

Hurdle towards education decentralization: An ontological paradigm of
community participation in India and Nepal

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For more than 100 years, the lack of a school management methodology has been the cause of countless complaints. But it has been only in the last 30 years that efforts have been made to find a solution to this problem. And what has resulted so far? Schools continue exactly the same as before.

Jan Amos Comenius, 1632

Introduction to decentralization of education

Education is socially and economically beneficial for the country to grow large in future. Many researchers claims expenditure in education generates more productivity than expenditure in infrastructural development of the country. This instigated for move towards educational progression, especially in developing countries where majority of children are left behind educational facilities.

Educational progression was therefore a breakthrough to bring reform in educational system by implementing decentralization in education. Rajbhandari (2007, 4) states “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”. However, many researchers argue upon two questions (1) why should country decentralize its educational decision-making? and (2) which decision should be decentralized? These two questions are of immense importance while formulating decentralization of education. Despite educational reforms has become necessary development of education especially in developing countries, decentralization of

education was put forward in anticipation of bringing quality, and access and equity in education, which centralized system of education could not achieved. In spite of implementing decentralization in education, many researchers' claims that it is not the end solution, however, it was also believed that decentralization in education can open the path for the progress of education by transferring the school management to the hand of local community group, which bureaucracy in centralized system of education seemed to be heavy and slow.

Nevertheless, local contribution was an immense important factor for decentralization in education for public sector educational reform. Decentralization is a step towards modernization of public sector educational reform. UNESCO (2005) asserts that for ongoing modernization and reform in public sector, decentralization is an essential feature. However, in future, functioning educational sector will shape three features, (1) Decentralization, (2) international commitment and (3) new forms of programme based resource allocation to education. These are all factors that concentrate upon development of educational sectors worldwide. Fullan and Watson (1999) insist upon educational decentralization to be worldwide phenomena, however for them the concept of decentralization is not widespread to be known for implication. Decentralization as educational reform is transferring the public school management to the local level, which includes local people of the community, parents and teachers. It is nevertheless, believed that local participation can better managed the school which again would produce a remarkable outcome for student enrollment for unreached local students and also a sustainable development of school that state couldn't intertwined.

Nevertheless, for UNESCO capacity development is one important phenomenon for development that remains at the heart of UNESCO's actions.

Graume (2009) asserts that despite substantial enhancing of funding in developing countries, education can only be improved with countries sufficient capacity for development. This initiates for community participation for building capacity in schools improvement in quality, access and equity. Quality in single term is difficult to explain however, with regard to education, quality indicates the availability of good classroom facilities, trained teachers, teaching learning materials, and healthy environment for the student's quality of life. Similarly, access represent enrollment of out of reached and unreached children into the school. Every child has a right to education which is also a theme of No Child Left Behind. When equity is taken into consideration, gender differences minimized, disadvantage groups (DAGs) are taken into account for right to education. Moreover, social inclusion is a matter of prime importance.

Furthering his views, Graume (2009, 30) states “without robust capacity – strong institutions, systems and local expertise – developing countries cannot fully own and manage their development processes”. Education for All, the 2006 EFA Global Action Plan (UNESCO, 2006: 6) in Graume (2009, 30) identifies capacity development as the second of six key areas of support. UNESCO states;

“Achieving the EFA goals implies adequate capacity, from the level of school and community to teacher training in higher education institutions and administrative capacity in education ministries. EFA stakeholders are agreed on the central importance of developing capacity as a key basis for progress. In particular, capacity development will respond to needs to scale up successful experiences, use existing capacity better and adopt good practices”.

For me, capacity development is related to four major aspect of educational development.

1. Institutional capacity (Infrastructural building)
2. Donor' capacity (financial and technical support in reaching intrinsically)
3. Geographical capacity (Local unutilized resources mobilizations)
4. Community capacity (Willingness and ability, Knowledge and skills)

Moreover, in educational development aspect, community capacity is most important when local participation is expected to collaborate with school management committee for the betterment of schools educational system and social benefits to the local areas. Nevertheless, with taking these into consideration, international agencies are exercising to boost community capacity building with providing technical assistance to enrich local people with sufficient skills to undertake responsibility and become accountable towards schools progress.

Despite having the transfer of school management to the local level, the key aspects of authority are retained at the central and regional level. Taking consideration of retaining some key aspect of school authority remained with the regional or the central level, decentralization is itself an incorrect name, nevertheless, with an aim to increase responsibility at the local level, decentralization is essential. Moreover, decentralization also increases the responsibility of efficient use of resources as well as bring management practices for quality improvement in the educational settings UNESCO (2005).

Decentralization strategy is therefore categorized into four terms. Devolution, deconcentration, deligation and privatization. These four terms are itself disturbing to understand when it comes to transfer of authority to the local community. Sometimes, local community participating for the school management is confused with

understanding their responsibility and being accountability especially in developing countries where most of the local people are uneducated.

The first three types of decentralization are common in educational sectors. Devolution strategy in education decentralization is passing down of the core responsibility from central government to the regional and local government. This strategy is undertaken by several countries. Deconcentration strategy applied from education ministry of capital city to the ministry of regional bureaus. In delegation, power is delegated 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 single strategy of decentralization may be suitable to all countries and these strategy implementation also depend upon the political legitimacy of the country.

Fiske 1996 states decentralization is transferring or reassigning responsibility to correspond decision making authority from higher level to the lower level. He further states that educational decentralization is a complex process when local community is accountable for making policy, generating revenue, spending funds, training teachers, designing curricula and managing local schools. With taking into consideration of transfer of authority, The World Bank (2007) states school based management intervention require whom to transfer of power and what types of decision are they authorized to make. It is nevertheless, important questions to be raised when transferring the management to the local community in developing countries.

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). Winkler (2005) believes that in many countries, donors have encouraged decentralization strongly. Despite implementation of decentralization, very less evidence was reflected for improvement of quality of education. In connection to support this, some concern and issues for educational decentralization 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?

Community participation in school management

With decentralization in education taking its shape in educational reforms in developing countries, local community including parents has collaborated in School Management Committee (SMC) for school development. Community is broad aspect to describe, some understand, it's a local residence, for some, community are the stakeholders having shared common interest for the school development. Researchers like Bray (2001) states community has a multiple complexity. Hillery's (1955) in Bray (2001) noted ninety four alternative definition of community. For Wolf et al (1997) in Bray (2001, 5) features that community should have

1. A network of shared interests and concerns;
2. A symbolic or physical base;
3. Extension beyond the narrowly-defined household; and
4. Something that distinguishes it from other similar groups.

In addition Bray (2001, 5) asserts that “However, some authors warn against coarse generalizations. Communities may expand or contract according to the need

and situation. Also, the voices of all stakeholders may not be heard equally; and although multiple and possibly overlapping communities sometimes come together to achieve common objectives, they may have different ideas about the ways in which those objectives can best be achieved” (Myers, 1992, pp. 317–18; Wolf et al., 1997, p. 10).

Nevertheless, for me, community is simplified to understand the people participating in SMCs although coming from different geographical areas. More specifically, local community group for SMC participation can be defined as the group of local people in the community, a representative from the Village Development Committee (VDC), parents and also Non Governmental Organization (NGOs) in the area or NGO concentrating upon educational settings or social livelihood developmental aspect.

Community participation in school therefore is believed to produce cultural environment that results in motivation of teachers and staffs. This will eventually lead school to progressive development. With decentralization strategy implemented in schools, most of developing countries local community people are agro based or into low professions. This can however, produce unhealthy managerial practices especially in curriculum formations. Researcher like Yannakopoulous (1980) in Rajbhandari (2007) claims that delegating schools authority will not be feasible in developing countries; however, it should be delegated to the state. This is because curriculum formation and administrative undertaking remains highly unfamiliar to people who do not have skills and knowledge in educational settings.

Nevertheless, for educational reforms in infrastructural foundation of schools in developing countries, community can play an important role. Other aspect of financing, accountability, administrative practices and managerial activities remains

unobtainable. In line to support this view, Rajbhandari (2007, 25) indicates that “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”. This is nevertheless, a call for international and national developmental agencies concentrating upon educational development. It is more or less impossible for the developing country to inject financial resources in the schools. This may be one reason why people do not participate in SMC for schools development, despite knowing that education can increase quality of life for their future generation.

In connection to inclination towards community participation, I would like to point out the words of Dixon, when he rightly asserts to claim for hindrance in local people participation in SMC. Dixon (2000) states three factors for access to community participation, which are

1. Capacity (I cannot participate): this is because of crisis in resources
2. Motivation (I do not want to participate): unfavourable social experiences in the community.
3. Network of recruitment (Nobody asked me to participate): absence of connection with the community members.

While taking consideration of these three factors alone, it is ofcourse majority of schools in developing countries that are undergoing educational reforms are located in the rural or the less developed areas. People from these areas are poor, this can give a brief explanation to why local hesitate to participate. Moreover, the financial capacity they hold remains insufficient for their livelihood. In addition to first factor, capacity of local people in urban area might have a different story; their crisis may not

be resources alone but may be the time that they would want to spend in social activities as they are most of the time busy with job and work. With the second factor of motivation in hand, it is the social factor that occur mismatch in their socio-cultural environment. This can create a very distant relationship, which is mostly encountered in the developing region in South Asia especially in India, Nepal, Bhutan, Bangladesh, and Sri Lanka. Finally, when it comes to network of recruitment, since people in developing countries are striving for resources generation with earning their living on daily basis, they are mostly away from home since early morning undergoing daily occupation like farming, fishing, and working as servant in others houses etc. These kinds of occupation keep the community people away from community most of the time. Most of all, literacy is one core factor that count for involvement in social welfare activities which local people in developing countries lack. This illiteracy resists them from understanding the core value of developmental aspect in the community which keeps them far from participation.

Community participation in school management have many drawbacks to progress educational institutes, such as, limited financial resources, academic knowhow, managerial practices, professional human relationship behaviour, teaching proficiency and many more. These drawbacks entails for low quality in education producing unhealthy education for future generation. Nevertheless, collaboration with Non Governmental Organization (NGOs) can therefore, produce healthy output in education. NGOs have becoming very efficient in developmental aspect. Most of the community schools in developing countries are being financed by the NGOs. These organizations provide suggestion and advices with financial injection to the school basically for infrastructural development. This infrastructural development is moreover concentrated with building physical facilities such as building, classroom

physical facilities, setting up computers lab, and extra facilities like drinking water and toilets for student.

NGOs in developing countries are countless in figures working for the developmental purpose of their country. These NGOs are financially backed up by the International Non Governmental Organization (INGOs) popularly renowned are UNESCO, UNICEF, DFID, GTZ, Helvatas, DANIDA, SDC. Among these NGOs only handful numbers are committed towards development aspects. These handful numbers of NGOs are contributing educational sector for progressive development by providing financial assistance as well as technical managerial assistance. However, when financial injection is concern, I have feeling about the dominancy of acquiring power and politics over other and making them dependency on their will. The saying “money makes the mare go” is considerable example to illustrate. While considering financing alone, the power always remains to the one who provides it. This however, should not be an aspect to battering educational setting.

Nevertheless, community participation also has some benefits in being active within the community location. Knowing the community means, knowing people around. As activeness remains constant in development concentration, community participation can therefore bring the unreached and out of school children to the school. There are more likely chances of minimizing drop out of student in the school thereby speeding the Net Enrollment Ratio (NER) of student.

With collaborative effort from NGOs, SMC has also managed to recruit professional teachers for maintaining quality of education to some extend. Mostly in developing countries, schools are owned by the state, and are not looked after effectively. This ineffectiveness and inefficiency from the government side also exhales teachers' appointment with no specialized subject. However, being number of

teacher in school with teaching not in the specialized subject produced low quality in education which was a major break through in community managed school.

Moreover, in developing country, teachers unions are active in demonstration for their rights, which invite for closure of public schools eventually making the educational delivery suffers. So far when implementing decentralization in education with community managing the school, these activities have at-least not been encountered. This has been controlled by the directives and law of the community managed school (CMS) providing ample authority and responsibility of hiring and firing of teachers. In addition, the delegated authority to the SMC also reflected very less teacher absenteeism.

Target 2015 Education for All in South and West Asia. A review of Regional Overview South and West Asia. Education for All Global Monitoring Report (GMR) 2010

According to UNESCO EFA GMR (2010) for South and West Asia acclaimed significant progress upon enrollment especially in India and most other countries has striving towards achieving gender parity. However, developing countries still have drawbacks in many aspects, such as, geographical conditions, poverty, conflicts, ethnicity, languages, ill health, and disabilities. Towards the target EFA 2015, governments, international agencies and many actors are trying to address to resolve these issues in order to widespread the quality of education for all.

Despite daunting effort put for the progress of achieving the target EFA 2015, many of the sectors are still deprived in receiving such progress, such as, early childhood care, youth and adult learning needs, and education quality which an immediate attentions for foundation of educational qualities in future. The report

highlight especially in South and West Asia millions of children entering schools are weakened with poverty, malnutrition, ill health and lack of access to primary education. These factors could impact a prolong effect upon educational development in developing countries. Taking malnutrition into consideration Millennium Development Goals (MDG) has addressed this in a very slow pace. In India 8.3 million children are born under normal weight. Almost half of the children under age 3 in India are underweight that is main reason of drawback in achieving the target EFA 2015.

In addition, people in developing countries suffer from poverty which leads them to sustain in staple food alone. However, with political and economical crisis can sometime impact upon transportation and other infrastructural means directly connecting to necessity supplies. Moreover, with global warming and climate change, agricultural sectors are in prime concern for loss where most of the developing countries economy is relied upon. The climate change can occur in heavy rainfall, flood, and droughts which again is a loss for agricultural sectors. Food crisis in Bangladesh is a major example that risen price of staple food by 50% that directly was a concern for low rates of enrollment in the schools.

Most of all, developing countries suffers from political disturbances which sometime may lead to conflicts and violence. Examples of these countries are Nepal and Sri Lanka. Political instability and conflict are again a main reason of unhealthy educational development. This instability causes strike and agitation from teachers which invite for lock outs and close down of schools. Instability in politics can also cause drawback to infrastructural development of the countries. Moreover in Nepal, the infrastructural development is furthering to stride downwards for example, electricity shortages, which lead to many hours of load shedding. Taking

consideration of conflict, 300,000 people in 2009 were displaced among them 13% under age 5 were out of place.

Another factor of slow growth in achieving EFA is caused due to child mortality rate which is 83 out of every 1000 children indicating that child reaching the age 5 dies. The accuracy rate for this is 100% in Pakistan and 235% in Afghanistan. The country that breakthrough the child mortality rate in South and West Asia is Sri Lanka with reducing by 13%. Mortality rate is also closely related to malnutrition and maternal health of the mother. The GMR 2010 shows that South and West Asia is highly affected with malnutrition during pregnancy which is also affecting the child growth. In addition to this, antenatal care for maternity care suffers that shows almost half of women are uneducated and only 10% of women are with secondary education. However, report indicates that Nepal is exercising community health care by mobilizing community health workers to improve health care facilities during pregnancy. The mobilization of health care workers, removal of fees, and increase investment in training health workers has improved and increased the access to maternity care. Nevertheless, South and West Asia remains the world lowest in maternal care with skilled attendants which are 41%.

With many of these aspects taken into consideration to improve education for all, due consideration was emphasized by the international agencies on taking care to these major issues, which resulted in increased in enrollment of students in school. Enrollment in pre primary education increased by 69% that indicated 36 million children enrolled in pre primary school program in 2007. The Gross Enrollment Ratio (GER) of India was 21% and 41% in Islamic Republic of Iran. Therefore, the average enrollment of children in preprimary education in 2007 was 36%. In Bhutan GER range 1% and 85% in Maldives. Nonetheless, two pronounced barriers to early

childhood education were remarked by household poverty, and low parental education.

Moreover, enrolment in South and West Asia has dramatically increased. This has indicated remarkable progress in reduction of out of school children from 21 million to 18 million since 1999. Remarkable progress in reduction of out of school children was encountered in India by 21 million with launching of Sarva Shiksha Abhayan program. Nepal reduced by 13%, Republic of Iran by 76%. Therefore, total enrolment in the region stood at 192 million in 2007. This indicates the average NER increment from 74% to 86%. Countries contribution to this increment of NER was 66% in Pakistan, 96% in Maldives. However, Afghanistan suffers from girl's education although GER was maintained to increase from 28% in 1999 to 103% in 2007.

Gender parity in South and West Asia was major issue to be resolved which also was progressed. The Gender Parity Index (GPI) of GER rose to 0.84 in 1999 to 0.95 in 2007. Countries that achieved Gender Parity in primary education are Bhutan, Maldives, Nepal and Sri Lanka. However, Pakistan and Afghanistan are two countries having major disparities in girl's education. Despite having progressive growth in GER, NER and GPI, the major challenges for achieving EFA 2015 target in South and West Asia is to maintain the retention rate of the enrolled children in the school. This indicates high percentage of drop outs. The retention rate in Bangladesh is 55%, Nepal carried 62% retention, India has 66% and 70% in Pakistan. However, in country like Bangladesh, India, Nepal and Pakistan, 13% to 15% children drop out from school before completing first grade. This has become one problem of achieving the target of EFA 2015.

As according to the Education for All Development Index (EDI) none of the country has been successful to achieve EFA. Maldives is the only one country which is close to EFA, EDI between 0.95 and 0.96. Most of the countries below EDI 0.80 are Bangladesh, Bhutan, India, Nepal and Pakistan is far from achieving EFA. Major concern of difficulties in achieving EFA is due to poverty and lack of parental education. Poverty in South and West Asia has caused marginalization in education. Poverty being a main factor causing, malnutrition, mortality, maternal health has become hindrance to achieving EFA with a problem of keeping the children in school which therefore is resulting high drop out rate. Cultural and caste system is another important factor that has caused discrimination in education. Most of these issues is also related with the poverty. Majority of low caste group falls into poverty line and are therefore discarded from the society as untouchable. Children coming from these castes are also deprived from achieving educational facilities in school.

Nevertheless, many effort has been implied to boost up education in South and West Asia by bring in foreign aid to upgrade quality and access to education for all. Many international agencies have been partnering with the developing countries and also initiating community mobilization for generating awareness in education that eventually support future of the children.

Ontology of community participation in school management in India, and Nepal

There has been found improvement in education sector with the participation of community in school management. Access to education and maintaining quality education, gender and caste equity and retention of students in school were major achievement contributing rise in NER that were found to be remarkable. Nevertheless, some researchers believe, community participation in school management is rather purpose of bringing people together with intention to invest their knowledge, skills, and ability for sustainability of school. With such investment from the community, innovation can be brought about for the betterment of school as well as to the students.

Community participation in school in India

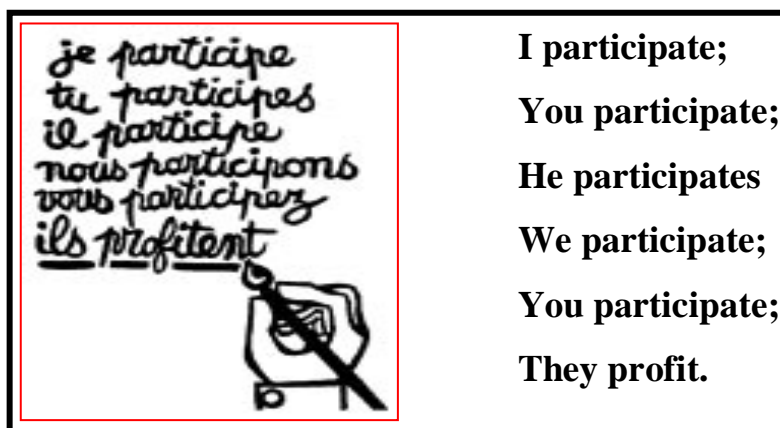
In India, community participation in schools have brought about changes in teaching and learning practices by innovating new form of multimedia technologies in the classroom. This kind of innovation with the support from the community participation has raised the quality of education and enrollment of students reducing unreached children of the localities. To support this understanding, Khattar (2009) in Times of India asserts that participation of community can improve quality of education, an example for this was stated by Patel in the interview for which he support his views to address that "We have a concept called 'Bandhan' wherein we pair some affluent schools with less privileged ones and train the teachers through motivation, lending effective models, teaching-aids and so on". In addition in the same article piece Awasthi added "a rural school in Surat owns an LCD projector,

which children can use for teaching-learning processes." Further, she adds, "Sisodiya Prathmic Shala, a government school in Gujarat, involves students in activity-based learning like planting seeds, encouraging concept learning and so on. It turned out to be such a successful venture that four private schools in the vicinity had to close down because students moved to this government school".

Most of the school in India offer afternoon meal to the student and this has become a source of motivating students to remain in the school and for parents to send their children to school. However, particularly in Gujarat, researchers have found that meal provided to the student did not meet any standard of quality. In this case Sarva Shiksha Abhiyan (SSA) a community for universal education program for all, supported these school with providing balanced diet for students. This was initiated because of one reason to retain the attendance of students in the school which is a major important factor in achieving education for all. In addition, according to SSA, program was initiated in utilizing school ground for plantation of vegetable and fruits especially for the students. This was also initiated to teach students to learn concept of area, profit and loss, geometry, germination, agricultural practices and so on. This model of community participation in schools is being efficient and effective in supporting schools development.

However, Banerjee et al (2006, 10) in Barnhardt et al (2007) in their experimental implementation of different strategy for empowering village community in Uttar Pradesh India for achieving quality education found that "that there is a general apathy among citizens to improving education through local collective action". This suggests that relying upon community and being optimistic in community based approaches may not provide meaningful result for improving education in schools.

Bringing in additional knowledge, skills, ability and attitude in schools from the community participation is a way to development and improvement of both school and the local community. However, for equal and committed participation from the community it requires equal distribution of power, authority which can thereon be expected for the responsibility and accountability. There has always been a question of lack of accountability in community managed school in developing countries; one reason for this is nonetheless, the redistribution of power. In line to support this view Arnstein (1969) in Bray (2000, 11) illustrated a poster of agony of student workers rebellion stating in French which explains that participation without redistribution of power is a meaningless and frustrating process for the powerless.



**I participate;
You participate;
He participates
We participate;
You participate;
They profit.**

Could there be a better choice of community participation without distribution of power to anticipate responsibility and accountability for the SMC to achieve EFA 2015? This however, has become a major issue in decentralization of education about transferring decision making authority. This has raised a question to policy makers in education in decentralizing decision making process in education specially when it come to understanding community participation in developing countries education system. Moreover, community participation in developing countries has gaining ground in infrastructural building and social mobilization directly contributing to education development in school.

Rajagopal and Sharma (1999) in Bray (2000) states that with an aim to educational progress in school, initiative for revitalizing educational process was launched with a formation of Shiksha Karmi Program in rural and remote parts of Rajasthan in 1987. This program illustrate educational stakeholders, such as teachers, village communities to come together to join hands in bringing educational development. However, many of the villager's community were trained to become volunteers which they believed to be a difficult task due to remoteness and lack of educated individuals. It has nevertheless been gaining success since 1991 with opening new schools serving 2000 villages and enrolling 157300 children in 1997. This was a remarkable effort from the community members to participate in educational settings. The active participation from the villagers community and school in-charge survey children who are not attending the schools and retaining them in school. This is again an effort to meet the EFA 2015.

India is multicultural diversified country with many aspect raising issues of cast, class, gender inequality. These aspects have become difficult to eradicate but however, is being minimized to extent in academic cultures with the support rendered by the community participation in the school. With respect to understanding this, Rajgopal and Sharma asserts that

“caste/class and village power dynamics do often come into play’, with negative as well as positive consequences. However, the programme has had major successes as a result of the partnerships that have been built with government, professional groups and community organizations. It includes clearly stated expectations of teachers and their behaviour, a strong feedback system for teachers’ continuous improvement, a career track for teachers, and a firm belief that all children have an innate ability to learn. This philosophy

and the demonstrated action have elicited a strong community response”
(p.24).

The problems with community participation and possible solutions in India

Moreover, community participation for success of school development entirely depend upon the organization commitment of teachers, parents, local community, NGOs, and village development committee. Organizational commitment reflects the behavioral and attitude of SMCs stakeholders for planning, organizing, communicating and influencing. These are the core management foundation to begin with while considering total management quality for education for all. However, in most developing countries power and politics, caste and class, haves and have not have distinct classification among and between community members. Concerning to support this, Dunne et al (2007, 31) identified in their research that in African and South Asian contexts results has shown how there is unequal access to participation in such bodies according to socio-economic status, race, caste, social class, location, political affiliation and gender (PROBE, 1999; Therkildsen, 2000; Karlsson, 2002; Bush & Heystek, 2003; Rose; 2003; Soudien & Sayed, 2004; De Grauwe et al., 2005). These disparities lead to unhealthy managerial and administrative function in educational progress resulting motionless development. With connection to this, the Public Report On Basic Education (PROBE) report (1999, pp. 65–6) in Bray (2000, 24) observes the relationship of teachers and parents and tendencies towards organizational behaviours (see box 1). The result demonstrates to reflect the teachers- parents attitude of being cooperate. The cooperation of teacher-parents is somehow a collaborative effort of bringing good environment with quality teaching learning practices. Students learning achievement is however, related to home school cooperation.

Cheong (1999) in Rajbhandari (2007, 29) stated 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”.

Box 1.

Parents and teachers have a tendency to blame each other for the failures of the schooling system. This situation may sound like the death-knell of teacher-parent relations. However, some mutual criticism is quite natural in this context, and does not necessarily rule out practical co-operation. In fact, given the current state of affairs, it would be quite worrying if parents were full of praise for teachers or vice versa. Their respective demands do have a positive role to play in the improvement of the school system. . . . The nature of teacher-parent relations varies a great deal between different villages. In a majority of villages, there is active co-operation. In Khurd (Rajasthan), for instance, the teacher has won the appreciation of the village community for his punctuality and sense of duty, setting in motion a virtuous circle of goodwill. At the other extreme, there are cases of palpable tension between teachers and the parental community. This applies in Bisariya (Bihar), where parents ended up appointing a retired teacher to help in the local school, deserted by its own head teacher. Antagonism is also the norm with non-functional schools, which reflect a fundamental breakdown of the teacher-parent relation. An intermediate pattern arises when teachers are identified with specific factions within the village. This is particularly frequent in villages with sharp divisions of caste and class. . . . Perhaps the most common pattern is one of scant interaction between parents and teachers. Parents, even if unhappy, see little scope to influence the teachers. The latter, for their part, have little interest in active interaction with parents, or may be satisfied with selective interaction. Two-thirds of the head teachers we interviewed felt that the attitude of parents towards the school was ‘helpful’, but what they understood by this reflected low expectations of parental co-operation: asked to elaborate, the most frequent comment was that parents helped by sending their children to school regularly. Less than 30% of the head teachers reported that they had asked for any specific help from the parents during the preceding twelve months and obtained a ‘favourable’ response. On both sides, inertia is the dominant attitude.

The necessary ingredients of total home school cooperation is collaboration of teachers, community members and nonetheless are the parents. Chavan (2000) states that for extension and development of schools, huge gaps between school and home should be filled. For this parents are the core active players for bridging this gap

which also initiate for Parent Teacher Association (PTA) to be active. Chuvan believe and asserts that parents from different background (rich, poor, educated) are afraid of teachers. The fear of complaining about teachers is because, parent believe that if they complain about teachers, their child will be mistreated. Many of these cases has revealed upon mistreating children in schools until it is heavily out of control to suppress. Therefore to eradicate this, someone has to come up to resolve this issue where community participation can act and play a major role. Taking these into consideration decentralization in education was put on movement in developing countries to enhance the education by strengthening community participation in the school. It was further anticipated that local hand could manage the school prominently if given autonomy in decision making with adequate training and technical assistance from international and national agencies such as INGOs and NGOs.

There have been many forms of national agencies in formation to concentrate in education alone. In India Pratham established in 1994 is one of the largest NGO in working to provide quality education to the underprivileged children of India.

(The Pratham team comprises of educationists, development professionals, media personnel, corporate, workers, activists, PhDs, MBAs, CAs, civil servants, bankers, corporate professionals, consultants, who all bring their experiences and perspectives to the organsiation and are unified by the common vision of improving the future of our children). The main program Pratham has designed for educational enhancement and to achieve this was formularized through their mission which states that:

1. Enrollment in schools increases.
2. Learning in schools and communities increases.
3. The education net reaches children who are unable to attend school.

4. Models are replicated and scaled up to serve large numbers of children to achieve a large scale impact.

Moreover, NGOs are not only the agencies that are concentrated with educational development. A government flagship programme was also implemented to achieve universal elementary education for children of age group 6-14 (see box 2)

Box 2.

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Rao (2009) admits School education management Committee (SEMCs) are constituted under SSA in almost all states and union territories in India. He further states that SEMCs are responsible for community participation that plays a vital role in incentive planning and development of school and village educationa plan. Supporting this view, he asserts “These committees are to ensure community participation. The nomenclature of the community level structure varies from state to state. These community level structures play a key role in micro-planning, especially in the development of a village education plan and school improvement plans” (p.61).

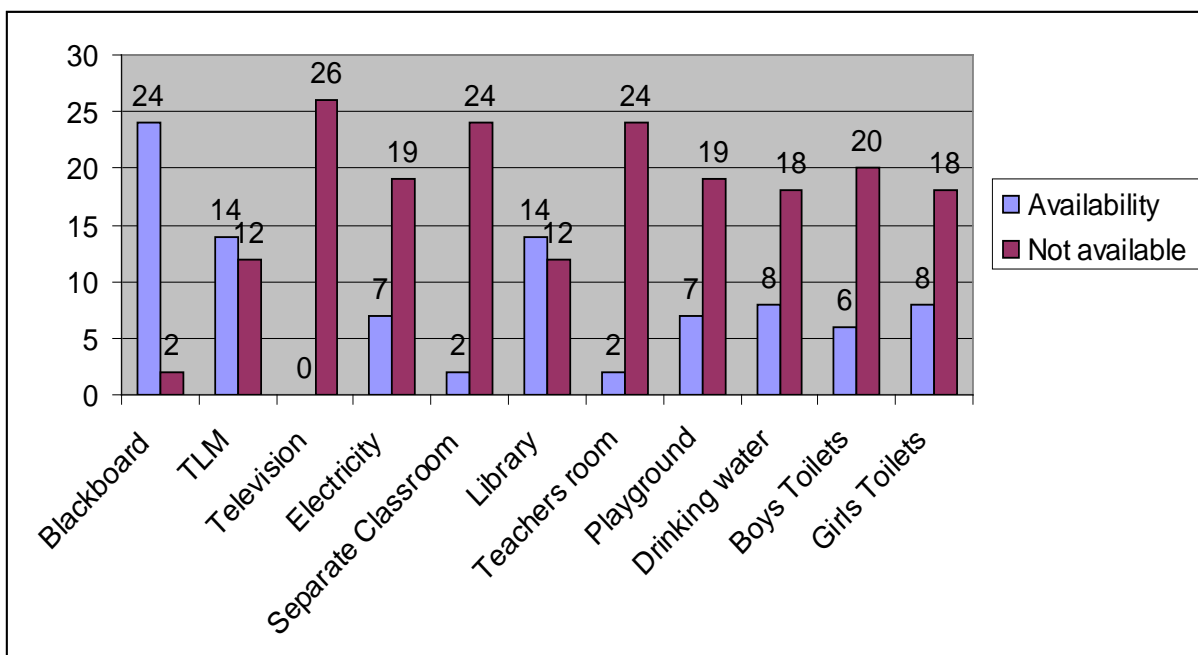
Moreover Rao claims that community participation in school management is not producing promising results. He further asserts that most community people are not aware about the SSA program despite being in the SEMC. His research with the

community people about their participation in school management was more or less invisible. This account for unhealthy operation of the program itself. His argument is based upon the respondents of committee members that entails “Nearly 50% (63 out of 125) of the respondents said that there was no such committee in their villages. It is hard to escape the irony that half of the members in the SEMC themselves did not know that they were members of the committee” (p.61). This senerio of school management by community participation in SSA seems weakening. Inspite of being a member of the SEMC, it was also found that community people are reluctant to attend the regular monthly meeting. In connecting this, a schoolteacher in his research as a respondent admits to reveal the fact about their participation by stating that “the community members never come to the meeting even after repeated reminders. Because of the pressure from the School Complex Resource Person (SCRP) and the Mandal Education Officer (MEO), I am forced to send the minutes of the meeting without conducting the formal meetings”.

Ongoing with his intensive research in SSA program about community participation, strong collaboration between teacher and community people are absurd while disclosing the transpency of financial matter of schools specially when it comes to the transaction of grants that schools receives for the purpose of development on teaching learning material. Most of the community people do not know about the grants that are given to the school and this has led to unhealthy expenditure upon the will of head teachers and teachers.

Despite having assumed that these financial grants being invested for school development, the necessity physical facilities in schools still seems to be almost non existence. With connecting this view regarding the physical facilities, Roa demonstrate the availability of these facilities in schools.

Figure 1. below demonstrates the availability of physical facilities available and not available in 26 schools under SSA programme.



A possible solution

However, given opportunity and access in decision-making with addition to the transparency of financial aspect including the grants received by the schools, the community people have the will and ability to motivate themselves to participate in school development process of their disposal capacities. From the critical reflective aspect, it cannot be accepted that educational development in school through community participation is limited to none existence. Moreover, the transparencies of information and communication barriers are the major problematic aspect in such developmental process. As education is believed to provide benefits to society as well as to the economy, community people cannot deny the fact of development through education that their children receive. In such circumstances, motivation from the community can be exercised to participate in school management is through proper

flow of informative communication about their able contribution for school and community development as a whole eventually benefiting their children at the most.

Community participation in school in Nepal

In Nepal community participation in school was formed under the policy of decentralization of education. Public schools management was transferred to the local community people anticipating that local hand can better manage the schools. Community participation in Nepal was brought about to existence by bringing the local community people, village development committee, parents and teachers in School Management Committee (SMC) for decision making process towards school improvement and development.

Nepal has a history of school management by the community people before the inception of democracy from the ruling Rana regime of 104 years. Education back then was accessible to families of ruling elite only. The first school in Nepal was Durbar High School established in 1853 specially educating children of ruling elites. General public were given no access to public school. Taking education as a major step for development of their children, local community during the Rana regime organized school education in small places available in temple, bihar, gumba and pathsala. This was an initiation of community participation for school management. Quite while after the inception of democracy from Rana regime, these communities managed schools were nationalized as public schools and access to education was open to all general public. However, education quality was deteriorated due to teacher's absenteeism, low classroom physical facilities, quality less teaching learning materials and over crowded students in classroom. While taking consideration of presence of teachers in one academic year, MoE (2006) states that teachers are

actively teaching in the class for 81.1 days out of 365 days. The Educational Act instructs for school to be opened for 220 days and class should run for 180 days. However, these are not practically being implemented in any of the public schools. The report of Ministry of Education (2006) shows the report on absenteeism of authorized personnel of schools

Table 1. Teachers present in school in one academic year

Holidays	No class although school is open
Saturdays 43	Half yearly exam holiday 9
Government holiday 18	Final exam 10
Casual holiday 10	Preliminary preparation 3
Summer and winter vacation 50	Reports 15
Danshain 15	New admission 12
Tihar 4	Last day of the month 5
Parent day 1	Religious holiday 4
Teachers day 4	Unforeseen holiday 2
Vaccination day 2	TOTAL DAYS: 60 DAYS
National holidays 2	Teachers present in one academic year
TOTAL DAYS: 149 DAYS	365-284=81 days
Teachers annual leave 11.3	
Paid leave 10	
Late arrival and early leave 41.6	
Contingent leave 12	
TOTAL DAYS: 74.9 DAYS	
Grand total 149+60+74.9=283.9 Holidays	

With such painful situation of school operation, quality in education was least expected. This encouraged private individuals to establish private schools in the mid eighties. Having encountered less quality in education in public school, general public started to loose faith in sending them to the public school. The migration to private schools from public school dramatically increased. However, students from affluent

families could only enroll their children to private schools due to heavy charge of tuitions fees. The private schools were established with good classroom physical facilities, toilets for boys and girls, school uniforms and qualified teachers. The absenteeism of teachers was likely unseen in the private schools.

Public schools on the other hand remained with students from low income families, and domesticated children. Teachers were appointed by government with unjustifiable distribution practices. This further led to degradation of quality in education. Taking consideration to improve education quality in public schools, initiation of decentralization in education was implemented by The World Bank anticipating that community participation in schools management can bring development in education.

Rajbhandari (2007, 62) states “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”.

Active participation of community in school management is an important factor to bring development in education which was historical ontology before the inception of democracy from the Rana regime. However, with intervention from the state or the government, these community managed school during that time was nationalized and education quality was worsen. In supporting this, Dhakal (2007) in the national planning commission document states “communities have always been active and supportive of the development in education in Nepal. However, the policy changes in the education sector gradually undermined the role of the community. This was more after the introduction of the New Education Plan of 1971 where a number

of measures were adopted. This heralded an era of state intervention in the school system. The state began to intervene in every sphere, thus weakening the community's role in education” (National Planning Commission, 2006).

Taking in to consideration of educational development through community participation in school management, transfer of school management to the hand of community were exercised under the devolution strategy of decentralization. The result according to The World Bank highlighted the progress of community managed school in terms of decreasing drop out and increasing the NER due to excessively transfer of management of school to the community were exercised. See box 3

Box 3. The World Bank addressing the result of community managed schools in Nepal

Net primary enrollment rose from 84 percent in 2003 to 92 percent in 2008. Gender parity improved from 83 percent to 98 percent during the same period. More than 8,600 schools transferred to community management. At the current rate, the goal is on track for achieving community management of all public schools by 2015.

Highlights:

- Communities invested in their own schools. Significant local resources were unlocked, with every rupee of government grants leveraging 1.5 rupees in community counterpart.
- Simple, fair financing was established. Introduction of per capita (child) financing made resource allocation more transparent and equitable.
- Decentralization of teacher hiring has spurred accountability. Freezing the number of government-appointed teaching slots and Introduction of salary grants has allowed communities to recruit teachers locally and hold them accountable for classroom performance. The numbers of government and community teachers are now comparable.
- Learning materials expanded. Purchasing textbooks through the market rather than directly from a state-owned publisher has proved to be a more efficient supply mechanism.

Source: The World Bank

With expected results in school management by the community, it was therefore felt necessary to transfer the public schools management to the community. This however invited many developed countries to partner the project for decentralization in education. This was again a breakthrough towards educational

development targeting the EFA 2015 with approaches towards basic and primary education program. See box 4

Box 4. Partnering education development through funding

Nepal's education sector has highly harmonized donor assistance. Nine donors and government have pooled funds to implement a sectorwide approach that covers both recurrent and capital expenditures. Donor harmonization began with the implementation of the five-year Basic and Primary Education Program II in 1999, when the World Bank Group, Denmark, the **European Commission** (EC), **Finland** and Norway pooled resources into a “basket” to help the government implement a primary education subsector development program. Building on that, a sectorwide approach was adopted for the follow-on Education for All Program (2004–10). Initial funding came from a few donors, including Denmark, the United Kingdom’s Department for International Development (DfID), **Finland**, Norway and the World Bank Group. Other donors offered parallel financing: the Japan International Cooperation Agency, UNESCO and the World Food Program. The Asian Development Bank (ADB), the Australian Agency for International Development (AusAid), the EC and the United Nations Children’s Fund (UNICEF) later joined. To implement Education for All, donors committed US\$241 million, with IDA providing US\$110 million, DfID US\$35 million, ADB US\$30 million, Denmark US\$28 million, the EC US\$27 million, Norway US\$23 million, **Finland US\$14 million** and UNICEF US\$1 million.

Source: The World Bank

With initiation towards bringing improvement to school, educational reforms exorbitantly demonstrated to highlight management transfer to the hand of community. This further instigated for School Sector Reform Program (SSRP) in line to Community School Support Project (CSSP), especially designed for providing universal school focusing upon the quality of education. The World Bank report for SSRP entails to bring about increment in NER, trained teachers, autonomy to the community in decision making process for the development of school, and moreover with grant allocation. This significantly improved the management of school by the community participation while comparing the management of public or government owned school.

Box 5: Detailed Project Description

NEPAL: Community School Support Project

School education in Nepal comprises primary education (grades 1-5), lower secondary education (grades 6-8), secondary education (grades 9-10) and higher secondary education (grades 11-12). Grades 1 to 10 are administered and/or regulated by the Department of Education, while grades 11 and 12 come under the Higher Secondary Education Board. Schools offering secondary or lower secondary programs also offer lower level programs. School education is offered by government-funded community schools, community schools - owned and funded by community, and institutional (private) schools. At the primary level, community-owned and private schools account for 2% and 7% of the total enrolment, while at the lower secondary level their shares are 16% and 11% respectively, and at the secondary level 21% and 12% respectively.

The Net Enrolment Ratio (NER) at primary, lower secondary and secondary levels are around 80%, 33% and 20% respectively. The promotion rate at grade 1 is around 45%, while at grade 10 it is around 81%. The promotion rates and learning achievement levels in private schools are significantly higher than that of government-funded schools in spite of the fact that government-funded schools on an average have better physical facilities and more qualified and trained teachers. To address this weakness of the public school system, the Government has decided to gradually transfer government-funded schools to community management. To encourage communities to take over management of government-funded schools, the Government has offered a one-time grant of Rs. 100,000 (around US\$ 1,200) to communities taking over management of government-funded schools.

Schools transferred to community management will have full authority for management of schools including hiring and management of staff, while the Government will continue to fund them through 'block grants, which will not be less than the current level of funding. Community-managed schools are expected to perform better than government-managed schools, as such schools will be accountable to the community, whereas the latter is accountable only to the Government.

This Community School Support Project (CSSP) is aimed at learning how schools transferred to community management can be best supported in a sustainable manner to improve access to, and quality and efficiency of education, so that this important initiative of the Government could be up-scaled at a fast pace to help Nepal achieve the MDG targets.

In support of the Government policy of providing an incentive grant to communities taking over management of government-funded schools, this project will provide such grants to about 1,500 schools (counting each level of school as one school). Out of these schools, the project will provide block and performance grants, scholarships and technical assistance for capacity building to about 175 primary schools, 50 lower secondary schools and 25 secondary schools, while the remaining schools will receive only a token assistance limited to development of school vision and building their capacity for monitoring progress in achievement of their vision.

Source: The World Bank

Ohashi (2006) indicated in his finding that school transfer to the hand of community was a smart approach at the time of political crises inviting unionization of teacher and students antagonizing the government decision leading to closure of schools. With the transfer of school management to the hand of community, crucial factors like teachers absenteeism, closure of schools were found to be less visualized. This is one aspect of improvement of educational system. Moreover, with community participation, local guardians have become active in the schools, teachers'

absenteeism has been significantly reduced and teaching learning has gained momentum, parents have taken attention about their children presence in school, and last but not the least, initiative for raising fund for classroom physical facilities was major concern about bringing improvement in the school.

The problems with community participation and possible solutions in Nepal

Despite having been achieving progressive development of school by the community participation, government teachers and student unions are antagonizing the process of transfer. They have a strong believe and support towards government to run the management instead of the community. The fact that teachers are opposing the transfer is because bureaucratic management of government is slow and heavy, where hiring and firing of teachers are not easy. However, in Community Managed School (CMS), the directive allows to recruit, appoint teachers in the school. Nevertheless, there are some flaws and anomalies in the Act and the CMS directives about decision making process in spite of having many amendments. This is one factor that community participation in school is reluctant to approach pro actively in schools development process. This has also de-motivated the community people in advancing their participation in school management.

The frequent amendments in Act and Directives have caused frustration to the community people to act upon their will. Moreover, the anomalies in Act and Directives are contradicting with autonomy, such as appointment of Head teachers, Resources mobilizations etc. However, some of the community managed schools having strong support from INGOs and NGOs are following the CMS directive alone ignoring the Educational Act. However, there has not been any question for such activities performed by the community managed schools, therefore resulted in

progressive development. In contrary, community schools with less support from the donor and having doubt upon rules and laws are backing out from participation in school management leading to mismanagement of schools.

In Nepal, INGOs and NGOs plays role of schools development and community participation. It is because community people are poor and with adequate supply of funds they are willing to participate in schools contributing their capable ability such as, building schools building, play ground maintenance, attending SMCs meeting, socializing with locals in awareness generation about the schools and social welfare. However, when it comes to managerial decision making, community people in the rural areas are not effective and efficient. These kind of managerial practices are rendered by the NGOs to the SMCs as a technical support. Therefore, SMCs are mainly following the instruction of NGOs in management practice who is actually gaining ground in schools leadership.

A possible solution

Nepali citizen have always remained socially and culturally bonded. This is one major factor of enhancing socialization with people that can bring awareness of education in rural and village area where educational information could be penetrated. This has however, led an example of bringing unreached student to the school through social interaction in the community.

Moreover, when we look over the development picture of community managed schools. A survey of 33 community managed schools serving over 10000 households reflects the development in education furthermore, promising to meet the target EFA 2105. See Table 2

Table 2. Indication of enrollment, DAGs and gender parity (2003-2005)

Indicators	Academic year 03/04	Academic year 04/05
Out-of-school primary age children	20.4%	8.0%
Out-of-school primary age girl children	22.4%	8.7%
Out-of-school primary age Dalit children	28.9%	1.1%
Primary dropout and repetition rate	13.7%	9.5%
Secondary dropout and repetition rate	8.9%	4.6%

Source: Ohashi (2006).

Ohashi survey of 33 schools reflects the affective commitment of community in school management participation. Moreover, the progressive development of decrement of out of school children, dropout, and gender parity, are major progress found in the community participation. This however, indicates that community participation in schools have reflected activeness being socially mobilized in the community localities spreading awareness of educational importance which therefore is again a target of meeting the Millennium Development Goal. Furthermore, the commitment of community people to participate in school management has resulted in high degree of willingness to develop the school for future prospect. In regard to support this, evidence in Rjbhandari research indicates the respondent reply upon her willingness reflecting affective commitment concerning school development.

Rajbhandari (2007, 151) asserts “the willingness of parents has a positive impact and initiated them to participate in school management. See box 6

Box 6: 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”.

Source: Rajbhandari (2007). Community readiness for self managed school. M.Phil Dissertation

Financial capability is one of the major hindrances for making community people able to participate in school management. Nevertheless, most of the community schools are supported by the international and national donor. The evidence of well managed community school in Nepal is taken as an example for demonstrating active community participation which is therefore being supported by one or more than donor agencies. However, there are some cases of withdrawal of management from the community people also. This was a result of inefficiency in injecting financial resources for school developmental process by the community people where no national donor were supporting the schools.

Community participation in India and Nepal

Moreover, education in India is taken concerned by implementing educational program in line with government interventions. Very less intervention from the international agencies are seen. However, in Nepal, educational program for decentralization is moreover, strategically planned and financed by the international agencies. The initiative for educational development in Nepal is a major concern for

international agencies such as The World Bank, UNESCO, UNICEF, ADB. Without the support from these organizations, Nepalese educational system would have remained to public school alone with deteriorating quality. The initiation of community participation is an example of decentralization in education.

In India, despite having resulted with some evidence of community participation being in paper alone, the educational development concern is taken care with government intervention, state, NGOs and trusts. See box 7

Box 7. India's Experience with Decentralization

The decentralization of the Education Service in India is the outcome of a democratic decentralization that was initiated a few decades ago and whose main thrust was the implementation of the *panchayati raj institutions*, three-tiered governance structures of locally elected bodies. The present decentralized system was initiated by constitutional mandate (Constitution 73rd Amendment Act, 1992, or CSTA) leaving each state the initiative of passing the appropriate Conformity Act by April 1994. The constitutional mandate itself left considerable room for the state governments to design their own functional mapping of local governance subject to "the availability of funds" and as they "deemed fit." As a result some states devolved a considerable number of their education functions to the local level, making the panchayats models of self-governance; others did not and had their panchayats remain only "agents" of the state government. Fiscal autonomy varies. Some states have empowered the panchayats at all levels to approve their own budgets and by-laws, levy taxes, borrow from financial institutions without the approval of a higher tier of panchayat or of state government, while others have left the preparation and presentation of budgets to the executive authority rather than to the elected representatives. The links between different tiers of government, especially those between the state and substate levels, vary from one state to another and determine the degree of decentralization of the education sector. Certain states (such as Kerala) have not devolved education functions to the panchayati raj institutions.

Source: Fiske 1996 in Florestal and Cooper (1997, 10). Decentralization of education. The World Bank Report.

Conclusively, community participation has brought about development in school improvement in overall aspects. Some cases of failure in community participation in school do not mean failure of decentralization process in education. There are many examples of community managed schools resulted with improvement in educational development. However, when we look back towards the slow participation of government in school improvement, the education was not meeting the standard in any of the factors, such as, necessity classroom physical facilities,

teaching learning materials, infrastructural set up and bringing trained and qualified teachers to meet the education for the 21st century. These are the major aspects that have been brought about changes in schools after the involvement and participation of community people. Moreover, the result of school improvement with community participation in few years of time should not also be anticipated with highly remarkable results.

Most importantly, improvement can be taken as increase in enrollment, collaborating with agencies, spreading awareness for education, reducing dropout and bringing in the unreached children in school. In contrast, public schools managed by government were not at all concentrating these factors. More recently, Public-Private Partnership (PPP) in education is taking its turn for bringing effectiveness and efficiency in education. Rajbhandari (2011) indicates that private partnering as a school leadership should remain intact with *focusing* the vision for the school development, be *optimistic* to realize the vision with *striving* for challenges and *smile* to test the problem (FOSS). Nevertheless, Rajbhandari (2011) further argue that FOSS may have two balanced side of being positive and being negative. The positive FOSS of leadership is inclined towards the focusing upon the school development at the most where as the negative FOSS is being focused upon developing self interest. Therefore with much attention paid for the development of school progressive development private partnering and community participation may bring the efficiency in school management in developing countries where government and political situations are in crucial stigma.

Need for further analysis

Questions for discussion

1. Despite community people in developing countries lack the knowledge in educational development and are in financial crisis, decentralization in education is initiated. Why?
2. Why is decentralization in developing countries so much preferred by the international agencies?
3. Would there be better choice than community participation for the improvement of schools in developing countries?

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1. <http://pratham.org/M-11-2-About-Pratham.aspx>
2. <http://ssa.nic.in/>
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4. http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2003/06/20/000012009_20030620111206/Rendered/PDF/25789.pdf

Documentary Videos on education and community managed school (India and Nepal)

<http://www.youtube.com/watch?v=T1LrqSymS1c&feature=channel>

<http://www.youtube.com/watch?v=TPO1kYDi9w8>

<http://www.youtube.com/watch?v=yGSvrTnCKeI&feature=related>

<http://www.youtube.com/watch?v=3luDJJRqDVg&feature=channel>

<http://www.youtube.com/watch?v=iAGqTWzHyiU&feature=related>

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