their children to the private school away from the localities. Had this school been doing good by providing quality education the story would have been the same that locals would still prefer to send their children here. Presently, the school is occupying most of the child-laborers and the domestic servants in the school. Therefore, the participation of parents is low and show less interest in involving with total commitment for decision making for school progress. In relation to this, the male teacher said:

> "Well, parents of the students mostly possess the labor background.
> Before 10 – 12 years, the locals send their children to this school but today
> the locals have become rich and send their children to private school now

the locals send their servant to this school, due to that locals have a little interest in involving in the school management. They come when the SMC ask them to come but show reluctance and hesitation in decision making process".

Parents may have low interest in involvement but the local's, besides being parents have shown positive inclination towards school development and progress. It was due to the effort made by the community to construct the school building and bringing physical facilities in the school for learning and teaching activities.

The initiator.   Shramik Bal Bigyan School would never have become a better school and known by its very own name, instead of its old name Dadha Ko School, without the support of the community. The transfer of management to the community was the first move made by the school in the valley for which the community, the school staff and teachers are proud of. The initiators are the local community people who never are the parents of the students of the school. The move was made by the chairperson at the first place who encouraged the community people to get involved in the school management, which therefore led to school progress and betterment of society as a whole. Staff and teachers were little hesitant in taking over the responsibility and were not in favor of management transfer. But the chairperson and the community members were optimistic about the program and encouraged the transfer of school management to the hand of local community. In relation to this, the head teacher reported:

> "Actually the chairperson was the one who inspired us to go for community management also some well off people from the society also encouraged us to go for community, however, it was the school's prime concern for upgrading the class in the school and it was possible for the school to upgrade the class from 5 to 8 was only if we took over the management of school and transferred the management to community. This school was established in 2013 as a primary school therefore also for upgrading the school status the local community and the school teachers and staff decided to take over the management of school, however staff and teachers were reluctant to take over the management but actual

encouragements were made from the chairperson and other recognized persons from the society".

The staff and teachers showed little respect towards the transfer of school management because they were never happy with the decision made by the community. However, later on they realized that transferring school management to the community was an important decision. It was the transfer of management that initiated the school to upgrade school up to class 8. In addition to this, after the transfer the school has successfully been able to introduce new subject like English. This had further led to rise in enrollment of students in the school. In relation to this, the head teacher asserted:

> "After the transfer the school has become good and there has been increment in enrolment rate of the students. The students were only 106 in the year 2060 and 2061 but after the management transfer to community the numbers of students have gone up to 176. That is one positive aspect we have found so far. We were assuming that transfer would ruin the management but we experience positive aspect in enrollment".

The head teacher further emphasized in introducing the English subject and it has also a positive inclination of school progress which therefore has put the impact in the growth of enrollment of students in the school. In this regard, he stated:

> "No one was agreeing to go for community school management at the beginning. But after the transfer the enrollment of students increased and we introduced English subject, also we upgraded the class from 5 to 8 and that made the school teacher a little satisfied to work and they have shown their interest so far. Due to the extra subject and upgrading of class the teachers are little busy and they don't even have time to linger around".

In addition, the local community people also played a prime role in initiating the school to be transferred into community school. As a matter of fact, the local people are a group constituted of Maharjans from Newar communities. Maharjans basically have the occupation of agriculture and being their area, the community had built the building long time back for educating their children. However, the old building was of very poor in nature, which was not taken care of by the government

management prior to the transfer. However, it was initiated by the Maharjans to construct the new building for the school. In connection to this, the female parent said:

> "This school building was constructed by the support from the community, although it is quite weak. The locals group are basically Maharjan's in the area and their profession is agriculture, it was their own effort and money to construct the school building, however, they agreed to demolish old building which were kept as a monument in the area for long period of time".

The transfer of management of school under care of community has highly been taken into consideration by the community people despite reluctance of the teachers and staff. It was, therefore, realized later by the staff and teachers of Shramik Bal Bigyan School that transfer of management have brought some drastic changes in school, for example, the increase in enrolment, physical facilities in the class room and also importantly, upgrading the school status by adding subject like English and upgrading the class from 5 to class 8.

Financial prospect.   Finance has always been the major factor in self-managing school. Despite financial constraint, the community, however, has been putting their effort in sustainable development and progress of the school. Prior to the transfer, the school were totally financed by the government for teachers salary and any other means of development. However, the teachers of Shramik Bal Bigyan School are appointed by the DEO and three teachers are appointed by the SMC and the pay scale of SMC appointed teachers are below satisfaction level, which is shameful to talk about said the SMC teacher. For him, finance is the major problem for the school after the transfer. He feels that donation cannot be the means or the only way to run the school for a long time. He argued that the school was one of the first in the valley to be transferred as self-managed school. The school at present has gained reputation that has become a prime importance and well recognized by

national educational sector such as the MOE, DOE and international organization

such as The World Bank. Having such reputation, the school cannot think of

withdrawing back from the responsibility that once already been taken over by the

community just because of financial constraint. In relation to this, he further argued:

> "I personally think that we are in the middle of the road we can't even go up and even can't come down. As we also can't depend upon donation and also as we being the teacher can't go around places to ask money for the school. It is being very difficult for us to go up and self manage the school totally and also can't go down and return the management to government as the reputation and prestige issue does concern us as well since this is one of the first school in metropolis to be transferred into community school in the valley".

Although the school is located in the heart of Lalitpur district, the school does

not have any means to generate income from the building it owns, for example,

renting the space for business purpose. Some SMC members, at present, are capable

to fund some amount to the school and have also brought in some additional sources

from the business giants located in the area, which have not been enough to pay for

teacher's salary. In relation to this, the SMC teacher further argued:

> "The school isn't strong regarding to the financial perspective. We are managing the teacher's salary of the SMC appointed who are getting very low salary scale. We do not raise fee from students. In addition, the students come from the labor background and the parents do not have capability to pay school fee for their children. The school also does not have extra source for income generation as this school is located inside with no motorable access and also the school do not have property to rent from which additional income could be generated".

The financial contribution made by the donor such as business giants in the

area, are being invested in constructing the school building. The major focus was

given to constructing the school building. However, the money that was donated by

business houses were not enough for paying teachers' salary. The school has to rely

upon the rich people of the community for another source of financing on regular

basis, because it was least expected by the SMCs to seek help from the government.

In connection to this, the head teacher stated:

> "It has become a little difficult for us to pay the teachers' salary. The school has been doing its best to get financial support from the community people and every year the school organizes some charity to raise fund. We are constructing another building for the school and we didn't get any support from the government but the community and local people in the society are financially helping the school for constructing this building. SMC members also contributed some amount and other sources of financial help were rendered by the business group like Panchakanya iron industries and Guna cinema hall. The contributed amounts were about 50000 to 100000 Rupees".

Despite the adequate resources generated for the construction of school building and developing classroom physical facilities such as desks and benches, the school management, however, is incapable to meet the daily expenses. Table 7 represent the status of three community schools of Lalitpur district in terms of number of students studying in the school, teachers appointed by SMC and Government, and the year of management transfer to the community.

Table: 7. <u>Status of three community Schools of Lalitpur District</u>

Community Schools	No: of Students	No: of Teachers		SMC Members	Management transferred
		Government Appointed	SMC Appointed		
Shringery Primary School	146	5	6	8	2003
Mahankal Primary School	107	1	5	8	2005
Shramik Bal Bigyan School	176	6	3	9	2004

Table 8: represent the establishment year of the public school and the location of three community schools area wise.

Table: 8.<u>Status of three community Schools of Lalitpur District area wise</u>

Community Schools	Established Year	Location/ Area	VDC/Metropolis
Shringery Primary School	1996	Rural	VDC ward No:
Mahankal Primary School	1998	Rural	VDC ward No: 9
Shramik Bal Bigyan School	1956	Urban	Lalitpur Sub Metropolis

<u>Theoretical Standpoint</u>

In connection to community readiness for school management, it was the effort of Chairperson along with the principal and other staff members to convince not only parents but also the whole community to be involved and participate in the school management. It was possible because the initiator thereon called the SMC members created a sense of belongingness and motivation in the locals to understand community development by involving themselves in the school management.

Regarding belongingness and motivation, Decenzo and Robbins (1993), and McClelland's needs theory suggests the "need for affiliation, need for achievement and need for power". It is, therefore, possible that motivating the community to involve and participate in the school management and development through need for affiliation and need for recognition. In recent times, when the school was run by the government, the community was not recognized as a part of school management, and the progress and development of government school were found to be sluggish and were poor in quality performance in education. However, with recognition and affiliation of the local people by and with the school, the community became aware as well motivated in involving themselves with commitment into school development.

The need for achievement was also the prime factor for the community to show their remarkable skills into school management as to prove themselves as being more capable in developing the school.

The community may not be capable in financial matter but the achievement that SMC has gained so far in school improvement have made the community more motivated. The three schools under my research study, therefore, have achieved positive attitude from the community and also have achieved to employ some locals as teachers. Most of all, the SMC have achieved to receive cooperation and become successful in collaborating with agencies like NGO and financially sound organization in the society.

In the case of Mahankal school, NGO and community rather than government have supported the School since its establishment. The motivation of community and the NGOs were found to be very less enthusiastic due to the rules of government put on them, as they were not totally free from the law that binds the public school. Although the school was built with interest of the community, their involvement and participations were also less in school management, as they were not also recognized as the prime member in contributing the decision for school development. This did not make the community to be committed towards the school improvement and upgrading the quality of the education provided by the school to the community children.

With the transfer of management of the school, the community have felt sense of belongingness towards school and has started to act as one single group. The community was seeking affiliation and recognition of their participation from the school management, which was initiated by the school only after the handover of management to the community. The needs for the affiliation and recognition were

totally ignored by the government and showed no interest about it when the schools were run as public schools. Although they had shown some uncommitted participation and involvement as and when asked, this carelessness of the government towards their participation was one reason that community least bothered about improving school and was not motivated towards contributing their skills. In due course of time, the need for power is, therefore, not a compelling factor for the community to seek out. According to the needs theory of motivation suggested by McClelland, the community was motivated to be involved and participate and be committed towards school were because of the need of affiliation and need for achievement that was generated by the SMC after the transfer which was not being found at the time of government management. The Mahankal School so far has achieved to employ most of the teaching staffs from among the locals. The achievements of providing employment and collaborating with NGOs have also motivated the SMC to go further beyond.

The other two schools, Shringery School and Sramik Bal Bigyan School, have not been actively involved or collaborating with the NGOs lately. However, Shringery School was being supported by SNV Nepal, an INGO in the beginning and are still seeking help from other financially sound organizations in the localities. Sramik Bal Bigyan School still gets some donation from the outsiders on personal basis. The need for power has not risen in the community at this time as it might as well be another factor of motivation in near future. However, with such least consideration given to the need for power, the conflict in education as critical perspective for the higher and better position has not been so far visualized in the school management. In near future, when the chairperson of VDC comes into school as a SMC member he/she might as well bring up some political influences, which therefore might create conflict

in education. The chairperson of VDC might as well seek the position of becoming a chairperson of SMC due to the high reputation gained by him in the community and in national politics. However, this type of conflict have not been affecting the school management lately, because the political scenario of the nation does not create a position of chairperson for the VDC ward office but may create it in near future.

It is good for the community school that at this time, the need for power has not risen since there are no VDC chairpersons in particular at the moment in any village. This further has not risen conflict amongst the SMC members and the locals to get the powerful position in the school management committee. According to Ballantine and Spade (2004) conflict theorists like Karl Marx and Max Weber argued upon the inequality of job being allocated to the society or the community member based upon the status, racial, power and ethnic group. However, the theory of Karl Marx does exist in some cases like the chairperson of Shringery school once involved into politics before has now involved into SMC, which he might be interested in being elected for the VDC chairperson later when the government announces for the position which he might be preparing for it. However, the rights, roles and responsibilities of chairperson have found to have greatest effort to initiate community of Shringery School for growing and making the locals participate in school development.

On contrary to McClelland, as stated by Deci and Ryan (1985), the self-determination theory (SDT) also has somehow been applicable in terms of relatedness to determine collaboration and improvement of the school with cooperation from local community. The three needs in SDT as stated by Anderman and Midgley (1998) is "the need for sense of competence, need for relatedness to others and autonomy". This seems to be very valuable in school development through the participation and

involvement of community.. Nevertheless, taking consideration of autonomy it is found that community school has recruited teachers and also are generating resources in spite of restriction made in the Educational Act but granted by the Directives. This may be because of the anomalies in Education Act and Directives, which the SMCs are unaware of. In connection to this Shringery School is also planning to utilize the natural resources of the surrounding to generate resources and provide employment to the locals that might further lead the school to self manage the school by themselves. This, therefore, reflects the leadership quality in concern to school management by doing things rightly and coping up with the situation to develop community school. The qualities of leadership in inspiring other to follow in the right track, however, reflect the positive vision for the school to grow as self managed school in near future.

CHAPTER 6

FINDINGS AND INTERPRETATIONS

This chapter explored and analysed the findings of the research study and interpreted the data that were gathered from the research interview with head teachers, SMC chairpersons, parents and teachers who are the members of SMC in the school management. Apart from this chapter, some interpretations and analysis has also been done in previous chapters to reflect the outline of community schools and the readiness for self-managing the school. This chapter is the most crucial part of my research study, as it tends to analyse the evidence collected from the research interview and construing the research evidence. This chapter is segmented into 5-sub titles namely, looking at the old problem with the new perspectives, diverse mind setting, immortality of prejudice, community willingness for self-managing the school and community ability to self managing the school.

Looking at Old Problems with New Perspective

Controversies in school management have a long history in Nepalese education system. In regards to the same, the Education Act and Community Schools Directives also have some anomalies, which further are creating havoc in properly managing the community school. In regards to the Nepalese education system in the government run school, the problems were equally effective and affecting the overall management system due to the rigid ness of government rules and Act. However, to get rid of such problems, the existence of community participation and involvement in the form of decentralization were introduced in education system with new CMS Directive, anticipating that private hand could do better in management than the

government. The public school, once run by the government are being slowly transferred into community schools. This trend of management transfer has given a new form in the educational system, for example, recruiting teachers, resource generating, resource mobilization, elimination of political interference, community motivation for school development, developing consciousness regarding education, collaborating with NGOs and so forth. Furthermore, the SMC of community schools has a lot to offer for school progress than that of SMC of public school. In regard to this, the local community SMC member of Mahankal School said:

> "Responsibility has definitely increased as the school has been turned into community school. Compared to previous days, after the transfer of management to community participation in meeting and involvement in activities are increasing, which is also a sign of taking responsibility slowly. When it was the public school the policy was defined by the government, today also it is a policy of government but management is handed over to SMC and its more like working out productively for quality education. Competition with near by schools and increasing enrollment are all because of the locals and community taking responsibility of school management. That's how I believe that all the members of SMCs, teachers, parents and also chairperson have shown their remarkable responsibility on fulfilling their job and duties for progress of school environment".

The SMC of community school seems to be more dedicated towards the school progress after the transfers of management to the community. In addition, the locals of the community who were totally indifferent before, has also put their hands to support the school as far as they could to maintain the steady progress of school. In relation to the same, the male parents among the SMC members of Mahankal School further stated:

> "Previously locals were not involved and they did not know anything regarding managing the school, but today when involvement and participation from all the parents and locals are active they think how important their involvement and participation to manage and develop the school. They now think that without their active participation the school will not smoothly run for the growth of the school. Previously we had one teacher and now we have one government appointed teacher and rest of the other teachers are hired by our own decision and we are paying for

them. If we can manage to pay for hired teacher why cannot we manage to pay for the head teacher also, since it might require some more efforts from our side but I think we can manage the school on our own although we require financial support from Nepal Foster Mate the NGO as they were helping us since the opening and we still require their support for another 12 years and by then we shall be able to manage the whole system".

The spontaneous involvement and participation of locals are the key motivating factors of the community being ready for self-managing the school. Despite Mahankal School being situated in the remote part of Lalitpur district, the locals are eagerly being committed towards the school progress and rendering the support to the maximum of capability. The community school are facing financial constraint for paying the teachers salary. Nevertheless, the old saying "if there is a will there is way" has now been practically proved by the Mahankal School as the SMCs are equally being able to collaborate with the external agencies like NGO for the financial support and infrastructure building.

Schools are managed effectively and efficiently if teachers are motivated. Teachers are considered the prime source for providing quality education to the students. The prime concern regarding the school management is that firstly the teachers should be motivated. In this regard, the chairperson of Shringery School said:

"Teachers are motivated and also we have some competition between teachers and give them certain kind of incentive. For example, we have teachers working as volunteers and they are ready to wait to become a permanent teacher, and at the time when government wants to appoint any teacher to our school we thus select the teachers who are working as volunteers. But teachers are self centered in public schools and always depend upon the salary and they antagonize if their salary is not being paid. If teachers' agitation is prolonged then for coming ten years public schools will be closed as a result of increase in the cost of education. If this situation really exists then people will loose faith in public school, which would lead them to seek for sending their children to the community schools who cannot afford to send their child in private school. To attract more of these students we have the long term plan to motivate teachers to make them capable in providing quality education without providing any extrinsic rewards".

However, to attract the children from within and outside the localities, community schools firstly need to provide quality education to the extent compared to the private school. This will initiate the locals to send their children to the school rather than sending the children to faraway private and public schools. The chairperson also believed that Sringery School is being capable in raising the enrolment rate of out of school kids. This may as well had happened due to the high motivation potentiality of SMCs member. As in the case of Shramik Bal Bigyan School, raising the status of the school by upgrading classes and introducing new subject like English was a centre of attraction to raise the enrolment rate in the school. To support this, view the head teacher of Shramik Bal Bigyan School stated:

"We had the education system stagnant. But after the addition of English subject and upgrading of the class from 5 to 8 the enrollment rates increased. When the school had only up to five classes the students after passing the class 5 would also take their brothers and sisters along with them to another school. But the upgrading of classes up to 8 has become a positive aspect of going to community managed school as this has also led to increment of students and stopped the drainage of existing students to other schools".

The motivation potentialities have been raised in the community by giving equal opportunity to all the community locals to participate and involve in the school management for decision-making process. In relation to this, the female SMC parent member of Mahankal School stated:

"Before as being a woman we weren't given much priority but today when the school is handled by the SMC we are given much importance and I personally feel very lucky to participate in any meeting that SMC organizes for the betterment of the school as a whole. Above all, we as the parents came to know that most of the activities about how school should be run. And frankly speaking we women were only regarded as a housewives but in today's context when we are again asked for becoming a member we felt great and we feel that it is not only the house we should look after but also some other things like social affairs that we should be involved which benefits the society and the community as a whole, which we are in a position to learn so many things that never was thought of in our previous life and we are very happy".

Nevertheless, it is not only the parents that are motivated to take over the responsibility; the teachers are constantly showing the positive sign as well. The attitude of teachers, after the management transfer, has changed in teaching that reflects the positive sign of producing quality education. However, to scrutinize the students' feelings, Mahankal School also have opened a Bal Club where students can socially interact to put their grievance of remark in the SMC. In this connection, the head teacher of Mahankal School said:

> "After the transfer the teachers also have introduced new teaching activities using tape playing, also brought new sports activities. Every Friday we have two classes and then we organize some extra curricular activities. We also bring two students to participate in the meeting to share their feeling towards school and teachers. We have created BAL CLUB for the students".

The SMC of community school have played an active role for the school development program. The meeting are often summoned in fulfilling the basic requirements needed for the school. Basically the prime concern for community school has become construction of school building. Most of the community schools after the transfer have concentrated on constructing the new building. Prior to the transfer, the school building of most of the government schools were old and poor in quality and shapes. The physical facilities in the classroom were poorly furnished and hardly enough bench and desks were provided in the classroom. However, after the transfer the construction of new building and classroom physical facilities have at least brought healthy environment in the school. These were possible with total commitment of the SMCs members and the local community. The initiation has always been taken by the SMCs for guiding the local community, parents and other staffs of the school instructing them to the direction for development of the school. However, the works are divided into pieces to all the participants and generally their works are carried out with good cooperation and commitment. It was not difficult for

the SMC to construct the building and providing other physical facilities in the classroom, in collaboration with INGOs, NGOs and business houses, who provided with the financial assistant for infrastructure development.

Giving a new look to school, the parents have now felt a sense of responsibility to involve themselves in school management for progress of the school. In relation to this, the female SMC member of Mahankal School said that students should get quality education and this is possible if the parents get involved into school management and provide some managerial assistant by taking the responsibility in promoting school activities by visiting the school regularly. Even though parents are incapable of rendering financial assistance to the school they involve in physical activities like cleaning the school premises and support physically to their ability. In relation to this, the chairperson of Mahankal School said:

> "Parents involve themselves in cleaning the school and willing contributes physically in building the school compound wall and the school building. They willingly accept to render services to their ability".

However, taking over the management has proved promising for the local community. The transfer of management has just begun and in such short period of time of 2-3 years, the result may not be quite visible as expected. However, the SMCs in cooperation with the locals, parents and teachers are trying their best to put all the out of school kids of the localities in the school. However, regarding the out of school children they are planning at the moment. In regard to this, the chairperson of Shri Shringery School stated:

> "The prime motive of taking over the management of school was to provide quality education at the best and encouraging the locals to send their children to the school who have not yet gone to school so far. However, we are little unsuccessful in bringing about all the children from the localities in the school due to the demographic and geographical conditions. It is still believed by the locals that sending their children to school would ruin their agricultural profession and of course the earning

that would come from farming would slope downwards and the compensation for that would be the least".

However, the new way of looking at things differently has encouraged the SMCs and the local community to enhance the school by bringing about and introducing new and developmental program in the school. These new developmental programs are introduction of the English subject, technological teaching method by introducing audio teaching method in the classroom, and the opening a Bal Club for students. Beside such developmental program, the SMCs have focused in a new way of generating resources by mobilizing the natural resources in addition to collaboration with INGOs and NGOs. According to Decenzo and Robbins (1993), McClelland's needs theory suggested that one factor of motivation is "need for achievement" which the SMC feels proud of achieving the needs by introducing developmental program for the betterment of school and the community as a whole.

It is still the old problem of financial constraint that even government schools were facing although continuous support are rendered by the government prior to the transfer. Therefore, taking over the management responsibility by the community has given new way of looking at the same old problem in different perspective for resource mobilization, resource generation, collaboration and partnership, community participation, involvement, recruitment of teachers/staff and so forth which were never been thought about prior to transfer of management of school.

Diverse Mind Setting

The 21st century has brought about changes and development in educational sector in overall nation as well as in the whole world. Taking the old traditional way of doing things has, therefore, caused monotony in the daily work activities without any space provided to manage the school on the discretion of School Management

Committee. In taking consideration of such monotonous work, the transfer of school management has again stroke the local people to participate in different way with diverse mind settings. However, schools that were once managed by the government had least to offer to the community except for providing educational facilities. The teachers and the SMCs were reluctant to upgrade the school since the Education Act rigidly defined the policies. With an introduction of Community School Directive, the SMCs have been able to show some positive sign towards school progress since the directives offer the wholesome autonomy. Self Determination Theory of Deci and Ryan (1985) according to Anderman and Midgley (1998) stated that "the need for sense of competence, need for relatedness to others and autonomy" are required for motivation, which therefore provide the SMC to act upon the decision made on their own discretion following the Community Schools Directives. Although the anomalies between the Educational Act and Directives still exist, the SMCs of community school therefore rely upon the Directives and follow the rules according to the Directives of community schools. With the wholesome autonomy provided by the Directives, the SMC has become successful in making the school recognized in the national level. This was possible because the community were mobilized to raise fund and their involvement gave them a sense of belongingness towards school in their localities. Therefore, due to recognition of the school, the neighbouring towns and cities also have come to know the existence of school progress and this was one major aspect of attracting the students from other neighbouring towns. In relation to this, the female teacher of Shramik Bal Bigyan School said:

> "Now the school has been able to enroll students from neighboring towns from Jhamsikhel, Dhobighat and also from Kusinti, this has also proved that after the transfer of management to the community the recognition of school have wide spreaded and also the school has become able to attract new students from far away town".

The expectation of the community school is to become the best and renowned school in the country. However, the expectation can be achieved through providing the quality education and attracting almost all the children of the localities into the school that were never committed by the SMC prior to the transfer. In regard to this, the head teacher of Mahankal School stated:

> "Our expectation is to produce quality education, also we are anticipating to make this school as a model community school and make this school very popular that students would be attracted towards our school and join or enrol in our school".

The Mahankal School have different way at looking at things, which the SMC believed that bringing about the students in the meeting would also provide some managerial decision activities that benefit the students as a whole. However, with student's participation, the local community feels the power of belongingness towards the school and may as well change the attitude from disliking to be involved. This criterion of involving the students in the SMC meeting would motivate the students as well as the parents because of acquiring the power of decision-making process for the school.

According to Decenzo and Robbins (1993), McClelland's needs theory suggested the "need for affiliation, need for achievement and need for power". Nevertheless, the motivations of students are high in Mahankal School not only because of acquiring the power but also because of affiliation. This, however, has encouraged the parents to feel the need for achievement that their children have achieved the position in the school management decision, which therefore have initiated the parents to involve and participate accordingly. However, participating the students in SMC meeting have never been implemented prior to the transfer of management to school. The head teacher of Mahankal School stated:

"Previously it was only the head teachers, staffs and the SMC who sit in the meeting but some changes have come up after the transfer. If we want to do some new work we stay together and also we bring students to sit in the meeting. Prior to transfer, if we wanted to bring together the mothers of the students, it was difficult. Now things have changed and they feel that this school also belong to them and now they show some inclination towards the school because of their children being actively participating in school management decision".

The feelings of autonomy has initiated SMC in leading them to recruit teachers as required by the school to eliminate the mismatch of teachers appointed by the DEO. With such diverse mind setting, the SMC have also been planning to develop the quality curriculum and train the privately recruited teachers to become competent in teaching that will as well set the standard of school to be one of the best schools in the localities. This further gave them the sense to compete with nearby private and public schools. In regard to this, the chairperson of Shri Shringery School said:

"Well, we want to make our school one of the best schools. For that we also have plans for teachers training. There should not be mismatch of teachers appointed by the government and from our side as well. Quality curriculum development should also be emphasized to meet the need of the students which will further be implemented into the class which therefore will produce quality education".

In order to become one of the best schools of the localities, it is important that the teachers have to become competent in teaching their respective subject. However, the competence of the teachers can be achieved by motivating them both by intrinsically and extrinsically. The community schoolteachers recruited by the SMC are paid extra ordinarily low as compared to the DEO appointed teachers. However, even if they are paid low the SMC appointed teachers have shown remarkable efficacy in teaching. Motivating teachers with financial rewards has become difficult for the community schools; however, teacher's works are admired by the SMC and rather provide them with appreciation certificate to encourage them more towards

their teaching job. While talking to the chairperson of Shringery school, he

mentioned:

> "We do reward teachers by appreciating their work by giving them a
> certificate. Some time finance is concerned, however, our overheads are
> high since we are providing free education to all; we haven't been able to
> have extra financial resources and also cannot provide such incentive to
> the teachers, if we were to take money from students as tuition fees we
> would have given them certain financial incentive like other private school
> does".

By rewarding teachers with appreciating certificate their motivation towards

teaching has increased. This led to increase in quality of education and rise in

students' enrolment. However, with the rates of increase in enrolment, the teachers

are encountering different types of students in the school from talented to weak.

Teachers are trying to reduce the discrimination between weak and talented students

by providing extra classes to the weak students after regular class time. This type of

service has not been provided by the SMC prior to the transfer. To relate this, the

SMC teacher of Shringery School said:

> "We have encountered three types of students in the school, one type of
> student come to our school from other private schools who are more
> talented as compared to our own students, another type of students who
> come to our school are very poor in studies and the other type of students
> are the average student from our own school. From all these three types of
> students the talented and the average types of students can and have
> maintained in their studies and for the poor students in studies and making
> them equally capable in studies I on behalf of all the teachers also being a
> member in SMC have brought the new ideas of providing extra classes
> after school for the students who are poor in studies".

With such ideas of SMC after the transfer, it has definitely benefited the

students in educational progress. In regards to improvement of students' capabilities

in education, the parents also have shown great inclination towards the school. In

relation to this, the principal of Shringery School stated:

> "After the management transfer parents have shown some inclination
> towards school development by participating in the program initiated
> by the SMC. However this was not visualized before 2003 year.

The involvement of parents, nevertheless, has a positive impact into school management as well as in the progress of students' education. To support the view of parent's involvement in school regarding the scrutiny of child progress, the principal of Manahkal School reported:

> "Time and again they visit the school, talk about their child's progress regarding their studying behaviour and attendance which was not seen before while this school used to be public school but the changes have been seen in parents behaviour regarding their children education progress".

However, parents are quite reluctant to offer their idea for major decision and innovation of new developmental programs. Developmental program are decided upon by agreement of all the members in the SMC meeting. In order to initiate parental involvement, separate meetings are held for parents at least three times a year. This interaction with parents encourages parents to bring forward the hidden ideas, which are useful for the school progress. In relation to this, the principal of Shringery School said:

> "We have meeting with parents three times a year in every term before publishing the result of the students and we also talk about the different aspects of the school progress and they also give feedback upon what we have discussed but they may have high expectation which cannot be achieved in a short period, however in long run this kind of interaction may lead the school to progressive development of the community as well as to the students and school as well".

Besides the parents' meeting, the SMC are still active with developmental program and often organize meeting regarding the same. Most of all, the SMCs are concerned with providing the quality education to the students by bringing about and developing teachers' qualification and improving school environment and climate. When asked to the principal of Shringery School regarding the topic, SMC mostly concentrate on the SMC meeting, he stated:

> "Basically the meetings depend upon the current existing situation, sometimes when building are constructed we talk about construction, we

also discuss upon the teacher's trainings, quality education, and we always discuss upon the internal problem of the school and we do not go beyond the school environment. We, however, tend to develop quality education by developing qualified teachers and infrastructure development of the school".

However, for any developmental program to be introduced in the school, finance is considered to be the most important factor. Prior to the transfer, the government financed for most of the programs and was less productive; however, the transfer of management was a big decision to be made by the community to take over the responsibility of school management. Nevertheless, the transfer of management was never a planned decision made by the community, teachers, and parents. It was therefore the courage that initiated the local groups, parents, and teachers to take over the management of school even though they were unaware about the strategies of educational decentralization program since the government was least bothered regarding the extensive progress of the school. However, for the developmental changes, the community willingly took over the management of school for the development. In relation to this, the SMC teacher of Shringery School said:

> "Generally when the management was being transferred it wasn't with the plan we agreed to take responsibility of the management. However, we just jumped into it. This school was run by one appointed teacher by the government and we took this step in haste and with courage as assuming that if we fail to run as community school we will loose one teacher but if we succeed we may make it better in future since this school has always been supported by the community and the parents from the beginning and taking over the management in the hands of community. It would make the community feel more responsible to think positively in school matters. So taking all these into consideration we just took the responsibility on our hand by the decision of all the community in this village. Now the school is doing fine".

The transfer of school management has brought some light in the line of development by making most of the locals to participate in decision-making process. The diversity of the mind setting in development of school by introducing the new program has also been effective in generating some financial resources that were

never been implemented prior to the transfer. Providing excess idle amount of the

school as loan to the local community was an excellent finance generating scheme.

Because the interest that could be getting from the loan money would be more than

what the bank could have offered. In addition, not only to interest generating, but the

school management also emphasizes on sewing skill training program for the locals

women for income generation for the school. This further has made the locals capable

to generate income in addition to the agricultural profession that they possess. When

talking to the chairperson of Mahankal School regarding this, he stated:

> "Firstly we have to make a bulk contribution to the community or the
> trainee who have taken the training from here. Training these people may
> require the amount to buy their own sewing machines for starting the
> business, however, we have lent the money to some local people with
> interest of 12 percent per annum which we have successfully been able to
> generate 2400 rupees, if we are capable of lending these sort of fund to the
> local people it will definitely be beneficial to the school as well as the
> community. If we do not give the amount to the local people and keep the
> excess amount into bank we wouldn't be able to generate 2400 rupees in a
> short period of time. Whatever it is the first thing is of-course being
> capable of lending money to the local people in terms of capital to operate
> the business and also for agriculture. Some people have started the
> tailoring business in their house and generated the income without the
> involvement of our money, which is quite beneficial also".

Therefore, nothing would have been effectively successful without total

cooperation from the parent's side, teachers and the local community. However, spirit

de corps is required from all the participants and SMCs members. The team spirit and

teamwork has, therefore, brought about diversity of mind setting amongst all the SMC

members and the locals in coming up and implementation of new innovative ideas

into the school development. In relation to this, the SMC teacher of Shramik Bal

Bigyan stated:

> "We should also have a team work and work together and convince the
> locals regarding the school development. This may as well provide us with
> the developmental kind of attitude from the community".

Most important of all in the success of school development through the participation of community requires teamwork. In relation to this, the chairperson of Mahankal School stated:

> "Well, if we all work in cooperation and become unified we can do anything and there is nothing that I feel we cannot do with the unified team of parent, teachers, PTA and SMCs".

It is of-course the diversity of mind setting that has to do with implementing the new developmental program of providing excess idle amount of money as loan and providing tailoring trainings. However, local community yet has never realized the basic concept of educational decentralization. Nevertheless, community had to be made aware of the total program of educational decentralization, this could be possible only if government implement new programs for which locals feel comfortable to participate and enjoy the outcome through the involvement. However, prior to management transfer, there never used to be such program for parents and locals. With such activities in the school for parents and locals, however, had given them some light of hope in becoming ready for self managing the school which would not only benefit the local community but would also benefit the society and the nation as a whole. In relation to this, the SMC local community member of Shramik Bal Bigyan stated:

> "For self-managing the school the community and the SMCs need to have prolong vision to work together as a team. However, self-managing school at the moment is not possible as the management has recently been transferred and it may still take some more years of effort from the community to manage the school on their own. However, we should also change the attitude of the community in looking the school from the other angle. As the people believe that government schools are solely handled by the government and the involvement of community was given least priority however people have the same attitude and the SMC should create belongingness amongst the community and should also make them aware about the developmental program of educational decentralization. This not only benefits the education system but also the entire society and the nation".

With such diversity of mind-setting, the SMCs member has become successful in involving the parents and local community into school management. The self-determination in self-managing school therefore has evolved over the years after the management transfer. However, it was not possible prior to the transfer, as the government never had basically thought in bringing about the community into school management. Therefore, the motivational factor has risen in the community for bringing about changes in school development. The theory behind success of community's readiness is none other than the need of achievement, the community has acquired by introducing English subject, affiliation through creating belongingness amongst and between local communities, power of decision making, competence in understanding the problems and solving them as and when required, relatedness of generating satisfactory connection to others in one social group, and last but not the least is the autonomy in regulating and initiating their own action and sense of identity and input in decision-making process.

Immortality of Prejudice

Discrimination in educational sector has always been creating angst in the educational system of the country. The transfer of school management to the local community has another aspect of looking at the problem differently. It is believed that local community can handle the school management more efficiently and effectively. However, in reality it has taken a different shape although the rules and Act have the same implication to all the community schools. Community schools in Lalitpur are situated in different localities with different demographic and geographical conditions. As a matter of fact, nine community schools out of ten in Lalitpur are

located in the rural areas. Some areas are blessed with rich natural resources and some

are blessed with rich local people whereas some are not.

The discrimination, however, from the government side is inevitable. The less

blessed areas should be given more emphasis by the government in terms of teachers

appointed, financial grants and in the technical guidance. However, the respective

educational department are overlooking at the problems that still exist in some

community schools where there are less educated people and the living standard of

local people are poor, which, therefore, the locals cannot afford to contribute their

ability despite their willingness to take over the school responsibility. In relation to

this, the Principal of Mahankal School said:

> "Mostly locals are laborers and one or two locals have office. There are no
> government employees, some are drivers and also who are dependable
> upon agriculture do not have enough land at their disposal".

Despite parents have showed their likeliness to accept the responsibility in self

managing the school they still hesitate to interact with the SMC as they feel inferior

about their ability in educational qualification, the principal further added:

> 'Parents often come to school to know about their children progress and
> for other activities. SMCs parents (members) come to school but they feel
> inferior, as they do not possess educational qualification. But we tend to
> make them closer towards the school and they do not really comment in
> the meetings. Despite being uneducated they observe the classroom
> practice and sometime suggest us for cleaning but never suggest in the
> management practice'.

The willingness of community involvement for self-managing school has

nevertheless, become a motivational factor of the locals. In addition to the

willingness, the ability of the financial contribution to the school is equally necessary.

In regards to this matter, the parents and the locals of less blessed areas have nothing

to offer except their professional caliber. In regards to this, the principal of Mahankal

School further stated:

"Firstly we need resources. We cannot provide free education to 107 students. And also we haven't talked to parents that they have to contribute financial resources for teachers salary, if we make them know about it, parents would not take responsibility as they are showing it now".

The biasness behavior of respective educational department has created discrimination between community schools, by appointing uneven number of teachers in some community schools, for example, Shringery School have five Government appointed teachers and Shramik Bal Bigyan have six Government appointed teachers whereas less than two teachers are appointed in Mahankal School schools. The unequal distributions of government-recruited teachers seemed to have left a sort of dissatisfaction in community school. Nevertheless, the teachers are privately recruited from the localities by the SMC where government teachers are less in numbers and the salary are being paid with the support rendered by the NGOs.

The assistance of NGOs is inevitable in financial as well as in technical support. However, their support can never be kept aside from the school management as in some cases these outside agencies possess the prime duty of fulfilling the basic need of the school infrastructure development apart from the government assistance. The new concept of school hand over to the community has never been favored by most; with such situation in hand, the school management committee is reluctantly depending upon the NGOs. However, depending on NGOs would be beneficial for the school to administer the finance to some period of time and in contrary the NGOs as social workers does benefit the most out of it, which is also overlooked by the international donors. In regard to this, the Principal of Mahankal School mentioned:

"Basically we get consultation from the outside organization (NGO). If NGO does not appear in the meeting then we talk about what should we bring forward in talking to them. We haven't found much difficulty in performing the meeting on our own but do regularly get an advice from the NGOs. However we always fear that if NGO leaves us alone on our own than what shall we do is our prime concern. Again this transfer has become a new concept, people ask why did you transfer public school into

community school what are the achievements and how do you probably handle teachers management. These questions frequently arise, however, local should feel that they should show their interest upon school progress as a matter of fact if resources are not generated, this may as well lead to difficulty in running the school".

It is also understood that government provides some financial assistance to the community school. Despite being unable to raise fund from the local community for school development, community school has to depend upon government sources for teachers' salary. These funds have never been reached to the community school in full payment because of the government bureaucratic management. The chairperson of Shringery School said:

"Yes we do receive administrative expenses from the government but it does not reach us in total sum, we are supposed to receive 11000 rupees as administrative expenses but we only receive 6000 rupees and rest of 5000 rupees are disappeared and we cannot do anything about it, as our bureaucratic management are so corrupted that it is not managed as we expect. This has become a system of bureaucracy".

Political interferences have never occurred in the community schools in selecting the chairperson as it used to be in the government school. Nevertheless, the conflict theory of Karl Marx as stated by Ballantine and Spade (2004) "conflict theorists like Karl Marx and Max Weber question the contribution of unequal distribution of allocating job to the people of the society, the best position are maintained by the more powerful members of the society, whereas the low rank jobs are allocated to the less powerful groups often women, racial, and ethnic groups". However, discrimination in allocating the higher rank position of chairperson has never been appointed by the minister or political parties lately after the transfer of management. The influences of such conflict have never aroused in community schools so far because the chairperson is selected with the prime interest of the community people. However, the person seeking for the position of chairperson may somewhat has the vested interest on himself or herself to put a prestigious tag and

become a social icon in the community. Nevertheless, the political parties or the

minister has never favored the selection of chairperson in community school like it

used to be previously in the government school. In regards to this, the chairperson

mentioned:

> "Every time when government changes they appoint the new chairperson
> I have felt that. After the management handover to the community the
> involvement of political interference does not exist. When it used to be
> government schools the appointment of chairperson was selected through
> the pressure of minister. The person interested to become a chairperson
> would therefore bring a recommendation from the minister himself".

Hence, with less interference from the political parties the community schools

SMC have encountered a space of autonomy which is also a factor of motivation for

becoming self determination to self manage the school. However, if SMC of

community school efficiently concentrates in the development of school and manages

to bring about definite productive changes with collaboration of partnership, optimum

utilization and mobilization of resources, hiring competent teachers that benefit the

school and the community that may lead to the success of managing the school.

Without competent and able members in SMC, the management somehow may be

biased upon the decision of partners such as NGO who, therefore, are intellectually

forward and have the power to invest in school upon their discretion. In relation to

this, the Head Teacher of Mahankal School argued:

> "They (NGOs) have become very helpful towards school development and
> also have shown their financial contribution for construction, but situation
> as well might change as person change in the organization. As long as
> partnership is concerned NGO has been concentrating on income
> generation. However, through PTA we are capable in distributing books
> and stationary and bags to the students however we are not capable of
> paying the salary for the teachers".

Another aspect of prejudice may arise from the internal environment, if SMC

does not perform the duty as efficiently and effectively in doing things rightly as

desired by the community and the school staffs. However, occurrence of negligence in

school management may as well lead to the failure of self-managing the school like it

was happening with the public school prior to the transfer. In connection to this, the

SMC teacher of Shramik Bal Bigyan School rightly said:

> "However, if SMC does not care about the community as in previous days
> when the school was run by the government, for example, the
> management handled by the government was poor and with negligence
> and couldn't compete with other schools as the management committee
> was least bothered about upgrading the school progress in overall
> development. If such case exists then the school cannot be self managed".

SMC appointed teachers are paid low compared to the DEO appointed

teachers. The DEO appointed teachers are paid the wholesome amount of pay than the

SMC appointed teachers, despite SMC appointed teachers being active and

participative in any field of activity that school demands from them. In relation to this,

the SMC local community member of Shringery School stated:

> "The five teachers that are appointed by the government are receiving full
> salary whereas six SMC appointed teachers receive their salary from our
> own sources that comes to us from Shubhatara School. In other words if I
> have to differentiate these teachers I would say private sources teachers
> are more active than the government appointed teachers. Even though
> former receives less salary, this may be because they come from the local
> community though SMC have negotiated regarding this".

The benefit of hiring teachers from local community is that they are more

competent in participating in school affairs since they are all equipped with the

existing environment of the local school and the children of the village. In relation to

this, the SMC local community member of Shringery School further added:

> "One reason for being active may be that private teachers are hired from
> the local village and are more dedicated towards their work since they
> know the locals children and also are more concerned about the village
> and its development whereas public teachers are assigned to the school by
> the government and they have to come from far distance and do not
> belong to the local community and as they have been enjoying the
> bureaucratic behavior in their previous public school they may not like the
> environment here in this types of school. For example there used to be one
> public school in nearby village, which was closed down because they
> could not attract children. Only one student got admitted, where as there
> were four teachers; taking that into consideration the school was shut

down and the government sent one teacher from that school to our school. These situations have never occurred here in our school because from the beginning we all are dedicated towards the development of school and we are here at the moment".

Beside the internal prejudice, the external pressure group, therefore, has its own prejudice for community school. The pressure group is none other than the teachers union, rebellions (Maoist) and students union, who have been asking the SMC to close down the school and withdraw from the school management. They believed that the management that were once handled by the government has to be taken back from the community since education is primarily concerned of national interest, it should not be the interest of individual or the community. However, the rebellions once were actively discouraging the transfer of management have somehow helped the Shringery School by supporting them with physical activities like construction of religious place such as bamboo hut for commencing Hindu religious pooja organized by the school to generate some resources for educational purpose. However, student union has never shown their leniency towards the transfer of school management to the community. Their prime concern was to shut down the community school until the withdrawal from the management by the community. In relation to this, the SMC teacher of Shramik Bal Bigyan School mentioned:

> "At the moment it is the Student union and the teachers union who are insisting and pulling us back to withdraw from the management of the school as they say that it is the duty of the nation regarding education and health. Nation cannot simply get rid of educational sector and transfer the management of school in the hands of community. Nation should always be responsible for education it should also not transfer the burden of educational load on the poor community, as it has not yet become able to take over the school management".

Although the transfer of school management has the positive reflection in school improvement with community, parents and teachers involvement, the student union, however, is the restraining force likely to disrupt the progress. Has they been

thinking education is of nations interest, they should also have visited the public schools where management is poor and the SMCs are unable to run the school efficiently or is it that public schools in the nation are efficiently handled, which is not the real picture and the discrimination has yet to decline. DOE (2006) stated "the main cause of for the lower than expected implementation rate was the policy debate on programme implemented from the Nepal Communist Part (NCP) Maoist including its sister organizations (student, teachers etc.). (p.68). This disruption of student union was only to those schools whose management was transferred. However, management transferred schools are taking challenging steps and has proved to satisfy the local community groups, teachers, and parents. In relation to the progress of community school, the head teacher of Shramik Bal Bigyan School argued;

> "School management by the community has, therefore a positive reflection; I personally think that the taking over the management was a good step. Teachers are all satisfied and have shown no negative attitude towards taking over the management".

Despite the progress in school management in a short period of time, the prejudices and the antagonizing from the student union still exists. This is happening because they are unaware of the real progressive picture of the community school. However, the antagonizing behavior of the student union has forced the SMC to take step back, despite their unwillingness to withdraw from taking over the responsibility of management. In relation to this, the head teacher further stated:

> "We were asked to close down the school by the student union and for that we also sent the letter to district education office to acknowledge the same. The students union was criticizing us about management transfer and asking us as to why did the school take over the management in our own? It should not be a community school and hand it back to the government as and where the school belongs".

Regardless of disrupt from the students union the community school in Lalitpur district have never withdrawn from managing the school on their own.

However, the threat of students union still engulfs the school management committee, as they always believed that government is escaping from the responsibility of education burden by handing over the management to the community. In relation to the threat from the student union, the principal of Shringery School stated;

> "Present threat is that we have student union forcing us to withdraw from the community management of the school. Exactly they want that school should withdraw from community management because they think that community cannot handle the school by themselves. Sometimes later the government will withdraw from its responsibility and delegate all the responsibilities to the community, which they (community) cannot manage to run the school. This will therefore leads to the collapse of the school".

As long as parents, teachers and locals participate in school management, the community schools have nothing to fear about, since such attitudes of parents, teachers and local for facing circumstances difficulties were never shown towards school prior to the transfer. This has brought changes in the school such as creating the sense of belongingness, collaborative behavior, participative in management, commitment of teachers and staffs, and leadership quality. This was never encountered when the school was managed by the government. However, students union force the community management to withdraw the management back to the government. Had the government school managed efficiently and effectively the transfer to the community would never have to be consigned. It is the fact that powers dedicated to SMC in community schools are likely to be antagonized by teachers because they fear that their incompetence would compel the SMC to fire them from the job whereas in government schools this kind of practice were not done.

However, students union, on the other hand has nothing to go against the community schools, they are just backing up the political parties to create agitation who are always at the up front in disrupting political scene. Nevertheless, the pressures from student union for shutting down the community schools have come to

halt with the new formation of government line in the country. Disrupt from students has never been encountered so far by the three community schools in Lalitpur, however, political agitation may create such situation in future. (Personal communication Head teachers of Shringery and Mahankal school June 19th, 2007)

The threat, nevertheless, is the challenging obstacle to the school management committees of the community school until the public schools themselves show their tendency to transfer the management into community school and the immortality of prejudice would never settle down until the political scenario is stable in the country.

Community Willingness for Self-Managing the School

The development of community school lies in the hands of local people of the community, and their enthusiasm to participate for school progress. The transfer of school management have brought about many changes in the mind of local people, for example, sense of belongingness, team effort, cooperation, positive attitude, and above all, the tendency to develop the school with necessary physical facilities, to build a healthy learning environment for the village students. In mind of the local people, these changes have also led them to become conscious to compete with near by public school. However, the sense of competition would have never touched the mind of local community without empowering them with autonomy in decision-making provided by the Community Schools Directive. The autonomy has, therefore, empowered the SMCs to take decision on their own to quickly act upon to resolve the existing problem of the school with cooperation from parents, teachers and the local community. In relation to the autonomy empowered to the SMC, the local community member of Shringery School said:

> "Since SMC is very strong here and active also the power delegated to the SMC has made even those government teachers more active than that

compared to the past when this school once used to be the public school. As long as the SMC has the power to hire and fire the inconsistent teachers and get clarification from teachers if absenteeism are frequently seen, that's the main point that I think we do not have lazy teachers like in the other public schools. For example, there is a public school situated nearby and the teachers are very lazy. They tend to build a very unhealthy environment in the school campus as they do not appear in the school the other day and when they come the next day they also sign the attendance register as if to prove they were in the school the previous day. These kinds of trends have not been found in this school as we have started this school with private teachers and still we occupy more places for the private teachers now. As a matter of fact private teachers are also found to be more active than that compared to the public teachers".

The cooperation in making decision for school management has further led the community people to become motivated towards contributing their caliber into school progress on behalf of decision made by the SMC. In relation to this, the chairperson of Mahankal School stated:

"Well, at present we get the cooperation from the parents and their contribution they have made for the school. They have contributed and helped the school accordingly as required. In most of the cases parents are really very enthusiastic to undertake anything that the management decides and there is no such hesitation from the parents side".

The enthusiasm of parents has never been seen prior to the transfer; it was, thus, the effort of SMC to bring about the local people together to work for school progress and developmental aspect with high levels of commitment and performance. This reflected of one of three components of transformational leadership claimed by Sergiovanni (1991) as building, which entails empowering the local community, parents and teachers with motivational attitude towards involvement in school management. However, the involvement of parents in the school and their contribution towards the school is found to be limited, which is because the local parents are less educated and is depended upon the agricultural profession and is busy most of the time in the agricultural field. This may be one reason that parents are not capable in contributing major suggestion in the decision making process of school

management. Despite being incapable in such managerial activities the parents are willingly participates for construction and maintaining the school building. In relation to this, the head teacher of Mahankal School said:

> "Expectation is very low regarding parents contribution, however, class observation from parents side and they provide us with some suggestions regarding cleaning of school and labor contribution".

However, with effort from the parents, teachers association (PTA), the parents have almost come to know regarding the school management that was possibly because of frequent interaction made. Beside the PTA, the SMC also brings about parents together with other school staffs and the donor to interact about school development, which has thrown lights in the mind of parents to involve in the school progress willingly. In connection to this, the head teacher further asserted;

> "Presently with the support of PTA of 8-10 parents, the parents now have a feeling that this school also belongs to them and also feels that if we (parents) don't look over school it might as well get worsen".

However, the teacher's attitude towards school development through involving personally in students progress is another aspect of motivation, nevertheless, the teachers are more like satisfied with the transfer of school management and are confident that government will always support the school as it was in the previous days. However, with such confidence in mind the teachers have felt more secured with the skill and ability they have shown towards the school will some how be rewarded sometime by the school management committee. In relation to the teachers' participation, the head teacher of Shringery School mentioned:

> "Well, teachers' participation was likely to be the most visual action in transfer of management and they are all positive towards school management. We are also confident that government will not withdraw their hand from education, however, there are rumors that are spread in the market by the political parties and other revolutionaries".

Besides interacting with PTA and SMC, the parents and the locals have almost developed an informal family like relation and often talk about the school development and students progress. In connection to students progress and reducing the absenteeism of students, the school staffs willingly visit the parents to get the information regarding the how about of student, the head teacher of Mahankal School further mentioned:

> "If the student doesn't appear in the class for more than one week then we go and ask him the reason. We actually do not have program for that and do not bring it as a program and do not keep it as a record, however, teachers and locals have usual interaction even after school and they do bring feedback to the school".

With regard to good cooperation amongst and between teachers, staffs and parents, the quality of education have risen to the extent prior to the transfer resulting increase in the passing rates, this has further attracted children to enroll in the school from neighboring villages and nearby public schools. In regard to the quality of education and community willingness to participate, the teachers of Shringery School said:

> "While talking about the quality it will take a little while to judge that and the passing rates have been increased also the enrolment rates have raised, in addition to that parents participation have increased as they also give some suggestion and talk about things most importantly the interest of community have raised".

The interest of parental involvement in school affairs has somehow been remarkable achievement of community school. These kinds of interest in parents have further initiated the locals to become motivated towards managing the school on their own capacity. However, activeness of NGOs involvement in financial contribution and decision-making, the community now has thought that the school would develop with the total cooperation from teachers, parents and staffs prolong enthusiastic

interest in school affairs. In regard to self-managing the school, the willingness is a

prime aspect. In relation to this, the female parents of Mahankal School stated:

> "The contribution of NGO towards the school development was great
> however we should also not depend upon the NGO but rather motivate
> ourselves to run the school by our own effort and for this we all have the
> same feelings towards self managing the school".

The participation of parents in school development has a different aspect

rather than administering the management of school alone. It was, therefore,

understood that parents have a desire to upgrade classes in the school for the local

children so that they wouldn't have to send their children to far away school for

passing out from the tenth grade. The parents, however, understand that for the school

to upgrade the classes, the SMC's should also be able to manage the school on their

own ability and capability. However, for being able to manage the school, total

cooperation and teamwork is necessary from all the community, which the parents

have already thought about in rendering their services. Therefore, the willingness of

parents has a positive impact and initiated them to participate in school management.

In regard to this, the female parent of Shringery School mentioned:

> "School at the first place should improve in educational activities as a
> matter fact I enrolled my children here because they were poor in their
> studies when they were studying in public school. The education of this
> school has improved so far compared to previous days when it was a
> public school. The result of my children has so far improved accordingly
> because the system of educating the student in this school is different from
> that of public school. This has initiated me to participate in the school
> management for developing this school further. We locals are determined
> to put our village children in this school and have a desire that all of the
> local children should pass out from tenth grade. This school still doesn't
> have tenth grade and to upgrade the class we all should work together in
> team spirit to uplift the school further so that the locals can benefit out of
> it by enrolling their children in this school rather than sending them far
> away school".

With such determination of parents in developing school, their involvement

was prolific. In addition to this, the teacher's willingness of self-managing the school

is also determined to be productive. In relation to teachers determination of self-

managing the school, the female teacher of Shramik Bal Bigyan School stated:

> "Head sir and I am at the verge of getting retirement but we shall involve
> with this school as I am also from the same community and I will always
> be a part of this school even though I am not with the SMC".

Moreover, the support from teachers was another main aspect that the transfer

of management being possible, however, the transfer of management also was thought

out to bring the productive result for self-managing the school. Despite the teachers,

parents and local community's positive thought of taking over the management the

incentives that was provided at the time of transfer was another factor of being

willingness to favor the management transfer. However, it was not the incentive alone

that encouraged the community to willingly take over the school management it was

rather for the sake of school development through bringing about teachers

commitment, parental involvement and autonomous decision making. In connection

to this, the chairperson of Shringery School stated:

> "We did not encounter any sort of teachers restrain at the time of transfer.
> The management was transferred with a view of three aspects firstly
> teachers capabilities would therefore prove to be better if managed on
> their own and support would be rendered by the agencies, local bodies and
> the government as well. Secondly Management committee being strongly
> initiated to take over the management of school with the total cooperation
> from management committee and teacher and the sum of one hundred
> thousand rupees which the school receives could be used for maintenance
> of school, teachers salary and auxiliary expenses after the transfer of
> management".

It was not only because of the incentive that the responsibilities of school

management were taken over by the community rather it was expected that taking

over of management would also bring about the autonomy into the management

decision making for the development of the school. The amount granted as incentive

was invested into developing school infrastructure with the decision made by the

SMC. In relation to the incentive provided to the school at the time of transfer, the

chairperson stated:

> "This amount was granted to the school with an intention to promote or develop facilities like upgrading furniture, maintenance but there are rumors around the place and say different things regarding the amount granted, however, it is good for us that at least we have spent the amount for good and also we believe that we don't keep the money as a safe deposit rather we spend it into useful and productive means".

The developments of infrastructure of school and proper management by the

SMC have initiated the school to upgrade the classes in the school. Had it been

managed as a government school, the building wouldn't have been constructed and

the classes also wouldn't have been upgraded. With the extension of grades, the

enrolments have risen and above all, the commitments of teachers have proved to be

more productive. However, when getting a reflection from the teachers regarding the

withdrawal of management and handing it back to the government the teacher of

Shramik Bal Bigyan School stated:

> "Well we cannot hand over the school management to the government at the moment because we cannot again decrease the class from 8 to 5 since it took a lot for us to increase class from 5 to 8. This has also shown a positive sign in student enrolment and teachers commitment and also by adding subject like English the school have proved to be more recognized in the society".

It can, thus, be understood that parents, teachers and the local community

equally have the willingness to act upon the decision made by the SMC and further

would contribute their ability and capability to develop school and be determined to

self manage the school. However, sometime lack of finance may appear to be one

major obstacle in the way to manage the school but there is always the way for the

willing community to overcome the obstacle with total teamwork and commitment.

Community's Ability to Self Manage the School

Beside the willingness, the major factor of readiness is the ability to self-managing the school. The ability is none other than the financial capability of the local community being able to contribute some assistance to the school for developmental purpose when required by the school administration. However, the ability to make financial contribution depends upon the location where rich community have poor people and poor community have the rich people. In regards to this, the urban location occupy the group of rich people where as the rural areas have the poor people. In regards to the urban area occupied with rich people, the SMCs are active and can afford to convince the locals for the financial contribution as an when required. In regards to this, the female teacher of Shramik Bal Bigyan School stated:

> "Most of all the SMCs are active, locals are active, and community member are active. SMC, Locals and the Community are capable of funding 2 – 4 lakhs at any time when required by the school".

However, things might not be same all the time. It is rather a harsh idea to depend upon the locals for financial matter. Despite rich people residing in the area, their support is not easily expected all the time when basically the finance or money is concerned. The turn towards collaboration with foreign donor is as well be the best way out at the period to overcome the financial constraint, which may as well help the school management in the long run. In relation to the ability of SMC to self manage the school, the female teacher of Shramik Bal Bigyan School further added:

> "It is not true that the SMC cannot manage the school on their own. At this period of time we have become very well known in the society. We also have become well known to the donor and it's a snowball effect that we go on becoming recognized. This will definitely help us in the future in getting support from the donor someday which SMC will also think about some other program for resource generation. We also have been recognized by the foreign donor and they come searching for our school and also provide us with donation. Above all our community has social

workers who have become interested in our school and wanted and have shown positive sign for supporting the school".

It is, therefore, understood that no matter how much the local people are rich, the financing was always the constraint and a restraining factor. It is also understood that rich community or the rich people do not really determine the real ability of the community when finance is concerned. However, the ability for financing the school should always be for long term. This could be achieved only if SMCs starts to think rationally about generating it by their own effort. In relation to this, the teacher of Shramik Bal Bigyan School stated:

"Financial assistances are required for enhancing further, therefore, the management committee should make some flexible rules, which should be followed by all the members, and participants who willingly agree to contribute their effort in school progress, however, the management committee is interested in involving the donor for financial support".

The support from donor has always been the compelling factor for financial assistance. The government, however, could not afford to concentrate into school administration prior to the management transfer; it was then and there the involvement of donor was introduced when finance was concerned. It is not that the government is escaping from the responsibility of school management. Moreover, the government was careless regarding the management of school and thought that it would be right if the school were to be managed perfectly it should be handed over to the community, providing them with additional autonomy in decision making process. In relation to financial support rendered by the donor, the SMC parent of Mahankal School said:

"We are compelled to take school management on our own and this school was supported by the NGO and there was least support from the government side. However, these days' people are aware of education and school system which they think its importance for the community and local people; also we expect more of NGO support at present as we have not been able to generate enough financial resources. If we are supported by the NGO for few more years as they have been doing then definitely we can run the school. But without their help at present it would be very difficult. However, the school will not be closed or shut down though; we

will have to work harder to run the school. Closing the school is impossible dream, we cannot think about that in anyway".

The supports from donor agencies were remarkable in relation to financial contribution in comparison to government funding. However, the support of donor is inevitable at the initial period of management transfer since the vision of government is not clear in supporting the community school financially, the management committee therefore cannot afford to quit the relation with donor. As a matter of fact, the donor themselves have become interestingly curious to involve into school progress. In relation to the support rendered by personal donor, the chairperson of Shramik Bal Bigyan School stated:

> "This school had no desk and bench but with the assistance of Norwegian people the bench and desk have fully been occupied in the classroom for making the healthy environment for teaching and learning process. However, prior to transfer the management committee was not that enthusiastic upon searching for donor but as the management were handed over to us we became more aware of school progress for the sake of development of community and the people living in this society".

However, it is understood that government intervention for progress of school was at the least concerned, keeping this view into consideration, the support of donor is more necessary. In regard to this, the chairperson of Mahankal School said:

> "We have nothing to offer to the school and we have been running the school by asking for support to the NGO, as government has only appointed one teacher for this school, however, we always seek help from others in financial matters for paying the teachers salary. In that case we feel little hesitation to run the school on our own".

It is not just the willingness that counts, the ability basically focusing the financial matter, therefore has equally major factor to be played for being readiness for self-managing the school. In relation to this, the chairperson further stated:

> "If we all SMCs members cooperate and of course all the parents, teachers and locals willing to support the school will extend our capabilities to run the school. But, however, I still feel a little hesitation to run the school due to the lack of financial resources. We always depend upon other sources for financial help I think it's the financial resources that is the weakest

point at the moment. Since the most necessarily needed material is always the finance and that is what making us a little hesitant to operate the school on our own. As we have only one teacher appointed by the government and other teacher's salaries are fulfilled by asking from other sources for finance like NGO, VDC etc. we are lacking the financial resources and that exactly the most threatening point at the moment to take the whole school into our own self management".

In any part of developmental aspect, finance is considered the vital factor for development. However, the possibility for generating the resources for school with equal willing help from the community can therefore reduce and may as well eliminate the burden of resource constraint. It is possible in bringing about new program of resource planning and generating it from the local resources, for example, utilization of natural resources, mobilization of resources to the extent that benefit more in a short period of time such as loaning the idle amount to the local people for productive means, building partnership in education with donor agencies and so forth. These developmental programs to generate resources definitely can bring about changes into school if applied properly. In relation to this, the female SMC parent of Mahankal School said:

"In previous days we didn't have enough resources like teachers, finance etc but we have been able to accumulate some of these resources and increase the number of teachers. Now we think we can run the school even if NGOs do not really help in future and we all are planning for the same as we also know that NGOs will not really be our life blood for long as we know someday these NGOs will also ask us to take the responsibility on our own. All the SMC members do have the same feeling about it and also have been planning to establish the line of duty on generating some more resources for future needs. If these happens to be very positive and fruitful as we expected we therefore can run the school on our own".

The moral commitment for self-managing the school by the community with intact relation with donor is the reflection of second component of transformational leadership as suggested by Sergiovanni (1991) as bonding which entails binding of leaders and followers in a moral commitment. However, with initiation program to

generate resources could therefore be one aspect for the management committee to be able to self-manage the school on their own.

For steady progress of school, the management committee should generate financial resources. The resources could be generated through various means according to the area and location where the schools are situated. Therefore, the developmental program should be designed in relation to the location. The utilization of unused resources could be one aspect for generating the required financial resources with an aspect to develop school rather than having the motives of vested interest. However, prior authorization from the respective government department should be given for the utilization of resources. In relation to this, the principal of Shringery School stated:

> "Yes of course we can self manage the school, however, we have to be given certain liberty from the government side to utilize some natural resources that this localities are endowed with".

In connection to this, the chairperson of Shringery School have his version that the utilization of resources could be beneficial for the local people in terms of employment generating and further would improve the living standard of the locals for which he said:

> "We can manage to run the school on our own as we have all the resources in our localities. Government should allow us to utilize the resources on the basis to fund the school and employment generation to the local people so that they can at least buy basic needs for their children while coming to school and also would raise their living standards".

Additionally for the utilization of unused resources, the management committee formed a program to generate resources for which the principal of Shringery School further argued:

> "In my thinking what I believe that school should not be a beggar in the attitude to depend upon their financial resources. If we had begged for the financial resources from the government we would not have been here at the first place. We have dreams, for example, we have a sketch of our

second floor building after the second floor is constructed we make an adjustment of binocular which will attract some viewers to have a glance of Kathmandu valley, if only two or three persons pay to look over the views in one day we can generate some useful amount to run the school. Beside that plan we have free running water, which we can transform it into drinkable water and sell it to the market. These dreams will certainly be helpful to all the people. We being such a primary school has such big dream then why can't we think of standing on our own even government decides to withdraw".

Without the support from the government and the donor, self-managing the school, therefore, becomes difficult for the community alone to undertake. However, relevant support from the government is also visualized in terms of appointing the teachers and giving technical support in education. However, with such limited support from the government it is deemed to be less effective in the long run. The salary of other half SMC appointed teachers are yet to be paid by the school management since the transfer of management thus have provided the autonomy for recruiting the teachers by the Community School Directives for which the salary has to be managed by the SMC themselves. The confusion between the Act and Directive is creating havoc in self-managing the school. In relation to the autonomy provided by the Directive in utilization and mobilization of resources of the localities, the SMC teacher of Shringery School argued:

"At the moment we cannot run the school as self managed school because we are getting almost 50% support from the government, but we also cannot close down the school if government withdraws and gives us all the responsibility, we have almost 5 teachers appointed by the government and we cannot loose these teachers at the moment. As far as community is concerned they are not capable of contributing financial support for the school, however, they can do some physical work like construction. Financial dependency is the main causes that we cannot self manage the school. However, if autonomy is given to us by the government to utilize the natural resources like water and herbal products from the forest that is nearby situated then we can definitely run the school as self managed school. As long as finance is concerned we cannot raise it from the community and that is the main cause we are hesitating to fully manage the school. If provided with these kinds of autonomy then we not only become able to self manage the school but also be able to pay the required taxes to the government. In addition to this we can also generate

employment to the community people which will not only make us capable but will also make the community capable financially".

The developmental program of generating the resources seems to be attractive in the sense that it not only benefits the school but also benefits the people and the community as a whole. However, different location may have been blessed with different kinds of resources with either natural or unnatural. Depending upon the sort of resources available in the localities, the committee has to make the developmental program accordingly relevant to the available resources. Therefore, proper planning is needed for utilization of such available resources. Beside the resources utilization, various program can also be performed to generate the financial resources. In this regard, the chairperson of Shringery School stated:

> "We have Subhatara School for financial support and also we have performed ceremonial function and religious functions, which have almost generated small amount of resources every year. At present we have natural resources and can produce some wooden coal with establishing a small machine which will cost us around 60000 to 70000 rupees and with this machine in hand some people can also be employed which will ultimately benefit the localities. Another sources is that we have with us water resources which we can also produce drinkable water and sell it for generating some amount. These are the plans we have for generating resources to run the school by our own self".

The different varieties of program can be planned to generate financial resources for being able to self manage the school. It is not necessary for the school to depend upon government sources always, rather the management committee should be able to generate the financial sources on their own which should sustain for long time. In relation to this, the chairperson of Shringery School further argued;

> "Presently, we don't have NGOs as a partner as also we haven't approached any organization and we are planning to generate the resources on our own local resources like taking 3-4 hector of land on lease for plantation of herbs and provide employment to local for income generation so that they can at least buy pencil and copies for the children. However, government wants all the students to be in school, which seems difficult. Again we have to cope up with the government policies as well and have to compete with other school as this school has been selected as

a model school. Therefore to become one good community school we have to manage and make class room attractive for competing with other schools for which everything have to go along like resources, teachers, students and staffs".

As such, it is understood that financial sources is the pivotal factor for self-managing the school and, therefore, determine the ability of community becoming readiness. There may be variety of ways to generate financial sources for school. Depending upon the government alone would be ridiculous. The support from government side should always be rendered for technical support and teachers appointment. Prior to transfer, the school had a very poor infrastructure like old building with no bench and desk in the classroom, no toilet for students and teachers, careless administration and teachers' management. But after the transfer of school management, the new building, physical facilities in and outside the classroom and most of all, the proper management of teacher were encountered, which reflects the ability of SMC. It is wondered how the community has managed to upgrade the school soon after the management transfer. It can thus be understood that it is the ability of community to convince the locals, parents and teachers for involving in the school management and most importantly, it is the ability of management committee to hook up with national and international donor for financial support. The interest of the management committee and their ability to develop school has become success in the initial stage of infrastructure building with necessary physical facilities that was not visualized prior to the management transfer.

CHAPTER 7

SUMMARY AND IMPLICATIONS

I started to study the readiness of community for self-managed school with a view to explore the fact behind the community's ability and willingness for school management. I was overwhelmed with the evidence that were gathered from the interview tools from which the opinions from the community were positive in terms of ability and willingness. However, the capability in terms of finance to managing the school has a reluctant inclination towards taking responsibility and being accountable. The financial matter is not only the factor that hindered the readiness of the community rather it is the government policy as well. Government policy on self-management of school refers to both Education Act and the Community Managed School Directives. Both these documents have been formulated or developed without any room for flexibility. In addition, there is inconsistency between the two documents which has created confusion for self-managing the school. Consequently for concluding my research study in community readiness for self-managed school, the final chapter therefore deals with summary of the research study, followed by implications.

Summary

Education has always been the powerful tool for national development in terms of both to the society as well as to the national economy. Keeping this in consideration, the decentralization of educational system was therefore introduced in the western country, which was very successful. The success of educational

development through decentralization, however, created the demonstration effect in the stream of education, which printed a footmark in the developing country like ours. The history of school education in the country was initiated with the establishment of the first school, namely Durbar School in the year 1853 for educating the boys of ruling elites family, with a little access to the children of general public. However, schooling for general public began only after 1951 after the ending of the ruling autocratic Rana regime. Despite restriction of educating the children of general public in the school prior to 1951, the children of general public were sent to 'path sala', 'Gumba' and 'Bihar' which was organized by the community such as guthi, caste group and religious groups. Since then the trends of operating school, however, reflected the richness of community participation and involvement in school management. This was the effort of community and their management to bring about the children into educational activities for learning purpose although education provided by these communities were poor in quality and accessible to few.

Until 1972, the school that were operated by these groups were nationalized with an aim to improve the quality, resources assurance and most of all, to expand the access of education to all the children of general public who were out of school and were not able to enjoy the educational facilities. It was a major turning point in educational development. However, the political interference in the school involving the teachers for political activities through teachers union were visualized, which resulted in the slow growth in quality maintenance due to teachers absenteeism and inefficiency. The school was highly centralized and gave very less rather no space to the teachers and parents to take initiative in management decision-making process that benefited the students and the school. The community schools that were nationalized were viewed as the government schools where community had almost no

control over the school management and were unable to mobilize additional funds from both the parents and the community. The educational leadership of government school also reflected poor performances in the school management and the leadership role were limitedly perceived as administrating and maintaining the school rather than innovation and professional development. The nationalization of school neither could meet the expectation of the government nor it could ever fulfill the demand of general public. With such degradation of Government/public Schools in promoting education, the private school emerged in the mid-eighties with a vision to enhance the educational line of stream to facilitate with the most advance teaching materials, classroom facilities and caliber teachers. This proved that private schools were better than the government schools by producing high success in terms of SLC achievement where private schools passing rates was 80 percent and to 15 percent in government schools which led the public to loose faith in public schools.

To upgrade the public school standard in quality education once again the government summoned the community to take over the management of public school that was once snatched from them. The motives behind management handover to the community was that the private hand could manage the school with dedication which would further enhance the quality of education, where less political interference would be encountered, bringing about efficiency in teaching process with appointing the competent teachers where less absenteeism would be visualized and above all, provide education to all the unreachable children.

The transfer of schools management to the hand of community was emphasized with an expectation to improve the quality of education. It is also anticipated that by the end of tenth plan in 2008, 8000 public schools will have handed over to the concerned community expecting active involvement and

participation from parents, community members and local bodies in the line with the LSGA. Nevertheless, the management transfer of public school to the hand of concerned community has showed their readiness in school management, increase in enrollment, introducing new subject, recruiting competent teachers, resource generation and mobilization, and above all, the development of physical infrastructure like school building and classroom physical facilities. The aspiration of the community to involve and participate in decision-making process is another area that motivated them to take over the management of public school. This has further led to the increase in efficiency, access to all local children with equity, increase in enrollment and upgrades the standard of quality in education.

Key findings.   The readiness of community in taking over the school management was overwhelmingly successful in terms of raising quality education. However, some areas have a way to hinder the transfer process because of the teachers union antagonizing the policy of management transfer. It was also expected that donor agencies like INGOs, NGOs, CBOs and GOs would be the prime sources of finance and technical support. However, these organizations were only being supportive when persuaded, and acted upon their own desire vested interest. Local community, after the transfer of management of school, was running in traditional sources of funding and had no knowledge of raising fund for the school. This, however, could not meet the expectation of the World Bank for school base planning and management in collaboration with partners that was anticipated to shift the centralized and bureaucratic control to the hands of local community implementing decentralization system in education.

Community managed school are bitterly experiencing the financial constraints. However, the major source of revenue is the government grants. Apart from

government grants the NGOs and INGOs are equally supporting in terms of financial resources. The support from outside organization for resources has made the community school more dependent for which they showed reluctance in taking over the school responsibility to self manage the school. The dependency in financial resources has also created a new trend of collaborating partnership with NGOs and big businesses situated near by the localities. With such dependency, the school management committee had to rely upon the suggestion of NGOs and follow their way of doing things. As finance is a major concern in self-managing school, the management committee consequently hesitates to take the accountability, which they feel that if school is self managed by them, the government on the other hand would completely withdraw from financial support. Nevertheless, with such collaborative partnership with the outside organization, the management committee, therefore, is breeding some program for long term resource generation schemes, which was made possible because of none political interferences in the community school. However, the anomalies in Act and Directives are further creating confusion in doing so.

The other factor of slow growth in community school was because most of the school management that had already been transferred so far are located in the remote areas where resource generation in quite limited. The demographic and geographic conditions are like cheese and chalk in the country. It is also stated that one out of three adults is literate and the illiteracy rate of male and female population are 46 and 81 percent respectively. The causes of illiteracy are because of geographic/ecological area and the income level.

Nevertheless, the research study of three-community schools in Lalitpur district has a significant role played for educational development. Despite their location in the poor demographic and geographical area, the management committee,

however, is craving to find way for sustainability in the development of education by willingly participating and involving with dedication in the process of resource generation as well as enhancing the quality of education by providing the standardization curricula with introduction of English subject and English speaking environment in the school premises. This dedicational environment, however, was not found prior to the management transfer.

Apart from being isolated from the perspective of financial capabilities, the local communities have the potentialities to develop school so that the local community parents do not have to seek for the private school for their children. With such dedicated potentialities, the local community is further planning to generate income through implementation of programs that benefit the locals as well as the school. The programs are none other than utilization of unused resources in the localities such as water resources, herbs plantations; developing skill based training, appointing teachers from the localities and so forth. This would be possible if government, on the other hand, do not put any restriction on utilizing the natural resources of the localities, which are not in use. The Community Managed School Operation Directives has given the rights to the SMC to generate resources for the development purposes. However, the Educational Act, on the other hand, do not permit the SMC to generate the resources but rather allow to mobilize the resources. This is the point that SMC are mystified and is reluctant to act upon taking the full responsibility of the school management. Nevertheless, the SMCs are following the CMS Directive and are planning to generate resources from the wasted natural resources and are also appointing teachers from the local community despite restriction put by the Educational Act. In spite of the restriction put by the Education Act, the local people of the community are acting against it demanding for the

autonomy for school management with regards to resource generation and appointing Head teacher and teachers that are addressed in the CMS Directives. Nevertheless, to fulfill the raising demands of the SMC's of community schools, the rectification in both Educational Act and CMS Directives has been made, which again do not deploy the full autonomy to the SMCs.

It is understood that NGOs and other outside organization were the first to take over the step of school management in the case where rich community having poor people and it was also understood that the local people were the first initiator to take over the management of school where poor community having the rich people. The initiators who showed interest in taking over the school management thus engulfed the local community people to act upon the program showered with decentralization in education.

The involvement of local people in decision making process and school management thus gave them the opportunity to share their ideas of innovation for professional development in line to educational development and as a result gave an equal opportunity to look at the old problem with new perspective in solving the problem with sharing, discussion and implementing the decision in right time. Consequently, with such dedication to involve in school management the committee members developed the sense of belongingness amongst and between themselves and with the parents, teachers and the local community people. The sense of belongingness further widened the motivating potentialities of the local community and developed the sense of involvement for school development with commitment as a result of diverse mind setting in making the best renowned community school in the nation, by involving the student in the decision making process for school development.

Not to forget, the government and the respective department, on the other hand, are also to be considered as the prime source in playing their respective part in school development by providing technical support, financial support, teacher's appointment and other necessary support as required at the time that school management demands. However, in some cases the government is overlooking at fulfilling these means on the ground of prejudice. For example, not all the schools are given equal priority where sufficient teachers are appointed in some schools, whereas only few, less than two teachers, are appointed by the DEO including the head teacher. These prejudices should also be eliminated and treat all the community schools under one umbrella which is not practically being implemented and taken care of although the CMS Directive and Educational Act provides the equal policy and guideline to all the community schools operated in the nation.

Although contradiction appeared in Education Act and CMS Directive, the SMCs of community schools are following the guideline of CMS Directive alone. This resulted the autonomy in decision-making process regarding teachers' appointment, resource generation and construction of school infrastructure. The autonomy provided by the CMS Directive has, therefore, enhanced the power of willingness of the local community to act upon to quickly resolve the existing problem. This has further led to the positive attitude of the community people resulting cooperation and team building that was not found prior to the management transfer. The willingness of self-managing the school has also linked the tie among parents, teachers and local community people with informal family relation, which can also be considered as a major achievement of management transfer. With such informal family relation, the whole community people are now being more concerned about the welfare of their children and the school by informally communicating with

the teachers freely and also suggest in developing the school without hesitation. This has further led to low absenteeism of both students and teachers, most of all, the community is left with only few numbers of out of school kids in the area, which also can be considered to be one big achievement of management transfer in meeting the Millennium Development Goal (MDG) and EFA. The enthusiastic involvements of parents and locals have become the encouraging source for motivating the government appointed teachers in producing the level of efficiency in maintaining quality education.

Even though community having strong bind of willingness amongst them, the ability to manage the school has risen conversely in regards to the financial contribution. In taking this into account, the local community people and the SMCs member are craving for the resource generation from within the localities. The ability to self manage the school by the community, therefore, has taken one more further crucial step in terms of raising the funds for the school. The rich people of poor community are, therefore, aggressively involving into school development by donating some amount to the school and whereas on the other hand, the outside agencies none other than NGOs, INGOs, GOs, CBOs and foreign social worker (personal donation) are actively contributing in funding the resources for the development of the school where rich community having poor people. This enabled the ability of community schools SMC's to collaborate and built partnership with organization interested in aspect of development. The support from the community people and the outside agencies have encouraged the SMCs of community school to further lead the school to enhance the quality of education, increase enrolment rates, infrastructure building, motivating teacher, parents and local community people, above all, building the pillar for achieving the MDG and EFA. Therefore the

willingness and ability of the community, by their involvement in different activities and strong determination to take the responsibility, showed the reflection of community readiness for self-managed school. Despite the readiness of community being the process at the initial stages of implementation of decentralization in the country.

Implications

Community readiness for self-managed school has always been a prime concern for enhancing the educational decentralization. Although community has high determination, the readiness in terms of willingness and ability of SMCs signify the process of becoming commitment to self-manage the schools. The exploration of the research study signifies some implications regarding self-managing the school by the community. The implication, however, were made to the SMCs of the community schools and the respective government department for further enhancing the educational decentralization concept all over the nation so that the community managed school would therefore be in a light to perform in a productive way by providing quality education to all the children of the nation. Therefore, the propositions are listed accordingly to clarify the result of this research study.

Community managed schools are, nevertheless, performing to the standard as prescribed by the CMS Operation Directives despite the restriction made by Educational Act. However, to make efficient running of the community-managed schools the flexibility in Education Act is required for providing wholesome autonomy to the SMC of the community schools.

The government departments need to treat all the community schools with equality without any ground of prejudice, which also would result in cooperation

between the community schools and will also not raise the motives of competition between them of being more capable in the field of managing the school. However, the school is operated with an objective of educating children but not with the view of competing with each other of similar kinds.

The willingness of community in managing school is, nevertheless, productive. However, the SMCs lack concrete knowledge about how the management planning and policies were formulated by the government for community managed schools. This would further generate confusion and the right man would, therefore, not make the decision in right time.

The SMCs consequently, have the ability to generate resources from personal donation from rich people living in the poor community. Whereas in contrary, the SMCs also tied up with the outside organization for resource generation where rich community having poor people. Depending upon the other sources, however, is not the long run solution for self-managing the school; this can only be solved if the government provides wholesome autonomy to the SMC for resources generation from the sources that are available in the locality.

For achieving the EFA and Millennium Development Goal, the community schools have contributed their effort. However, the international agencies should also make some provision regarding regular finance for the community school for the time period until the school reaches the maturity stage in generating resource from their own skills and innovations.

Regular technical supports are required by the community schools for which respective government department and the NGOs, CBOs and INGOs need to initiate the workshop program, which further would develop a leadership skill in self managing the school by the SMCs.

Home-school collaboration would, therefore, be productive for children education development; this, however, would be possible if teachers, parents interact with each other not only in formal basis but also on regular informal basis.

The community readiness for self managed school, the SMCs has craved for the ideas of resource generation from the under utilized natural resources in the community such as utilizing water resources, herbs plantation from which the local community people would also learn some skill and will further be able to generate income from it. However, the SMCs are required to act for the benefit of society and the community people at large rather than having the tendencies of business motives ignoring implication in environments.

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3. http://www.eric.ed.gov

4. http://www.gfk.si/eng/3_1_qual_dict

5. http://www.google.com

6. http://www.google.com.np/search?hl=ne&lr=&defl=en&q=define:Community+Readiness&sa=X&oi=glossary_definition&ct=title

7. http://www.gorkhapatra.org.np/pageloader.php?file=2005/07/013editorial/editorial1

8. http://www.gorkhapatra.org.np/pageloader.php?file=2005/12/20//topstories/main8

9. http://www.msnepal.org

10. http://www.searcheric.org

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Appendix 1

INTERVIEW SCHEDULE

1. When was the management transferred to community? Who are the members in SMCs?

2. How do you define your role, right and responsibility as a SMC member?

3. As a SMC member do you also involve in other activities for school improvement besides decision-making? How do you manage to do it?

4. Does your work signify benefit to the fellow workers (teacher, parents and community)? How does it benefit to them?

5. How often the SMCs meeting are called and who basically takes the initiative to call meeting? Does every member join the meeting? Are there anytime the meeting has been postponed or cancelled? If yes how many times?

6. What basically are discussed in the SMCs meeting? Do SMC come up with any decision and will it be implemented?

7. Do you get any feedback from the parents and teachers while implementing decision made by the SMC? What kinds of feedback do the parents and teachers often make? Do they react upon the decision made by SMCs? How and why do you think they react?

8. Do SMCs member are free to make decision for school management or have to abide by the rules and Act and Directives?

9. Does all SMCs member are aware about the directives and educational Act? What do they have to say about it?

10. Does School have its own financial resources?

11. How far has SMCs been able to generate resources so far? How is it generated?

12. How are the performances of school after being handed over to the SMCs? What are the improvements made so far?

13. What differences did you find or make after the school hand over to the SMCs?

14. How is the relation of SMC with teachers and parents? Do parents and teachers freely communicate with SMCs? Have they brought about any ideas for school improvement? How do you implement their ideas? If no why do you think they haven't brought in ideas so far?

15. Have SMC encouraged parents to participate and involve in school management? How did you encourage them? Were they reluctant to participate and involve? Did they know about the decentralization program? Did SMC explain them about the program? How long did SMC take to convey the message to parents and local group? What were their reaction at the first place?

16. How many teachers are there in the school? Are the teachers appointed by DEO? Have SMC appointed any teacher? How many?

17. Regarding the promotion of teachers is SMC actively monitoring and evaluating if yes how? Have any teachers been punished so far by SMC do far? If yes why? And what was the punishment?

18. Talk to me about the teacher's performance, what changes have SMCs brought in to motivate them?

19. In your opinion who basically contribute success of school, SMC, teachers, parents or other outside group? How was the contribution made and what was the result of school success?

20. Before making any decision does SMC ask parents, teachers and partners to share their idea? Have they brought in any form of suggestion in the process of

decision making so far? How successful have SMC been able to put those suggestions brought in by parents, teachers and partners?

21. Does school have any partners? Who are the partners and what are their contributions in school management?

22. Do partners assist with technical support to school? How do you think they are supporting?

23. What does SMC wants most for your school?

Note: Your Name and response will be kept confidential and will not be disclosed in the main thesis so you can feel very free to answer.

Appendix 2

CONSENT FORM

Date

Chairperson,
SMC,
…………………………. School,
Lalitpur, Nepal.

Subject: Participation in interview

Dear Sir,

This is to inform you that your school has been selected for my research study for academic purpose of M Phil Degree. You are asked to volunteer in the research interview. I, therefore, would request you to gather the SMCs member for the same at the time of interview.

My name is Mani Rajbhandari, I am a Master of philosophy (educational leadership) student in the Kathmandu University. The purpose of my study is to explore the Community readiness for self managed school. Participant in my research study will consist of all SMCs members, teachers and parents of community school. As a chairperson of the school you are once again requested to make an adjustment for SMCs member present at the time of interview.

However, there will be no cost incurred and no compensation will be provided for participating in the interview. In any circumstance your name will be kept confidential and only my research advisor and I will have the access to the original records.

Please feel free to contact me for further information at mannierajbhandari@hotmail.com. You may as well reach me at my mobile number at any time 9841211551. You may also contact my research advisor Prof Dr. Tanka Nath Sharma in Kathmandu University at 5548891, Gwarkhu. Electronically you can reach him at tanka@ntc.net.np

Thank you very much for your kind support and hope to meet you very soon.

Signature of researcher: Mani Man Singh Rajbhandari.

Research advisor: 1. Prof: Dr. Tanka Nath Sharma
                                   Head of Department.
                                   School of Education
                                   Kathmandu University.

Appendix 3

BACKGROUND OF SCHOOL MANAGEMENT COMMITTEE

MEMBERS

<u>Circle your response</u>

1. What is your status in the school?

        A   Head teacher

        B   Teacher

        C   Parents

        D   Other please specify_____

2. You were appointed as a member because of

        A   Being a parent

        B   Being a teacher

        C   Being a local

        D   Being an Outsider

        E.   Other please specify_____

3. How were you encouraged to become a SMC member?

        A   Social Status

        B   Self motivated

        C   Head teacher and teacher convinced me

        D   School development

        E   other please specify_____

4. Length of employment in the school prior to becoming a SMC member

(only Head teacher, teachers, staff)

      A   10+ years

      B   4-9 years

      C   1-3 years

      D   Less than a year

      E   None

5. Past job held prior to becoming a member

      A   teacher

      B   principal/Head teacher

      C   Business

      D   Farming/Agriculture

      E   other please specify_____

6. Received academic qualification

      A   Master Degree

      B   Bachelor Degree

      C   Certificate level

      D   other please specify_____

7. Are you aware of the Community managed school Directives?

      A   Yes

      B   No

8. Do you find it feasible

      A   Yes

B   No

9. Are you aware of Educational Act and Regulation?

A   Yes

B   No

9. Do you find it feasible

A   Yes

B   No

Name in block

School's name

Date: _____   Signature

Note: Your Name and response will be kept confidential and will not be disclosed in the main thesis so you can feel very free to answer.

Appendix 4: Translation into Nepali

cQ/aftf{ k|Zgfjln

1. :s"nsf] Aoj:yfkg slxn] b]lv ;d'bfodf ;f/Psf] lyof]?

2. :s"nsf] Aoj:yfkg ;dLtsf ;b:osf] ?kdf tkfO{{n] cfkm\gf] e"dsf, clwsf/ / hjfkmb]xL af/]df s:tf] wf/)ff /fV^g' x'G%?

3. :s"nsf] Aoj:yfkg ;dLtsf] ;b:osf] ?kdf tkfO{{n] lg)f[x? ug'{sf] cltr/^m :s"nsf] pGgltsf nfuL c^o sfo[x?df kJg ;+n"Ug x'g ug'{{ x'G%? To:tf ug[tkfO{{n] cfkm"nfO{ s;/L Aoj:yf ug'{{ x'G%?

4. s] tkfO{{sf] sfdn] tkfO{sf] ;xsf/Lx? (fellow workers) b:t]Af lzIfs, cljefjs / ;dbfosf] kmfobf tkm[O+lut ub{%? StgLx? nfO{ s;/L kmfobf k"Yofpb+b%?

5. :s"nsf] Aoj:yfkg ;dLtsf] a}&s slt cljwdf *fls^% / To:sf] nfuL d"ntM s:tf] rf;f] (imitative) /fV^g ub{%? s] To:tf] a}&sdf ;a] ;b:ox?sf] ;xeflutf x'g ub{%? s] To:tf] a}&s kf% ;f/Psf] jf/@ u/LPsf]% ? clb To:tf]% eg] slt k^s To:tf] eof]?

6. :s"nsf] Aoj:yfkg ;dLtsf] a}&sdf vf; u/L s:tf laifodf%nkmn x'g ub{%? s] lg)f[o ePsf laifox? sfof{]Gjog u/fpg ;dlt cu|;/ x'G%.

7. ;dltn] u/]sf] lg)f[ox?sf] sfof{]Gjog ubf{] cleefjs tyf lzIfsx? af^ ;Nfx (feed back) cfp+b% . vf; u/L s:tf ;Nfx cleefjs tyf lzIfsx? af^ cfpg ub{% . ;dlt ef/f u/LPsf] lg)f[o pk/ pgLx?n] k\lts[of u/fpb+b%g\ . tkfO{sf] lsf/]df s;/L / lsg pgLx? k\lts[of u/fpb+b%g\ .

8. s] :s"nsf] Aoj:yfkg ;dLtsf;b:x? :s"n Aoj:yfkgsf] ldlt s'g lg)f[o lfg :t^q %g cyfj pgLx? s'g} P]g lgodlgb]{lz c^o[tlut /xg' kg[{{ x'G%.

9. s] Aoj:yfkg ;dLtsf ;b:x? lzIffff P]g tyf lgodfjnLx? af/] ;r^ %g\ .jxft+x?sf] To:sf] af/]df s] wf/)ff/fV^g' x'G%.

10. s] :s"nsf] cfkm\g} laI@o>f]t% .

11. >f]t b'/fpg AojYffkg ;dltn] slt ;fd ePsf]% .>f]t s;/L b'/fpg u/LPsf]% .

12. :yfkg ;dLtnfO{ :s"n lhDdf lbPklf{% :s"nsf] k[ofsfkx? s:tf] % . xfn :Dd :s"nn] u/]sf] pknAwL s:tf]% .

13. :s"nsf] Aoj}Yffkg ;dLtdf ;/] klf% s:tf] c^t/ tkfO{{n] kfpg' eof] .

14. cleefjs tyf lzIfsx? ;+u Aoj}Yffkg ;dltsf] ;Da^Gw s:tf]% . s] pgLx?n] ;dlt ;+u :kif[{{ ;+u (freely) ;+jfAf ug'{{{ ub{%g\ . :s"nsf] pGgtLsf nfuL s'g} lsf// pgLx? af^ cfpg ub{% .

15. (message)

16.

17.

18.

19.

20. (partners)

21. (partners)

22. (technical support)

23.

Appendix 5

:s"n Aoj:yfkg ;ldltsf ;b:ox ?sf]

ki&e"dL

cfkm\gf] egfO{ nfO{ w]//f nfpg';

1. *:s"ndf tkfOsf] x}f;ot s] xf] .*
    s= k\ wfyfW°ofks
    v= cW°ofks
    u= cljefjs
    #= cG;o eP v'nfpg' xf]; \ =====================================

2. *tkfO{sf] Igo'rG_m ePsf] sf/}f*
    s= cljefjs x'gfn]
    v= Iz\fs x'gfn]
    u= :yfgLo AoI G_m x'gfn]
    #= aflx/sf] AoI G_m x'gfn]
    "= cG;o eP v'nfpg' xf]; \ =====================================

3. *:s"n Aoj:yfkg ;ldltsf] ;b:o x'g tkfO{ s;/L k\ ]l/t x'g' eof] .*
    s= ;fdflhs k\ l&i&f (status)
    v= :jtM :km"t{
    *u= Iz\fsx ?sf] cg'/fl w af^*
    #= :snsf] lasfzsf lglt
    "= cG;o eP v'nfpg' xf]; \ =====================================

4. *Aoj:yfkg ;ldtsf] ;b:o x'g k"jf{ cfkm"n] sfd u/]sf] cjlw -k\ wfyfW°ofks, cW°ofks / sd{rf/L dfq_*
    s= 10 aif{ eG_fbf dfyL
    v= 4-5 aif{
    u= 1-3 aif{
    #= 1 aif{ eG_fbf sd
    *"= s'g} klg xf]OFg *

5. *Aoj:yfkg ;ldtsf] ;b:o x'g k"jf{ cfkm" /x]sf]*
    s= Iz\fs
    v= k\ wfyfW°ofks÷k\ frf] o
    u= Aofkf/
    #= s[if÷v]tLkftL
    *"= cG;o eP v'nfpg' xf]; *

6. *k\ fK_t u//sf of]Uotf*
    s= :gfssf] G_ tx
    v= :gfts tx
    u= k\ df}fkq tx (certificate level)

#= *c𝒢ₒ e𝒫v'nfpg'xf];\ ===

7. ;fd'ᵬflₒₛ 𝒜ₒj:yfĸg af͡ ;+rflnt :s"ndf lgᵬ]{zg x? (Directives) af/]df tkf𝒪{ nf𝒪{ ĥfgsf/𝓛%.
   s= %
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8. s]ₒf];+rfng ₒf]𝒰ₒ (feasible) %.
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9. s]ₒf]feasible %.
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ᵬ|i͡𝒥ₒ 𝓜 tkf𝒪{sf] gfd / tkf𝒪n] lᵬg' e𝒫sf] d𝒢t𝒜ₒ uf]𝒦ₒ /flvg] %g\ / 𝒥ₒ:nf𝒪{ ;f]w u|𝒢ydf ĸ|sfz ul/g] %}g t;yl tkf𝒪{n] lgl𝒵r𝒢t e𝒫/ ₒfkm\gf] d𝒢t𝒜ₒ 𝒜ₒ𝒢m ug'{ ;𝒮g' x'𝒢%.