

**Research and Educational Information Management Section
Department of Education
Ministry of Education and Sport
Government of Nepal
Sanothimi, Bhaktapur, Nepal**

Final Report

**A STUDY ON EFFECTIVENESS OF GOVERNMENT SUPPORT TO
COMMUNITY SCHOOL**

Submitted by:

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Acronyms

CBO	Community based organization
CDC	Curriculum Development Centre
CERID	Research Center for Educational Innovation and Development
DEO	District Education Office
DFID	Department for International Development
DOE	Department Of Education
EDSC	Education and Development Service Centre
EFA	Education for All
FCGO	Finance Controller General Office
FGD	Focus Group Discussion
FHs	Feeder Hostels
GDP	Gross Domestic Production
GER	Gross Enrollment Rate
GoN	Government of Nepal
HT	Head Teacher
IDA	International Development Association
MOE	Ministry of Education
Ma.Vi.	Madhyamik Vidyalalya
MOF	Ministry of Finance
NGOs	Non-governmental Organization
NAREC	National Council for Economic and Research Development
NESP	National Education System Plan
NEC	National Education Commission
NCED	National Centre for Educational Development
PTA	Parents Teacher Association
PPC	Pre-primary Class
RC	Resource Person
REIMS	Research and Education Information Management Section
RED	Regional Education Directorate
SIP	School Improvement Plan
SGOG	School Grant Operation Guideline
SMC	School Management Committee
SwAP	Sector-Wide Approaches
ToR	Terms of Reference
TU	Tribhuvan University
TYIP	Three Year Interim Plan
UNESCO	United Nations Organization for Education, Science and Culture.
VDCs	Village Development Committees

Acknowledgement

The study on the effectiveness of government support to community school concerns with regard to access, educational quality, management of education and supervision/monitoring in the schools. The study attempted to examine different indicators for measuring effectiveness of government support to the community schools. Findings of this study show that effectiveness of government support to community school can achieve better performance binding of local resources in Nepal. So, this research may draw attention among education planners and policy makers and may guide a framework for researchers.

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CHAPTER I

INTRODUCTION AND BACKGROUND

1.1 Background

The main objective of modern education is to make social upliftment through the exposition of the latent talent and potentials in individuals and to prepare citizens to be able to perform in a scientific way by owning human values and beliefs. Further, it is accepted as a means to enhance the economic competence, protect natural resources and social traditions and cultural protection and promotions; prepare qualified human resources who are capable to cope with the development of innovative knowledge, skill and technology while showing love to the nation and honor to labor (Three year Interim Plan-2007/8-2009/10).

As other developing countries, Nepal is also in the race of social development. At least she has understood the value of education and trying to do some more in such social sector. In this national movement, Nepal has witnessed several changes in the development of education system in the last six decades. Mass education movement started immediately after the dawn of democracy in 1950. Towards the end of 1960s, the government implemented National Education Plan (System) (1971-1976) with the western education model. The plan set national objective of education, and changed the school structure from 5+3+2 to 3+4+3. The restoration of multiparty democracy after the people's movement in 1990, it realized the need for change in education system with the changed context. The National Education Commission recommended changing the education sector so as to meet the rising need of the country. Beside several things, the Commission strongly recommended for making education more relevant, equitable, and efficient. The Commission also recommended for making primary education accessible to all. To meet the international standard, the Commission recommended for extending school education up to grade 12 (Khaniya, T. 2007).

In the past, Nepal tried both centralized and decentralized school governance system. Before National Education System Plan (NESP), the communities were used to initiate and manage schools. After NESP formulated and implemented, the government as the exclusive provider of education tried to manage whole education

system, almost for a decade. But by experience government changed the policy and tried to increase community participation. The process of involving the community in school management become stronger after the 7th amendment of the Education Act, 2028 BS (amended in BS 2058). The government also started, from 2003, to transfer management of both primary and secondary schools to communities. The main objective of this movement is to decentralize the management of the schools so as to allow the local community to get engaged in the school affairs. Under this policy, the government not only transfers its authority to local community or school management committee but also provides some funds as incentives to the schools under this scheme. This approach is that the more the community people get close to school in terms of supporting and monitoring (Khaniya, T. 2007).

With all efforts to mobilizing the community and private sectors, the Government of Nepal is still providing huge financial and technical supports to community schools from central resource. Apart of this, Government of Nepal has received credit and grant from the International Development Association (IDA), DANIDA, Government of Finland, NORAD and DFID towards the cost of EDUCATION FOR ALL (EFA) program. The program is jointly financed by IDA, DANIDA, Government of Finland, NORAD, DFID and GoN. In this context, the GoN has been concentrating on access and equity in education, as it is committed to achieve gender equality in education by 2015 with focus on ensuring girls' full and equal access to and achievement in basic quality education. This is in line with the Dakar Conference and is also stated in EFA. However, as the increment of number population, this is a big challenge for Government to manage a large numbers of schools and students.

As reported, a number of schools are also increasing. Presently at least more than 41000 schools are educating the children. Out of them 27427 are government added community schools, 3565 are community managed and rests are unaided community schools and institutional (see table 1). As the information given by MOF, up to Paush 2064 (15th of January 2008) 4353 schools (primary 3590, Lower secondary 536 and secondary 227) have been transferred to communities. Against all these efforts and numbers of schools are running, the result of investment in school education is not so as Nepalese people desire.

Table-1. Showing the Numbers of schools						
Registered Schools			Reported Schools			
Total aided		Community Managed	Unaided Community	Aided Community	Community Managed	Unaided community
PS	21122	PS 1605	PS 1861	PS 20430	PS 1574	PS 1787
LSS	4515	LSS 318	LSS 1857	LSS 4359	LSS 309	LSS 1796
SS	2726	SS 138	SS 814	SS 2638	SS 135	SS 793
Total	28363	2061	4532	27427	3565	4376
Institutional			PS=primary School, LSS= Lower Secondary school, SS=secondary School.			
PS	2998					
LSS	2001					
SS	1525					
Total	6524					
			Source: Flash I 2006/07 Report, DOE, Bhaktapur.			

1.2 Rationale of the Study

To overcome the given situation, Nepal government has formulated policies; plans and programs especially to reform the school education system. Nepal has been following the process of reforming school education for last, more than, two decades involving quite a large amount of internal and external funds. But the system, have today does not seem to be strong enough to cater for the needs the emerging society. People do not seem to be assured of the system for quality education. They complain about the overall quality of the government schools; teachers complain that they have not been involved in the reform process; politicians complain that the existing system has not been inclusive enough to address the disadvantaged and marginalized people for different reasons, and experts say that there has not been sufficient evidence for the improvement of the learning achievement of the students, etc (Khaniya, T. 2007).

It will be useful for donors as well to use more systematic qualitative studies for the evaluation of the reform program. Simply relying on the information about the development of software and hardware and the status of disbursement collected through supervision missions and documents prepared by the government would not be adequate to be sure that the reform initiatives have been successful in accomplishing the objectives. For valid and reliable information a kind of independent third party evaluation would be useful. In this regard some national assessment

studies were carried out. A national assessment gauges the achievement of both types- cognitive and physical made so far by the system of education. The national assessment studies EDSC (1997), EDSC (1997), EDSC (1999), EDSC (2001) and EDSC(2003) revealed the performance status of the students in cognitive development of the students and physical development of the delivery mechanism in primary education over a period of time.

1.3 Understanding of Objectives and Scope of Works

Despite these policies and programs, a national assessments EDSC (1997), EDSC (1997), EDSC (1999), EDSC (2001) and EDSC (2003) have revealed the performance status of the students in cognitive and physical development of the delivery mechanism in primary education over a period of time. The achievement in the goal is based on the progress made in the supply side of the reform. The successful accomplishment of the supply side of education is believed by some experts to have automatically enhanced the learning outcomes of the students.

A big amount of financial and technical support is being provided in education sector. Government of Nepal has shown it's commitment to allocate resources in the education sector up to 17 % of total government expenditure. Tenth Plan revealed more than Rs.143 billion budgets were allocated for education proposed. The actual budget spent for the period was Rs.81 billions as current expenditure and Rs.56 billion is capital expenditure. During the F.Y. 2005/06, the total amount spent on this sector is Rs.19.4 billion including sport sector. For the year 2007/08 the proposed amount is Rs.23 billion and out of the proposed 94 percent is recurrent in nature. This is one of the main sectors to be assessed. The Interim Plan has estimated to spend Rs.32.35 billion and it is in development sector and projected to have 92 percent enrolment rate. Our main concern is that whether the government support to community schools is effectiveness or not. Similarly, the Interim Plan 2007 has stressed to school education.

The efforts of Tenth Plan were directed towards assigning the responsibility of school management to the local level as it has been necessary to make education more competitive; make role of private sector effective, relevant, and opportune; ensure public participation in the formulation of policies and plans, management, implementation and monitoring to maintain quality; and carry on administrative and

educational decentralizations hand in hand by following the policy of decentralization. Financing policy is aimed at increasing school autonomy. The need for structural adjustment to the integrated school system was further emphasized by the Basic and Primary Education Master Plan (1997). Since the 1990s, Nepal's education sector witnessed a gradual shift from project to programme to sector-wide approaches (SwAP), including a shift in funding modalities from bilateral to pool to budgetary support.

As assigned by ToR and RFP (Request for Proposal) provided by the DOE (Department of Education), the consultant as well as the study team made research work in close contact with the concerned officers of DOE and its thematic committee. The study team worked accordance with instruction/orders/suggestion provided by the concerned officers of DOE and thematic committee. During the study period, the team contacted with the Regional Education Directorate and concerned District Education Offices. The consultant & study team felt full cooperation and high level of monitoring arrangement to make research success by DOE and field staffs.

1.4 Objective of the Study

The overall objective of this study project is to assess the effectiveness of government support to community schools. However, the specific objectives of the study are:

- a) To explore the overall effectiveness and weakness of government support (financial and technical support to community schools)
- b) To identify the factors contributing to lead the community schools to effectively deliver educational services to the target group
- c) To identify the cost effectiveness of local resources with reference to government support
- d) To suggest alternatives for the maximum utilization of government provided resources.
- e) To suggest action steps with reference to policies, plan and implementation of government supports in community schools

1.5 Scope of the Study

The study used a combination of both qualitative and quantitative research methods. A research was developed and undertaken with appropriate sample of schools,

teachers, parents, students and management committee members. The detailed scope of the study was elaborated below:

- a) The study covered both types of schools: Community managed and other community schools.
- b) The study was planned as to cover three geographic and five development regions of the country representing both rural and urban areas.
- c) Three ecological and five developmental regions of the country including especially Kathmandu Valley, Karnali Zone, rural and urban areas of ten sample districts. The names and location of the districts and development region along with geographical belt were described in table no. 2.
- d) The study also incorporated all programs launched by community managed schools and other community schools to examine effectiveness of government to support community managed schools.
- e) The study reviewed existing policy, rules and regulations concerning with the government support.
- f) The study made observation of program launched by EFA and SESP.
- g) The study reviewed the present need of amendment of government's policy, procedural and methodological transformation of support to the community managed schools.

1.6 Study Area

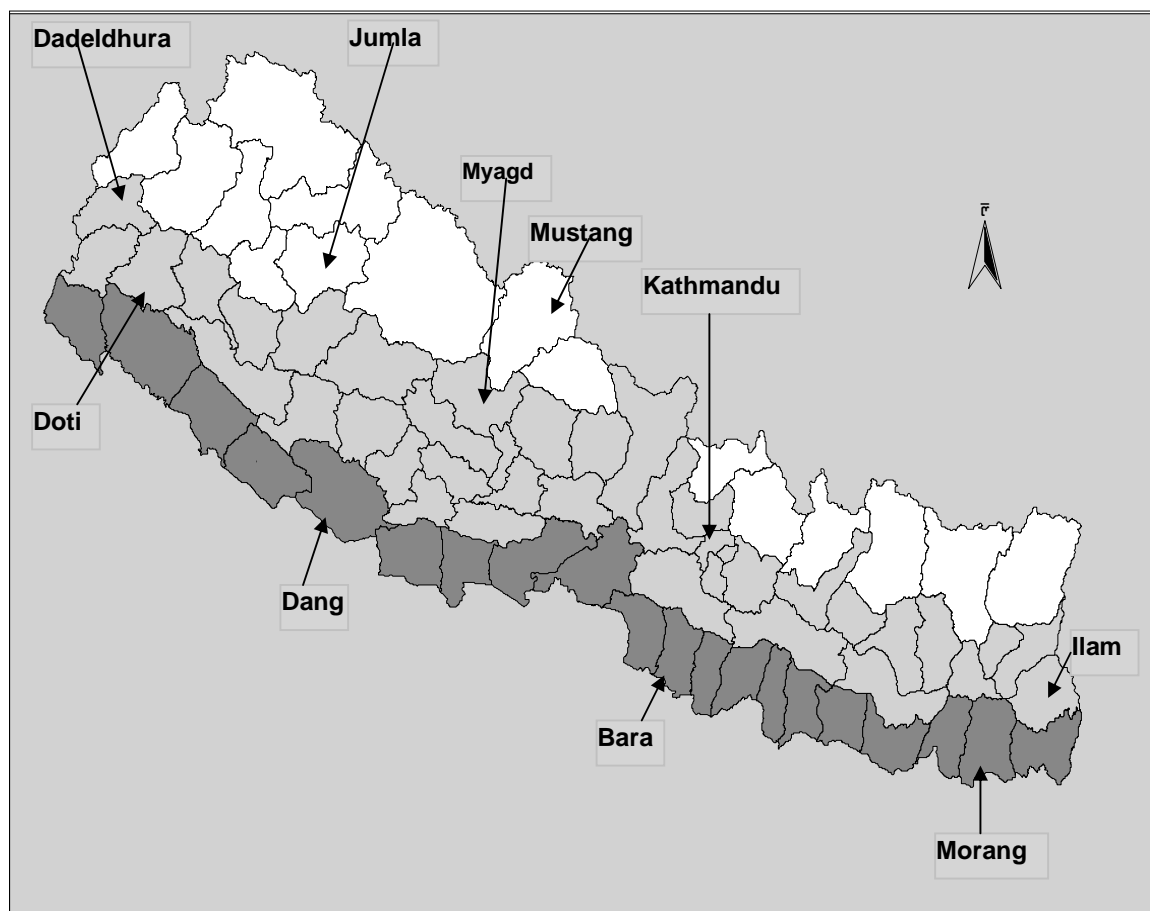
The study was conducted in 10 districts covering 5 development region and 3 geographical zones. The study managed to cover both rural and urban schools including Katmandu from valley and Jumla from Karnali Zone and 20 schools (Including 4 primary, 4 lower secondary and 12 secondary schools). The research covered both types of supports financial as well as technical. In addition the study covered community managed as well as other community schools. Similarly the study team reviewed the existing policy, rules and regulations concerning with supporting system. The literacy rate (6+ years of age-2001) of selected districts varies from 32.4 percent (Jumla) to 77.1 percent (Kathmandu). In others are Ilam-66.2 percent, Morang-56.7 percent, bara-42.4 percent, Myagdi-55.7 percent, Dang-42.6 percent, Doti-42.6 percent and Dadeldhura-51.6 percent; while the average literacy rate of Nepal is 53.7 percent. Thus, out of schools selected for study, six schools have less than average literacy rate. The names selected districts are given in table No. 2.

Table 2: Location and Selected Districts for Study

Five Development Regions	Mountain	Hill	Terai
Eastern		Ilam (Two schools)	Morang (Two schools)
Central		Kathmandu (Two schools)	Bara (Two schools)
Western	Mustang (Two schools)	Myagdi (Two schools)	
Mid Western	Jumla (Two schools)	Dang (Two schools)	
Far Western		Dadeldhura, Doti (Two schools)	

List of schools surveyed is given in Annex-1

Selected and Surveyed Districts



1.7 Sample Size

Twenty schools were selected from above mentioned selected districts. Four primaries, 4 lower secondary and 12 secondary schools are included. The schools were selected on the basis of purposive and inclusive sample considering the community and community managed schools as well as rural and urban area after the consultation with the stakeholders in the following districts. Sample study categories and size are illustrated in following table.

Table 3: Sample Size

S.N	Sample Categories	No of Sample Size
1	Schools Categories	20 Schools
a	Community Managed Schools	8 Schools
b	Community Schools	12 Schools
2	Schools Level Categories	20 Schools
a	Primary Schools	4 Schools
b	Lower Secondary Schools	4 Schools
c	Secondary Schools	12 Schools
3	Survey, interview and discussions	137 Persons
a	School Form (Detailed Information of school)	20
b	School Budget (Annual Income/Expenditure)	20
c	Key informants (Head Teachers)	20
d	Key Informants (Chairperson/Member- SMC)	20
e	Key Informants (Parents)	27
f	Informants (Students)	30

CHAPTER II

STUDY APPROACH AND METHODOLOGY

2.1 General

The study tools that were used in the collection of primary data were finalized after receiving suggestions and comments of the concerned stakeholders during the pre-test.

The study team studied field as specified under the study area to collect information as per the agreed procedural and methodology especially through interaction and observation using the survey questionnaire, observation, checklist and form with concerned stakeholders and authorities.

2.2 Study Approach

The study team adopted the following approach:

- Mobilization of Work Team,
- Disseminating of information throughout the study period with the Research and Educational Information Management Section (REIMS) of Department of Education (DOE),
- Regular briefing to the department and concerned personnel and authorities on the progress of the studies/analysis and problems connected therewith,
- Regular interaction with concerned key persons of department
- Collection and utilization of secondary data available with REIMS/DOE and other concerning agencies and review of all relevant documents and importing it within the study scope,
- Full use of available and applicable policy documents, acts, rules, guidelines and other information for accomplishment and completion of the proposed study in accordance with accepted professional,
- Professional devotion to the work schedule,
- Flexibility to change or amend certain to receive good quality of report,

2.3 Study Team

A core study team, consisting of Team Leader cum Education Expert, Education Research Specialist, Economist, Education Researchers and Research Assistants, was formed to accomplish assigned study. The proposed and formed study team was well

acquainted with the scope of works as detailed in ToR by virtue of its previous experience in similar type and same kind of research study.

The study team was finalized approach, methodology, research tools in consultation with the DoE. The team conducted pre-test of research tools, analyze and interpret the data, results, and made expert observations, drafted report in liaison with DoE. The names of the professionals and their involvement is given in ANNEX-1

2.4 Research Methodology

The methodologies used herewith were both qualitative and quantitative research. Regarding the nature of study, qualitative method was given more emphasis. To achieve the objectives of the study, data & information were collected both the primary as well as secondary sources. The approach used to address the anticipated outputs of the study was primarily empirical as a substantial amount of data required for the study was gathered from interview, interaction, discussion, review and analysis of relevant study reports policy & legal documents, other various published and unpublished documents, and literatures, supplemented by primary data collected from schools surveyed. To collect primary information necessary tools including survey forms and questionnaires (with close and open-ended questions), and tabular form were developed.

2.4.1 Methodology and Design

Information/data were collected both from primary and secondary sources. At the district level the collection of secondary data were done by collecting various documents, reports and audit reports available. The collection of field data and information was done through the focus group discussion, school observation, key informants survey, questionnaire and form filling etc. District Education Officers were consulted in identifying schools to make research successful in the district level. All stakeholders were consulted and made extensive discussion as regard the research objectives.

2.4.2 Data Study, grouping and sampling and tools

2.4.2.1 Primary Information and Data

Primary information and data were collected using variety of methods and tools. These include: in depth interview and focus group discussion with key informants and

stakeholders; schools observation by field researchers. Interactions were also held with head teachers, teachers, parents, school management committee members, community members and students etc.

Sample Design and Size

Ten selected districts were divided into different level according to development indicators. Interaction was held with District Education Officers to select 2 schools from each district. Before selecting the districts, proper desk research was conducted to find the appropriate districts as accordance to nature of study. Twenty school information forms were filled up with direct observation of field researchers to find out entire school information. Likewise 20 items -wise expenditure forms were filled by school administration. Key informants are head teachers, parents, and students. The numbers of informants surveyed are 20, 27, and 30 respectively

Tools Used

Research team used quantitative analysis to make report more reliable and authentic. Especially, SPSS, Excel and Ms-word tools were used to interpret raw data.

Different charts, diagram, graphic and simple presentation of tables were captured in the report. Detailed others tools applied to collect information and data are mentioned below.

School observation

To assess the effectiveness of government support, the team observed selected schools. While assessing the schools, the study team focused on physical, financial, technical and quality aspects and overall performance of schools (see in table-3).

Interaction with head teachers, teachers, parents and SMC

Interview and interaction were held with head teacher, teachers, parents and SMC to acquire various information fact, and data on the issues of the study. An open-ended interview, checklist was used for this purpose. This interaction covered different stakeholders from different region, area and professional backgrounds.

Interaction with Students

Interview and Interaction were also held with students separately to discover the hidden facts regarding the school's efficiency through students' perception. Various issues regarding schools performance (quality education, teaching method, teacher's behavior, command on subject matter and investment pattern) were discussed and noted down.

School Filling Form

School Information Form (Three year evaluation detailed sheet)

This tool was used to find out three year performance of schools. It was an extensive form developed to measure all components directly or indirectly related to the effectiveness of government support to community schools. Form was asked to fill up under the facilitation of researchers.

School Economic Performance form

The form was developed to examine the items wise expenditure pattern of schools. Form was filled with the supervision of researchers. Audit report of the schools was collected to test the real expenditure pattern of schools. Head teacher and accountant were asked to review the written form to reduce possible risk of misinformation of data.

Questionnaires

Following questionnaires were used by researchers.

Semi-structured questionnaire with Head Teachers: Head Teachers were asked to pass information regarding the effectiveness of government support to community schools. The field researcher facilitated the discussion in line with the objective of the study.

Semi-structured questionnaire with SMC

This tool was used to make deep interaction and focus group discussion who were directly involved in bring effectiveness of school's performance. The field researcher facilitated the discussion in line with the objective of the study. SMC committee

chairperson asked to collect their perception, suggestions and best experience in his tenure.

Semi-structured questionnaire with Parents

This tool was used to for focus group discussion with parents of students who have been observing school's performance from long time. The field researcher facilitated the discussion in line with the objective of the study and filled up the questionnaire properly and correctly.

Checklist

School observation Checklist for researchers

Checklist was used for school's performance of field researchers. Effectiveness of government support to community schools had influenced by various components. Viewing this broadness of research subject, this checklist was developed to help the field researcher to gain all round information to make research more appropriate.

2.5 Collection and Review of Secondary Data and Information

In term of researching the effectiveness of government support to community schools, the various influencing factors determined the result of it. Reviewing and analyzing this reality, the research team collected documents, reports, studies, present status and policy of government support to community schools to grasp major challenges, issues and prospect of it.

The research team made extensive study on the following secondary information and literatures from relevant publication, periodical reports, study reports and policy documents to acquire status of the effectiveness of government support to community schools.

Research Team reviewed the following documents.

- Study of various EDSC Reports
- Education Act,2028
- Education Regulation 2059
- Plans, Policies and Programs related to education
- EFA (Education for All) and SESP (Secondary Education Support Programs) related core documents.

- Constitution of Nepal, 1990 and 2006,
- 9th and 10th and Interim Development Plans of GON,
- DOE, Flash report I and II, 2004, 2005 and 2006,
- EMIS report,
- Different publications of DoE,
- Economic survey and Budget documents (MoF),
- Literature of national and international approaches of supporting schools in Nepalese context, etc.

Some additional relevant study reports reviewed by Study Team were as follows:

1. School Effectiveness: Head Teachers' Leadership, Research Centre for Educational Innovation and Development, Balkhu, Kathmandu, Nepal, 2004,
2. Management Transfer of Community Schools, Research Centre for Educational Innovation and Development, Balkhu, Kathmandu, Nepal, 2004,
3. Management Transfer of Public Schools, 2003, Research Centre for Educational Innovation and Development, Balkhu, Kathmandu, Nepal, 2004,
4. Disbursement of Block Grants, 2005, Research Centre for Educational Innovation and Development, Balkhu, Kathmandu, Nepal,
5. Implementation of School Improvement Plan Identification of Successful Cases, Research Centre for Educational Innovation and Development, Balkhu, Kathmandu, Nepal.
6. School Effectiveness: A Synthesis of Indicators, Phase II, 2003. Research Centre for Educational Innovation and Development, Balkhu, Kathmandu, Nepal,
7. Standard and Rubrics for School Improvement, 2005, Arizona , Department of Education, School Effectiveness Division, School Improvement Section, 1535 W. Jefferson St., Bin #10, phoenix, AZ 85007.

2.5.1 Data Analysis and Reporting

Data Organization

The data and information collected from primary source were grouped and classified under the different headings to ease for research findings.

Analysis of Field Data Collection

The collected primary and secondary field data have been processed and analyzed in relation to objective and scope of the study project. Raw data are categorized through specific data analysis mechanism. All categorized data under different headings and information collected from primary as well as secondary sources are compiled, entered into computer software, processed, analyzed and interpreted to prepare the study report. Appropriate computer software such as SPSS, Excel, and Statistical Software etc are used to interpret and analyze the data. Similarly Simple statistical tools such as mean, range, and percentage are used for the analysis of quantitative data whereas descriptive method used for the analysis of qualitative data.

Later, the research findings were analyzed with the relevancy of past findings of different research work. The results of data analysis were presented in appropriate form to make crystal clear to all stakeholders about the results.

The Analysis mainly focused areas were:

- Content relevancy
- Effectiveness of teachers in teaching methods
- Increment of people participation
- Infrastructure development within three year
- Skill development and application of modern technique in education
- Role of SMC to achieve effectiveness of government support
- Role of Head Teachers, Parents, Teachers, and students to achieve effectiveness of government support
- Teaching environment of schools
- Investment pattern and initiative action
- School performance within three years

2.6 Plan Activities and Resource

Resource Mobilization

After the DOE's notice on commencement of work, the NAREC formed a project team with collaboration of SDRC (partner organization) proper management structure and job responsibilities as well as arranged working space and office facilities. The NAREC Nepal allocated logistics and research assistants to the study team. Most of

the reports, documents and data related to the project have been collected and were reviewed in line with the study objectives and data requirement and study work is ongoing. The consultant completed following activities regarding to launch activities effectively:

- Preparing of schedule for Research Discussion, Regular Meeting of the team members and develop communication flow up
- Systematic scheduling of project work and field work considering objectives of the study, time limitation, target beneficiaries and location.
- Conduct desk research to review of study material/references and other required information for accomplishment of project successfully and timely.
- Finalize of study Checklist, Working manuals (Directives), Survey Form, and Survey Questionnaires for field researchers and surveyors.
- Organize one day orientation/training for field researchers/workers.
- Providing logistics and financial support to all concerned professionals in this project.

Field Level Team:

The team for field survey and research was composed as:

Total Number of Teams: 5 (One team for two districts)

Team A: Ilam and Morang districts,

Team B: Kathmandu and Bara districts;

Team C: Dang and Jumla,

Team D: Doti and Dadeldhura,

Team E; Myagdi and Mustang). One Team consists: 3 members.

Facilitation for Field Level Team:

Field Visit Researchers and Assistants were sent after one day orientation with required documents and logistics i.e. Check list (as annex- 2), Working manuals (as annex-3), Survey form for schools; i.e. students teachers information and form related to budget and physical condition (as annex-4 and annex 5), Survey questionnaires (as annex-6, 7, 8, and 9; for Headmaster, Chairperson or member of working committee, Parents, and students respectively).

CHAPTER III

LITERATURE REVIEW/DESK STUDY

2.1 Literature Review

The role of community in the management of the school is significant. A school does very little unless it is owned by the community. Before 2028 B.S, school were established and managed by community on their own initiation and contribution. National Education program was started from 2028 B.S with main objective to make high participation of community in school management. But it was not realized as fruitful as it was designed. On this regards, GoN has realized the importance of parents' participation so selected members from society are empowered through legal involvement in School Management Committee (SMC) after 7th amendment of Education Act, 2028 in the process of decentralization. Government had initiated to hand over the school to community for the purpose of receiving quality education through their active participation in management and promotion of school. School Management Work Plan- 2059 came into existence with main objective to hand over government schools to community. Similarly Tenth Five Year Plan aimed to hand over 8000 government managed school to community.

The origins of modern public education in Nepal date back to 1951, when, as the result of political change, education was declared open to all citizens irrespective of the ruling or ruled class. Before that, education was accessible only to the ruler's extended family. Since then, the declared policy of the government in the field of education has been to provide equal access to quality education and to improve the management and planning of education. The fact that there are about 30000 primary schools, compared to 321 in 1951, is a clear evidence of the initiatives being taken towards this end. Assessing the current situation, in light of what we had that time that Nepal has done remarkably well. Nevertheless, improving the quality of education has remained undoubtedly a challenging task.

In order to address issues relating to the improvement of the education sector, in particular in view of achieving a higher literacy rate and universalizing primary education, providing access to secondary and higher secondary education, the government, after the restoration of democracy in 1990, formed a high level National

Education Commission (NEC), which submitted a comprehensive report to the Government in 1992. Since then, new education policies have been adopted mostly keeping the suggestions of the commission in mind which emphasized access to quality of and equal opportunity in education. Because of several reasons, people were not happy with the accomplishments made so far. The government after the Loktantric Andolan (Jan Andolan II) is keen to revitalize the process of making education both accessible and qualitative putting much emphasis on the issues like inclusiveness, education of Madhesi, Janajati, Dalit, Girls and the children from poor family (Khaniya. T, 2007)

Khaniya in his recent book *New Horizon in Education in Nepal* revealed some important components which directly encounter in effectiveness of education and support of government to community schools.

- Teacher employment
- Teacher qualification, standards, and pre-service training
- Teacher recruitment, promotion, transfer, and dismissal
- In-service training and professional development
- Salary, incentive, and condition of service
- Pedagogical supervision and support
- Curriculum and textbooks
- Assessment of learning
- Facilities
- Funding

Under this background, the government should make its stand clear about the role it wants to plan as well as the role it wants to see the community to play in the management of schools. In the Nepalese context where it has experienced both centralized and decentralized school management, where education up to secondary level has been declared free by the constitution, where the national system of school education has already been in operation for years; it is useful for the government to hold authority to decide entry age of students and entry qualifications of teachers, control over certain process of teacher selection, curriculum, textbooks, standards of achievements, financing and mechanism of professional support to schools etc. It

should allow the community to monitor schools and facilitate classroom delivery with the involvement of the local leaders who are close to the schools.

Nepal made a firm commitment to achieve the goals of education for all (EFA). The National plan of action outlined specific objectives, programs, targets strategies and financial provisions, and set the national targets of universal access to primary education, eradication of illiteracy, and elimination of the gender gap by the year 2015 (Nepal Millenium Development Report 2005).

Regarding the education sector, Three Year Interim Plan 2007 (TYIP-2007) has declared and proposed various supportive provisions to improve the quality of education and access of students in education at grass root level. These provision are listed below.

- Literacy, Post Literacy and income generating programs
- Alternative school education (Distance Education and Open learning Program)
- Pre- primary education/early childhood development center
- Basic education
- Secondary Education
- Technical education and vocational training program
- Higher education
- Quality development in education
- Sports development program
- Youth development and scouting program
- Physical construction and reconstruction program

The total estimated budget for interim plan at 2006/07 is Rs.35350 million in educational development. To achieve the goals related to education, mentioned in Interim Constitution, government has developed certain measurable term to accomplish the objective successfully. The major guiding mechanism privileged under the interim plan are:-

- Monitoring and Evaluation
- Institutional framework Development
- Reforms related to legal aspects
- Reforms on policy framework

Country Assistant Strategy-2004-2007 also advocated the issues related to education and supportive concept to deal with the education purpose. It mentioned that 25% of public schools under the community management and providing socially inclusive and higher quality education. But efficient and timely textbook distribution system in place as measured by all primary school children having books at the beginning the school year is poor. Progress towards financial sustainability of public schools is encouraging ratio.

While reviewing Flash Report 2063 (2006-07), it is found that the total number of schools increased by 0.4 and reached 28,131 of which 27,901(96%) are primary, 8,880 are lower secondary, 5,329 are secondary and 1,197 are higher secondary. At the primary level, the share of Dalit enrolment is 18 percent, Janajati 38 percent students with a disability 1 percent and for others 44.3 percent. If we observe girl enrolment at primary level was 2,088,085, which is 48 percent of the total number. Dalit, Janajati and others' enrolment share of girls is 48 percent, 49 percent, and 47.5 percent respectively. The data revealed encouraging participation of girl in community schools. Since this increment is basically in community schools and the rate is 48 percent. In institutional schools this ratio is less than community schools and it is 43 percent.

Total numbers of school teachers in government and community schools are 141605. The level wise composition is 67 percent, 19 percent and 14 percent in primary, lower secondary and secondary levels respectively. Out of these total teachers 58 percent are trained. The level wise ratios of trained teachers in schools are 59.9 percent, 44.4 percent, 66.6 percent in primary, lower secondary and secondary level respectively. This revealed that secondary level teachers are more trained then other levels.

The percentage of female teachers in all types of community schools is 25.2 percent. By level wise the ratios of female teachers are 30.6 percent, 14 percent, and 7.4 percent in primary, lower secondary and secondary level respectively.

Text books' delivery has great influence in academic performance. The flash report 2063 (2006-07) revealed that primary level 54.1 students received the full set of textbook and 3 percent students received a partial set of textbooks within the first

week of the session; whereas, 43 percent students did not receive a set of textbooks within the first week of the session.

Revising the government support programs are listed as EFA program, Teacher Education Project (TEP) Secondary Education Support program (SESP), Karnali Zone Target Program, Community School Support Program (CSSP) and Faculties of Education (FOE) in improving the percentage of trained teachers in all three categories. This report has compared figures of 31 percent in primary, 30 percent in lower secondary and 48 percent in the secondary with previous year's data. In comparison to primary level, the data also shows, the percent of trained teachers are higher in secondary level.

Enrollment is the most basic element of evaluating the school's overall effectiveness. It is also addressed the most urgent indicator of progress towards achieving 100 percent universal primary education, data presented in Flash 1, 2062 B.S represents that 70 percent of total formal school students (grade 1-10) are in primary level where as 21 percent are enrolled in lower secondary level and the remaining 9 percent students are in secondary grades. Regarding the participation of Dalit students, out of total Dalit children, the proportion of primary, lower secondary and secondary school students is 88 percent, 10 percent, and 3 percent respectively. The share of Janajati students in primary level is 70 percent where as 21 percent are in lower secondary followed by 12.7 in secondary level.

In this regards, Interim Constitution 2063 has assured some certain rights and privilege in education. Article 17 has made some provisions on fundamental rights for primary education in mother tongue, free education to all up to secondary level and right to enjoy educational freedom. Similarly, Directives Principal and Policy has advocated the realization of education without any discrimination in all level and manner.

While examining the study report, School Effectiveness: Synthesis of Indicators Phase II, 2003,(CERID), it is found the some pockets of Dalit and some deprived communities, such as Mushar, has remained isolated from the mainstream of educational development. The concerns of these communities are, however, mostly of equitable access rather than physical access. Educational inputs alone are not enough

for educating the children of these families. Apparently, their social, cultural as well as economic concerns also need to be studied and addressed. Access to quality education, measured on 13 physical and 10 educational indicators, is unsatisfactory. Even after visiting over 50 schools, the research team could not portray any better public school. The schools that were visited with bare walls, some furniture, and chalkboards. Even those that were identified by a group of RPs as the “best schools” in the district had nothing other than a recently constructed school building. Thus, even the school-goers – a majority of them – are deprived of quality education. Of the 16 schools studied, six complained of indiscriminate opening of schools, which curtailed their student enrolment as well as the teacher quota. The second phase study done by CERID on school effectiveness research assessed the community concerns with regard to access, educational quality, management of education and supervision/monitoring in the school. The study has hypothesized several indicators for measuring school effectiveness.

Findings of this study, regarding effectiveness, the schools, community have supported, extra resources are mobilized found best and basic facilities and amenities are available. According to findings of the study, there is consensus among key stakeholders on: students' learning achievement is poor in schools, dropout and repetition rates are high, students' daily attendance in schools is low, transfer of training skills in the classrooms is yet to take place, school physical and educational conditions are poor, and, it is lacking of feedback exchanging practice between the teacher and parents. The considerations suggested include monitoring of teacher's time and task by the head teachers, SMC and parents, improving school environment; making student progress reporting to the parents, mandatory; and cutting-down the number of trainings and shortage of teachers.

While reviewing another report, (School Effectiveness: Head Teachers' Leadership, CERIED, Balkhu, Kathmandu, Nepal, 2004), it is observed that quality of education is measured in terms of learning achievement. As per report, learning achievement is found poor regardless of class-size and teacher-student ratio. At primary level (sample schools), the student teacher ratio is found to be as high as 81:1 (in a Terai school) and as low as 17:1 (in a Hill school). Similarly, the class-size was also found to be as low as 18 students (in a Hill school) whereas it was 99 students (in a Terai school).

However, learning achievement is found to be poor in both the Hill and the Terai schools. Both Terai and Hill schools have one thing in common; in them educational resources and physical conditions are similar. The schools in both in geographic belts present a gloomy picture of their educational resources and physical facilities. Advocates of school effectiveness research have clearly stated that there is a minimum threshold of educational resources and facilities in schools below which quality measures such as number of teachers and teacher training do not necessarily produce desired effects on learning achievement.

Regarding the head teachers (HTs) and their leadership effectiveness, they can play vital and significant role in increasing enrollment, mobilising local resources and better utilization of government support. As the study reported, HTs of selected and found well managed schools, have shown determination and have taken self-initiatives to implement innovative programmes and activities in order to increase school enrollment, to retain their enrollments, to improve education quality in their schools. HTs were found exclusively active in mobilizing local community and local donor representatives for fund raising for school improvements. Unlike in most public schools, the management in these successful schools has been found to have actively engaged in various self-initiated activities without much regard to the government supported programmes and activities. Hence, it appears that the determination and taking self-initiatives is fundamental to maintain school enrollments, education quality and collecting funds for school improvements.

As the information given, over all in Nepal, the teacher student ratio in school education is 45. In government school this ratio is 50.49. This figure for private or institutional schools is 18.1. Similarly, this figure in primary level in government schools is also 50.23. Other than primary level this ratio is around 51.18. By five development regions, from eastern to far western, the teacher student ratios, in government schools are 51.75, 50.37, 41.94, 60.45 and 57.57. This means in mid-western region, one teacher have to teach 60 students. This ratio is lowest in western region. This ratio in community schools, in Nepal, in primary level is 56.4. While the ratios, by development region, in community schools, from eastern to far western are 69.2, 45.8, 49.4, 65.3 and 38.8 respectively. By geographical region, this figure varies by development regions, since in eastern region hill is in highest (73.4), in western, it

is 86.4. Taking in consideration, this undesired situation, in current FY 2064-65, government has provided grant for hiring at least 12000 teachers where the teacher student ratio is relatively high.

In output based activities, another measuring rod of school effectiveness is ratio of trained teachers in total numbers of teachers. As the data given by ministry, out of total teachers in school level, up to 2063, 58 percent teachers are trained. By level basis, in primary level the numbers of trained teachers are 57191 (60 percent). To improve the status, the government has offered 40000 teachers for in-service training (25000 from primary level and 15000 from lower secondary level).

Other indicator that can help to measure the effectiveness of government financing is to make the available text books in time. By rule defined, the government targeted to provide books before than mid of the Falgun. For this purpose the Government has allocated the budget Rs.12.5 million for providing text materials. But the book production and distribution mechanism has not well functioned.

2.2 Literature Review on Government Expenditure in Education Sector

2.2.1 International Scenario

Here some facts are given, and these facts are related to finance by Governments in education. If we observe the three tables given, a conclusion can be drawn. Regarding the budget spent in education sector, by developed and medium developed countries, in comparison to South Asian countries, it is clear that the ratio of expenditure in education sector with GDP is higher. The average ratio of developed countries is 5 percent and the ratio of medium developed countries is 5.5 percent. Regarding the budget spent by government or investment in education sector, in comparison to south Asian countries, In Nepal, the expenditure in education/GDP ratio is higher than by Bangladesh and lower than other countries. Similarly, the ratio of expenditure in education with total government expenditure is around 13 percent. Now it has increased to 17 percent. This figure is less than Bangladesh and higher than rest countries. Thus it can be concluded that in comparison to SAARC Countries, the investment in education sector is relatively satisfactory. The ratio of expenditure in primary education with total expenditure in education, it is higher (45.1 percent) than Bhutan (44 percent) and little lower than other south Asian countries. But to make the

access in education relatively more and to provide the basic education to all, the government should increase the investment in primary education.

Table-4
Expenditure in Education Sector

1. In Developed Countries

Particular / Country	Japan	Canada	UK	USA
EE/GDP ratio in %	4	5.2	5.3	5.4
EE/TE ratio in %	10	13	11.6	14.4
EPE/TEE ratio in %	40	20	32	39
ESE/TEE ratio in %	42	64	44	36
EHS/TEE ratio in %	12	35	24	25

2. In Medium Developed Countries

Particular / Country	Mexico	Cuba	China	Malaysia	Thailand
EE/GDP ratio in %	5	7	NA	5	5
EE/TE ratio in %	23	13	NA	15.4	20
EPE/TEE ratio in %	50	32	NA	33	5
ESE/TEE ratio in %	32	33	32.2	31	20
EHS/TEE ratio in %	18	15	16	25	16
Other Education %	NA	13	11	14	NA

3. In South Asian Countries:

(Percent %)

Particular / Country	Bangladesh	Bhutan	India	Pakistan	Maldives	Sri Lanka	Nepal
EE/GDP ratio in %	2.2	4.1	3.2	2.7	6.4	3.4	3.2
EE/TE ratio in %	13.8	7	11.6	7.1	105	8.9	13.5
EPE/TEE ratio in %	44.8	44	39.5	51.8			45.1
ESE/TEE ratio in %	43.8	35.6	26.5	27.9		78.8	19
EHS/TEE ratio in %	7.9	20.4	13.7	13		9.3	19
Other Education %	35		20.3	8			17

EE= Expenditure in education, TEE= Total Expenditure in Education, TE= Total expenditure, EPE= Expenditure in Primary Education, ESE=Expenditure in Secondary Education, EHS=Higher Secondary Education

(Source: Human Development report, 2004, Data used 2002)

2.2.2 Government expenditure in Nepal/National Scenario

While analyzing the government support to schools, for last decade, every year government has used to allocate more than one sixth of the national budget for education sector. For the FY 2064/065, the amount allocated for education sector is Rs.28072 millions. Out of total national budget, the share of education sector is around 16.61 percent and the allocated budget only for the EFA program is Rs.5456 million which become the 19 percent of total budget in education sector. This

program is basically focused for primary level education. On the basis of budget allocated for this program, per student expenditure is around Rs.1208 including institutional schools. If the institutional schools are excluded this amount exists around Rs.1370 (for students in Government schools).

This budget is targeted to spend on education materials, scholarships for students, teachers' trainings, libraries, laboratories, computers and other equipments, school buildings and other infrastructures construction, awareness etc. As proposed in budget, Rs.1500 million (5.3 percent) will be used for building construction and girls' toilet construction. This amount is supposed to provide in cost sharing basis, by the schools, not more than Rs.0.45 millions/school. Using this amount it is estimated to have 2500 schools benefited with more than 6000 rooms and 1500 toilets. Regarding the effectiveness of the government support, the teacher student ratio is one of the main indicators.

Table No 5
Government Expenditure in Education
For last five years
(2055/056-2063/064)
(Rs.mln)

FY	Total	Expenditure in Education			% in Education
		Recurrent	Capital	Total	
2059/60	74446.6	12300.9 (92 %)	1103	13403.9	18
2060/61	78647.7	13379.5 (93%)	940.3	14319.8	18
2061/62	89027.1	15960.2 (93%)	1260.4	17220.6	19
2062/63	96624.4	17729.8 (92%)	1609.6	19339.4	20
2063/64	133353.7	19769.2 (83%)	1604.7	21373.9	16
Total	472099.5	79139.6 (92%)	6518	85657.6	18

Source: Ministry of Finance

The figure witnessed that the expenditure in education sector varies in between 16 percent to 20 percent and the average allocation for last five years is 18 percent. The annual increment is ignorable. Out of total expenditure in education more than ninety percent is spent on recurrent expenditure. This scenario explains that the development of assets and infrastructures in education sector is lies in less priority.

As the literatures reviewed, it is found that the budget allocation in education sector is focused in three areas; i.e. infrastructure development, target program and general administration and the ratios of this area are 25-30 percent, 4-6 percent and 64-71

percent respectively. Similarly out of total expenditure the expenditure ratios, FY 2061-062, for primary, secondary, higher and informal as well technical education were 35 percent, 25 percent, 9 percent and 31 percent respectively (Report, High Commission for Public expenditure, 2062). This figures represents the nearest to average figure for last five years. Thus it is observed that out of total expenditure in education, around 59 percent has been spent on school education. If we see back during the FY 2037-38, the ratio of expenditures in primary and secondary education are 36 percent and 25 percent, altogether in education is 56 percent. After the years, the share of public expenditure in school education is either decreased or has remained constraint. But the share in technical and vocational education has been increased.

During the FY 2055-56, out of total expenditure the share of only in primary education was 55 percent. As three Year Interim Plan, total estimated budget for three years is Rs.35350 million, out of this Rs.12480 (35 percent, including ECD) is allocated for school education (Three Year Interim Plan) . This figure shows that the share of allocation in school education has been decreased. But this figure excludes the budget allocated for the Improvement of education program and this program is basically related to technical support and the amount estimated is Rs.7120 million. If this figure will be included in school education the ratio in school education climbed up to 55 percent. Under different programs and projects government is providing financial as well as technical supports.

2.3 Support Programs of Government to Community Schools

The major programs related to school education are given:

I. Education for All -EFA (2004-2015)

Total estimation for the period for the program Rs.395300 million

Budget for FY 2064-65 Rs.5456.8 million

Goal of the project:

Achieving the literacy rate (6+ years) by 75 percent (upto 2015).

Coverage: 75 districts.

Objectives:

- Guarantee of access and equity in primary education,

- Promoting the quality and relevancy of primary education,
- Improving of efficiency and institutional capacity.

Programs:

- Early child development (EDC) and development of preprimary education,
- Certainty of access to all,
- Learning opportunity to all,
- Reduction of illiteracy,
- Eradication of gender discrimination,
- Promotion in all dimensions of quality education

These objectives are supposed to achieve through providing scholarships, constructing physical infrastructures, providing logistics, providing block grant to schools, free distribution of text books, and human resource development (teachers training).

Scholarship for disable students has categorized under different level.

- Level first are categorized those disable students who cannot make his/her visit to schools and needs to have rented house to make his/her regular classes. EFA has provided scholarship per month Rs.1500 (Mountain areas) Rs.1200 (Hill areas) and Rs.1000 (Terai areas) for 10 months of an academic year.
- Level second are categorized under the condition of disable students who needs additional need to make their visit to schools. Those students are received Rs. 500 per month scholarship for 10 month in one academic year.
- Level Third are categorized with the vision of support simple or minor disable students with Rs.50 per month for 10 months of one academic year.

EFA has the provision of providing support to street children to bring them in mainstreaming of education. Housing facility per month Rs.1000, Admission and other materials support Rs.1500 at once in a year and support organization receives Rs.2000 per month for their settlement and look after for their overall development.

There are other scholarships such as dalit scholarship; girl scholarship, Karnali Zone Scholarship, and Marty's scholarship are major of them.

II. Secondary Education Support Program-SESP (2003-2008):

The secondary Education Support Programme had developed jointly by Nepal government, The Asian Development Bank (ADB), and Danida.

Budget for FY 2064-65 Rs.1995 million

Goal of the project:

- To achieve the enrollment rate of lower secondary level 65 percent and of secondary level 55 percent by 2009 (while these rates were 55 and 35 percent in 2003 respectively).
- To increase the number of girls in secondary and lower secondary education to 50 percent by 2009.
- To improve the rate of class upgrading and pass percent in lower and secondary level.
- To expand the physical facilities of school.
- To increase pass percentage of grade eight and SLC
- To increase pass percentage of deprived section girls
- To provide the grant on the basis of improvement in enrollment and pass percentage.

Coverage: 75 districts.

Objectives: Promoting the quality and relevancy, access and equity in education.

Other objectives are:

- To train the teachers for quality education,
- To improve the capacity of secondary schools and to re-state, reconstruction and rehabilitate the schools in remote area.
- To improve the efficiency and institutional capacity of schools.

Programs:

- Development of learning friendly environment,
- Curriculum evaluation and improvement,
- Teachers' training and management development.

Modes of assistances: grant and block grant, physical improvement and school building construction, transfer of school to communities, capacity development, launching of classes through media, such as radio, print media and television, scholarships for girls, dalits and other students including special package in karnali zone and providing text books.

III Community School Support Program

The role of community in the management of the school is significant. A school does very little unless it is owned by the community. Before 2028 B.S, school were established and managed by community on their own initiation and contribution. National Education program was started from 2028 B.S with main objective to make high participation of community in school management. But it was not realized as fruitful as it was designed. On this regards, GoN has realized the importance of parents' participation so selected members from society are empowered through legal involvement in School Management Committee (SMC) after 7th amendment of Education Act, 2028 in the process of decentralization. Government had initiated to hand over the school to community for the purpose of receiving quality education through their active participation in management and promotion of School. GoN has handed over 3159 schools representing of 2440 primary schools, 357 lower secondary schools and 143 secondary schools till 20th of Ashad 2064. School Management Work Plan- 2059 came into existence with main objective to hand over government schools to community. Similarly Tenth Five Year Plan aimed to hand over 8000 government managed school to community

Coverage: 66 districts.

Objectives

- To promote participation of parents and students in community schools,
- To improve access, quality and the capacity ,
- To improve transparency in schools activities establishing responsibilities to all in community schools

IV Target Program for Karnali Zone

Target program for Karnali Zone has provided support five districts' girls scholarship with monthly Rs.100 (Primary), and Rs.150 (Lower Secondary and Secondary) for 10 months in FY 2062/063. This program is continuing in this fiscal year of FY 2063/64.

V. Karanali Zone Breakfast Program

Fiscal year 2064/065 is targeted to conduct Karnali Zone Breakfast program to support 5 districts students through the program entitled "Education for All". The program aims to support 36000 students providing Rs.2000 monthly support for 10 months in one academic year (Rs.10 rupees per day for 200 school days). The

program will be made effective through selection committee which is formed on the suggestions and recommendations of members of School Management Committee, and Parents Teachers Association.

Other programs related to school education are Schools transfer and incentives (providing grant to transferred schools Rs.100000/level), Food for education (coverage-21 districts, providing nutrimix 7 kg/month to pregnant and child birth women and providing day meals for students and 2 liter of food oil to girls students per month), Integrated school education restructuring (related to policy reform and consolidation and enrichment of EFL program) and Community schools capacity development (capacity building by the use of information) programs. For these projects government has allocated the budget amounts, for FY 2064-65, are 404 million, Rs.2533 million, Rs.2960 and Rs.10 million respectively. In aggregate this sum stands Rs.5907 millions that covers around 21 percent of total budget allocated for the FY 2064-65.

Therefore the purpose of SESP is to provide funding and technical assistance to achieve essential improvements in the quality of teaching, the curriculum and leaning environments, while steadily building capacity at the central and local level in Nepal to take forward these improvements in the future and to fund from their own resources a higher level of recurrent and development expenditure. The rise in the number of poorly resourced, badly constructed community schools has indicated that this community planning cannot take place in vacuum. The aspirations of communities have to be reconciled with the overall national and district ability to fund schooling and to provide minimum quality standards.

As the study on the Status of Gender Equality in Schools conducted by REIMS/DoE, there are three dimensions of gender effectiveness in schools to be addressed. Basically the factors are attracting the students in schools i.e. curriculum, text, teaching materials, extra activities, school management committee, infrastructures, and teachers' quality and behavior; pushing program such as profession and occupation of parents, financial status, level of education and awareness of parents, extra activities and infrastructure and environment, like as distance to schools condition of roads, means of transportation, neighbor and communities, socio-economic and cultural pattern of society. So to make the school education effective,

these three dimensions should be considered.

2.4 Legal Provision of Government

1. TYIP (2007/08-2009/10) has mentioned certain policies and working policies to support community school both technically and financially. It can be examined these working policies that have direct influences in effectiveness of education in community schools.

- In order to increase the enrolment rate and to decrease the drop out rate, Scholarship, lunch and edible oil will be distributed to the targeted deprived community through the network.
- To provide education to children in their mother language and to adopt the trilingual policy.
- To give continuity to in-service training based on competence in order to enhance the performance of teachers.
- An education development fund will be reformed after necessary preparation, in order to arrange special resources for the education sector
- On the basis of local level education plan and school improvement program, arrangements will be made to make available lump sum grants directly to schools.
- In order to increase the access to the women, *Dalits Adibasi, Janajatis, Madhesis*, youth and the poor groups on the basis of school enrolment, scholarships and other incentives will be provided in addition to such facilities, loan will also be managed in care of higher education.
- Institutional capacity development program will be run for developing the competence of organizations and institutions and human resources of the offices of stakeholders related with education from the center to the local community level.
- In order to bring reforms in education learning activities, school-based teacher training and user-friendly curriculum development-program will be strengthened.

2. Education Regulation 2059 has clearly defined the duties and responsibilities and rights of head teachers (Rule 94). Most of the duties and responsibilities are for

maintaining educational environment, quality and discipline along with overall management of education including extra activities promotion, administrative management, organizing meetings, formulating annual planning and programs related to teaching and implementation of the same.

Education Regulation 2059 has made the provision of accounting standard of income and expenditure of schools (Rule 170). And it has given standard format to maintain the financial records and accounts as the provision (schedule 23). As the given schedule school should maintain at least ten books of account including budget, income, expenditure, cash bank, inventory, income and expenditure statement, balance sheet.

2.5 Findings of desk study/literature review

- The ratio of the teachers has not increases as the increment ratio of students.
- Availability of number of teachers, as teacher/student ratio defined by the government, is not so as desired. Per teacher the numbers of students are higher than norms. But in some cases, in mountain and high hill, the number of students per teacher is very low.
- The ratio of trained teachers is also lower than the government target.
- Regarding the distance of school, especially in primary level, in average, the accessibility has improved. While in 1996, 12 percent students would have to travel more than 30 minute to reach primary school. But in 2004 this figure has been reduced to 6 percent (NLSS-II).
- If it is observed separately for rural and urban area; these figures are 10 and 2 percent respectively. But around 3 percent students in rural area are compelled to travel the distance of more than 1 hour.
- By poverty base, from lowest 20 percent poor family, around 0 percent travel more than one hour's distance. In rural hill and mountain area, the foot path is not so comfortable to travel, comparatively, it is narrow, skid and steep and risky.
- By geographical region, in hill and mountain, 4 percent students are compelled to travel more than half hour.
- In mountain this work is very hard, where more than 14 percent students pass through uncomfortable, slip, narrow and risky foot path more than half hour's

distance.

- By total budget allocated to education sector, by government, around 59 percent has been spent on school education. Out of total investment education, around 30-35 percent has been spent in primary education. But by students, in school education, per student expenditure is near to Rs.1200; while in higher education this figure is around Rs.13000.
- To make the access in education relatively more and to provide the basic education to all, the government should increase the investment in primary education.
- Regarding the umbrella policy to provide education for all, the Interim Constitution 2063 has preserved the right of getting free education up to school level.
- Comparatively the enrollment rate of dalit and janajati is lower,
- Food for students program marginally resulted to have better enrollment of the girls students,
- The distribution of teachers is not as the required teacher student ratio, some where it is lower than normal standard and somewhere the number of teachers is nearly closed to numbers of students.
- In over all in Nepal, the percentage of trained teachers is not more than 58 percent
- Out of total number of teachers, the ratio of male and female is 75:25; although it is proved that in school level the teaching by female teacher is better and more effective rather than by male teachers.
- Regarding the delivery of text books, less than 50 percent students are unable to get books within the first week of the session started. The scenario of the running session is still poorer.
- The schools, managed by communities are, comparatively, capable to mobilize extra resources.
- The physical infrastructures and educational facilities in community are not adequate as required for providing quality education.
- Under the different heading and categories various types of scholarship are provided to all schools of Nepal.
- Karnali Zone is lagging behind from different development indicator. So, some special program for Karnali Zone has provided under EFA program.

CHAPTER IV DATA COLLECTION FROM SURVEY AND OBSERVATION

4.1 Data Collection and Observation

The primary data was collected through detail survey method. To collect such data, the study team visited 10 districts and 20 schools. Primary information and data were collected using variety of methods and tools. These include: in depth interview and focus group discussion with key informants and stakeholders; schools observation by field researchers. Interactions were also held with headmasters, teachers, parents, school management committee members, community members and students etc.

The detailed of data, processing and analyzing and findings are given below. The names of visited and surveyed sample district are given.

Table 6
Sampling District and Schools
Sampling District and Schools

S.N	District	Regions	School managed by
		Eastern	
1	Ilam:- Karpok H. Secondary School, Karpok		Government
	Doovan Primary school, Soyak		Government
2	Morang:- Bhagwati Higher S. School, Belbari		Government
	Sajilal H. Secondary School, Sundarpur		Government
		Mid Western	
4	Dang:- Padmodaya H. S. School, Bharatpur, Tribhuvan Municipality		Government
	Saraswati Secondary School, Bharatpur, Tribhuvan Municipality		Government
5	Jumla:- Janta Secondary School, Matah Ghau		Community
	Saraswati Primary School, Matah Ghau		Government
		Far-Western	
6	Doti:- Saraswati H. Secondary School, Sana Ghau		Government
	Saraswati Primary School, Sana Ghau		Community
7	Dadheldhura:- Baijnath Se. School, Amargadi		Community
	Bhumiraj Primary School, Amargadi		Community
		Western	
8	Myagdi:- Beni Samudaik Se. School, Arathunge		Community
	Raghu Ganga L. Se. School, Pipale		Community
9	Mustang:- Janahit H. Se. School, Jomsung		Government
	Jwala Mukhi Primary School, Muktinath		Community
		Centre	
10	Kathmandu:- Nava Jawajagriti L.S. School, Ramhiti Baudha		Community
	Chamunda H.S School		Community
	Bara:- Nepal Rastriya L. Se. School, Chatapipara		Community
	Nepal Rastriya H. Se. School, Bakuliya		Community

Thus 20 schools were surveyed through out the nation. Research sample was most extensive covering all region, district and types of Schools. The districts (10) are selected on the basis of development parameter stated district development region. Among 20 schools, 11 schools were community managed schools where as 9 schools were selected as community schools.

4.2 School's Performance Study

School's performance is considered as one of the most prominent components ensuring effectiveness of government support to community schools. There are various sub-components which ratifies our study areas and concerns.

Table No. 7
Students Information Sheet
(FY 2063-2064)

S.N	Description	Increase/Decrease ratio in percent (2062-2064)	Remarks: (+)Increase and (-) decrease in numbers of students in selected Schools
1	Total no. students	10.06	13-Increase 7-Decrease
2	Total no of girl	20.81	15-increase 5-Decrease
3	New enrolment	19.69	14-increase 6-Decrease
4	New enrolment of girl	46.23	14-increase 6-Decrease
5	Drop out no of students	25.68	12-increase 8-Decrease
6	Profile of students		
7	Dalit	25.50	12-increase 6-Decrease 2-same
8	Indigenous /Janjati	10.46	13-increase 8-Decrease
9	Other caste	4.79	8-increase 12-Decrease
10	Scholarship Categories		
11	Dalit Scholarship no	10.63	12-increase 8-Decrease
12	Indigenous /Janajati Scholarship	148.20	10-increase 3-Decrease 7- No scholarship
13	Disable Scholarship	9.50	9-increase 3-Decrease 8- No Scholarship
14	Merit Scholarship	102.30	12-increase 2-Decrease 6- No Scholarship
15	Scholarship for Martyr's Children	-11.70	3-increase 3-Decrease 14- No Scholarship
16	Girl Scholarship	18.23	10-increase 8-Decrease 4- Same
	Total no of Scholarship	8.92	

Source: Field Visit, 2064

The above table shows the ratio of students' enrolment, number of students and pattern of scholarships in 20 selected Schools. Most of school's number of students seemed increasing but in the same time it is observed that total numbers of students in

school wise has not been increased in all 20 schools. Out of schools surveyed, 7 schools portrayed decreasing order of students. In nation level population is increasing but the number of students' enrolment in surveyed schools is not increased as national growth.

Research observation found that percentage of drop out ratio is 25.67% increasing within three years. It revealed that our programs and incentives to improve enrolment and discourage dropout ratio is not effectively achieved. If this continue in such way, it would be hard enough to receive goal of education as designed by Government. Interaction and discussion made with school stakeholders revealed the major reason of leaving school by students are: - transfer to better urban schools, higher class students need to participate in domestic chores, economically backwardness, and unable to upgrade in higher class.

The ratio of receiving scholarship is increasing except martyr's scholarship. Among scholarships, indigenous/Janajati scholarship (148.20 %) ranked in first position where as Martyr's (- 11.70%) ranked last position in negative order.

The enrolment ratio among the different caste revealed that the percentage of Dalit is 25.50 ranked as first position followed by Indigenous (10.46 percent) and other (4.79percent) respectively.

4.3 Present Physical and facility status of School

To make effective transformation of education to all, both physical and technical support has equal contribution and significance. Since, among the various components, physical conditions with all facilities have great influence in making quality of education. Therefore research made an effort to observe the condition and level of facilities provided to students. This table closely measured efforts made to make effective delivery of education.

Table No- 8
Present Physical and Facility Status of Schools
(FY 2063-2064)

S.N	Description	Have Yes	Have No	Have Percentage	Remarks
1	Packi House	18	2	90	Satisfactory
2	Kachi House	15	5	75	Satisfactory
3	Library Room	12	8	60	Unsatisfactory
4	Practical /Lap room	9	11	45	Unsatisfactory
5	Computer	10	10	50	Unsatisfactory
6	Girl Toilet (Separate)	13	7	65	Unsatisfactory
7	Boy Toilet (Separate)	13	7	65	Unsatisfactory
8	Pure Drinking Water	20	0	100	Satisfactory
9	Water for other Purpose	9	11	45	Satisfactory
10	Sufficient Educational Materials	11	9	55	Satisfactory
11	Organizational Support	12	8	60	Satisfactory
12	Government support	20	0	100	Satisfactory
13	Local Support (institutional)	16	4	80	Satisfactory
14	Support of NGOs	12	8	60	Satisfactory
15	Support of community	16	4	80	Satisfactory
16	Secondary SESP	6	14	30	Unsatisfactory
17	Food for Education	3	17	15	Unsatisfactory
18	Education for All	5	15	25	Unsatisfactory
19	Other Program	2	18	10	Unsatisfactory

Source:- Field Visit, 2064

Note:

Satisfactory:- Availability of very factor 50% and more

Unsatisfactory :- Unavailability less than 50%

Facilities such as rooms, playing field, and drinking water are provided to all 20 selected schools. Most essential components such as computer; library and lab are dimly facilitated in surveyed schools. Among 20 schools, only 13 schools are providing separate toilets facility for girl and boy. Mostly complain receives from students are: weak facility of toilet, lack of computer and no materials in lab. Research found that only 45% schools provided lab facilities where as only 50 percent schools are able to make facility of computer education.

In the process of information collection, some physical aspects were also observed. Basically, this observation was related to condition of toilets, provision of drinking and flush water, status of rooms and compound walls. In community schools, the more cleanliness is necessary. Only few community based schools have provision of water for flush and to drink. So students have to go far for drinking water and the girls students are compelled to waste class time out side for toileting purpose.

Besides the level of facilities, research aimed to know level of participation of all education stakeholders to make effective delivery of education and receive maximum benefit utilizing all components of education most perfectly and wisely. Among the stakeholders, government support is 100 percent where as community participation is placed second position and marked as satisfactory level. Government has initiated some other supporting programs for effective delivery of education. Among support programs government has supported 5 schools under EFA, 6 schools under SSEP and 3 schools under Food for Education.

4.4 Items Wise Expenditure Pattern in Schools

Pattern of expenditure made in school is categorized under components basis. The data was collected from both school information forms and audit report of schools. Detail information is given in table-8

Table No. 9
Items Wise Expenditures Made by Schools (FY 2063/2064)

	District wise school description	General Administration (%)	Construction (%)	Institution Dev.(%)	Scholarship (%)	Other (%)	Total
1	Ilam:- Karpok H. Se. School	72	23	1	1	3	100
2	Doovan Primary school	93	0	4	3	0	100
3	Sajilal H. Secondary School	81	1.3	3	1.5	13.2	100
4	Dang:- Padmodaya H. S. School	88.06	2.8	1.2	4.85	3.09	100
5	Saraswati Secondary School	65.35	16.1	5.34	6	7.21	100
6	Dadheldhura:- Baijnath Se. School	78.83	13.28	0	4.08	3.81	100
7	Bhumiraj Primary School	77.28	10.1	6.6	4.26	1.76	100
8	Doti:- Saraswati H. Secondary School	81.31	1.7	13.18	3.66	0.15	100
9	Saraswati Primary School	67.38	14.47	6.03	9.34	2.78	100
10	Jumla:- Janta Secondary School	0	0	0	0	0	
11	Saraswati Primary School	67.2	5.6	5.4	21.8	0	100
12	Myagdi:- Beni Samudaik Se. School	78.23	1.2	2.1	1.75	16.71	100
13	Raghu Ganga L. Se. School	64.59	18.89	1.6	1.5	13.33	100
14	Mustang:- Janahit H. Se. School	44	37.45	6.21	3.2	9.14	100
15	Jwala Mukhi Primary School	82.27	10.59	2.74	3.2	1.2	100
16	Kathmandu:-Nava Jawajagriti L.S. School	75.53	0	3.2	8.07	13.2	100
17	Chamunda H.S.School	56.8	16.4	4	1.6	21.2	100
	Average Investment	68.99	11.52	4.37	4.82	6.81	100

Source:- Field Visit, 2064 (Form and Audit Report of Schools)

- The highest share of budget of schools is spent in general administrative cost. The average cost of general administrative is 68.99 percent. Institutional development cost and Scholarship cost are still below 5 percent of total expenditure of schools.
- Financial support of communities in average is 22.11 percent in schools. The average financial support of communities varies from 2 percent to 38 percent in schools.

- Incentives and budget delivery system of government is found less rational. Since it is found that a larger amount of budget is being allocated to a primary school named as Jwala Mukhi of Mustang Rs. 795590 that accounted to Rs. 61199 per students. But a secondary school of Kathandnu named as Nava Jawajagriti has received only Rs.1684.67 per students. But average expenditure of 20 schools per student is Rs.4105.30. So the government should rationalize the financial support according to ratios of students, infrastructure condition and facilities made available. The average expenditure is taken through the calculation of total expenditure of school divided by total no of students in schools..
- Expenditure pattern of schools revealed there is no proper policy and plan to utilize financial resources in proper manner.
- Distributing provision of scholarships is not clear and made known to all. It should be made known to all and make social audit of it. Beside all girls should provide scholarship to check and control the tendency of drop out ratio of students.
- It is found that none of parents are quite known to all types of support of government to the schools. Even SMC members failed to reveal major supporting mechanism of government. They simply involved in the school management. They expressed they are there to help head teachers but they did not know their role and responsibility to manage resources more effectively.
- Head teachers are found busier handling all activities alone. It provoked they are weak in managerial skills. They should make ample of exposure training regarding management and efficiency delivery of school with delegation of power to all.
- Major government supports are categorized as such: Direct government support, EFA Support, SESP, CSSP, Karanali Zone Breakfast Program and Target Program for Karnali Zone Support program. Among surveyed schools, most of head teachers limited their information regarding support within direct support of government. The reason of limiting information about support may have two reasons: first they don't know themselves second they are not informed clearly different support in different heading.
- It is found the provision of keeping account is still outdated and haphazard. They had directive and other information related to keeping account are found useless. The main reason of it are as follows: Weak implementation enforce, untrained accountant , weak modern facilities

- As expenditure made by schools, the construction works is in second priority, in average which covered 11.52 percent of total expenditure. School wise observation found expenditure for construction works is ranged up to 37.45 percent of total budget.
- For effective school education, institutional development should be prime concern of school management. However, the highest percent spent in institutional development is 7 of total amount. Most of schools allocated lower than 5 percent for institutional development.

4.5 Cost effectiveness of local resources with reference to government support

Community Support is prime concern of today's school management. Therefore, this financial interpretation of support of both communities and government showed the present financial status of schools.

Table-10

Financial support of Communities and Local Bodies in Schools-FY 2063/64

	District wise school description	Total Expenditures (Rs)	Community Contribution(Rs)	Percentage of support
1	Ilam:- Karpok H. Se. School	4636795	621937	13.41
2	Doovan Primary school	266414	39000	14.64
3	Sajilal H. Secondary School	6187222	2389121	38.61
4	Dang:- Padmodaya H. S. School	8269277	4485190	54.24
5	Saraswati Secondary School	4055634	1006815	24.83
6	Dadheldhura:- Baijnath Se. School	457321	74851	16.37
7	Bhumiraj Primary School	374381	49890	13.33
8	Doti:- Saraswati H. Secondary School	2364612	196329	8.30
9	Saraswati Primary School	445546	50500	11.33
10	Jumla:- Janta Secondary School	552950	78000	14.11
11	Saraswati Primary School	424031	0	0.00
12	Myagdi:- Beni Samudaik Se. School	3517076	1239370	35.24
13	Raghu Ganga L. Se. School	1575130	557600	35.40
14	Mustang:- Janahit H. Se. School	3298314	580519	17.60
15	Jwala Mukhi Primary School	795590	304991	38.34
16	Kathmandu:-Nava Jawajagriti L.S. School	547519	209320	38.23
17	Chamunda H.S.School	6854655	130226	1.90
	Total average	44622467	12013659	22.11

Source:- Field Visit, 2064 (Form and Audit Report of Schools)

Communities support in effective management of schools has been achieving since long years back. The average support made by communities is 22.11 percent. The highest support made by communities and local bodies is 54.24 of Padmodaya H. S. School of Dang District in school wise observation. Similarly lower percentage that is

by Chamunda H.S. School of Kathmandu is 2 percentages approximately excluding one school that is Sarswati Primary School of Jumla has received no local supports.

Research observation revealed that percentage of support of local resource is low but it can be increased. To increase local support as suggested by all stakeholders needs to improve the quality of education and transparency in account. Dausi –Vailo cultural program ranked first position to collect local resource effectively. As parents and SMC member's suggestion, local resources can be generated through mass participation of people but there is still lack of active leader of school and effective delivery of education to their children. They have great faith to the schools but schools are still unable to satisfy them with school's performance such as exam result, distribution of scholarship, supply of text materials and organization of extra activities properly and timely.

4.6 Major Contributing Factors of Education

A number of factors plays vital role to make effective delivery of education. To make effective delivery of education to school levels, it demands various key components to be taken into high consideration among education stakeholders such as parents, head teachers, teachers, students and concerned offices.

Major Contributing factors noted by parents and Head teachers can be mentioned with its ranking order.

Major Contributing Factors	Major Pulling Factors
<ul style="list-style-type: none">▪ Teaching materials (Text books, lab materials, copies, pens and others materials)▪ Infrastructures (Building, rooms and playing field etc)▪ Guardians' support▪ Role of school supervisor▪ School administration▪ Curriculum▪ Examination system/pattern▪ Questions asked in the examination▪ Teachers training	<ul style="list-style-type: none">▪ Good Educational Environment (Initiative role of schools to motivate students to join schools)▪ Understanding the importance of education (Parents awareness)▪ Parents' Guidance▪ HT and Teachers Behaviour▪ Provision of Scholarship▪ Provision of other supports (Cloth, books and materials, and Food)▪ Friends Support▪ Own decision

Among contributing factors of education to make effective delivery are ranked as parents and head teachers' frequency of answers. They ranked the teaching materials is present main contributing factors of education. Similarly there are other factors

which have great contribution to make quality education. Research observation found that most of the factors have ineffective delivery and weak status. Some have great controversy and problem to make present corrective measures to receive productive education such as exam patten and curriculum matters

4.7 Field Observation, Survey and FGD/Interactions and Findings

The study team completed the observation, survey, discussion and interaction with focused groups and persons. The data have been collected from 20 schools of ten districts. The data and information has been collected from the different sources; structured and unstructured survey techniques. The tools used are survey and status forms to be filled by schools, separate questionnaires survey for selected parents and students, Head teachers, School Management Committee members, and meetings and discussion with focused groups. The questionnaires asked and filled by Head teachers, School management Committee, parents and students under the supervision and guidance of field researchers or by the researchers as response given by the respondents.

4.7.1 General Perception Received through FGDs (Officials under MOES, Teachers, Member of SMCs, and others)

The general perception and observations collected through group discussion and unstructured interview with officials of regional and district offices, members of management committee, head teacher and other teachers and other concerned persons and groups are:

- Survey of 20 schools representing from 10 districts covering five Development regions and three ecological belts; it is revealed that the effectiveness of government support is not achieved as desired. The government has invested huge amount but lack of proper monitoring, supervision and evaluation, the ripe of fruit is being less accessible to poor, disadvantage, schedule, and deprived community students.
- Among 20 schools, 19 schools have the facility of adequate rooms and building. But 15 schools have Kachi house that caused various difficulties to make effective delivery educational most appropriately and lively.
- The facility of drinking water is made available to all schools but water for other purpose is made available only 12 schools.

- Education materials have crucial importance in making effective deliver of education. It is found that only 11 schools are proving sufficient educational materials.
- Only 12 schools are able to provide separate toilet both girl and boy. 8 schools students are suffered from toilet problem. They are compelled to wait long queue to use toilet. Especially girl faced hard time during their mensuration and compelled to stay home. Separate provision of toilets both girl and boy should be made by schools.
- Today's world is known as computer era. Our government has kept computer as optional subject realizing the importance of it. But only 11 schools are able to keep computer in their schools. Moreover, most of schools have the problem trained teacher in computer science.
- Similarly library and lab have great support to the students for receiving quality of education. It is found that 12 schools have library facility and only 8 schools have lab facility for imparting qualitative education to all.
- It is observed that most of the schools receive both technical and financial support by Government where as community support made for 14 schools and 12 schools receives Non-government support to make effective delivery of school management.
- The government has initiated different support program to enrich the quality of education and make high level participation of poor, marginalized, disadvantage and deprived strata of population in main streaming of education. Only 6 schools have Secondary SESP program where as only 3 schools have food for education program.

4.8 Information received from respondents (Students)

Students are direct beneficiaries of school performance. So students are placed in centre to observe the effectiveness of government support to community schools.

Table- 11
School Improvement
Information received from respondents (students)
(FY 2063-2064)

S.N	Descriptions	Frequency of answer	Percentage
1	Notice of regularity of School by students		
	School is regular	24	80.00
	School is irregular	6	20.00
2	Education quality measured by students		
	Excellent	4	13.33
	Good	11	36.67
	Average	13	43.33
	Weak	2	6.67
3	Information of family members reading institution		
	Private Boarding	11	36.67
	Community Schools	19	63.33
4	Gender wise reading information		
	Brothers	6	54.55
	Sisters	5	45.45

Source:- Field Visit, 2064

- Among the 30 respondents, 80 percent expressed regularity of school where as 20 complained about irregularity of school.
- It is crucial to know the quality of education delivered in school level. To examine effectiveness of government support to impart quality of education through various supportive program and policy in school level, students are placed in centre to find out the condition of quality delivery in school. Among question asked 43.33 percent expressed the quality of delivering education is average where as 6.67 percent expressed about the weak performance of schools.
- Among 30 respondents, 36.67 expressed some of their family members reading in boarding school where as 63.33 revealed none of any members reading in boarding schools.
- Among boarding students, it is found 54.55 percent of students are boy where as 45.45 percent are girl. Parents are discriminating between girl and boy. As respondents, they are giving priority to boys than girls. However rate of discrimination is decreasing.

4.9 Survey from FGD (Parents):

- Among 10 districts, 27 parents were selected and asked structured and open ended questions. Out of them 81.48 percent parents are sending their all children in regular schools where as 3.7 parents are not sending their all children. The main reasons for not sending children are said as low economic condition and students are involved in domestic chores.
- Regularity of classes have great influence in making quality of education, thus 77.78 percent of parents revealed that school is running regular classes where as 22.22 percent of parents expressed irregularity of school.
- Teaching and learning process is complex phenomenon. Learning can be easily received if mutual cooperation is taken place while making quality of education. Among 27 sample parents, 81.48 percent parents expressed that teachers are cooperative where as 18.52 goes against and express that teachers are not cooperative enough with them and their children.
- Regarding the delivery of text book on time, 11.11 percent of parents made known that text books are available on time. But 37.04 percent revealed that text books are available after some weeks and 55.56 percent express that textbooks are available only after 2 or 3 months.
- Regarding school performance, 48.15 percent of parents are satisfied with facilities provided by schools where as 51.85 are dissatisfied. They mostly complained about the supply of facilities of rooms, toilets and sport materials for students.
- Exam result is key indicator to test the effectiveness of education and overall management of school. It is found that 51.85 percent of parents are satisfied with exam result where as 48.15 percent are dissatisfied with exam result.
- Total respondents of surveyed parents, 92.59 percent have said that there is no discrimination between girls and boys but 7.41 percent expressed there is till discrimination between them. The level and areas of discrimination expressed by parents are:-

Discrimination in work load

Discrimination in realization of caliber and work areas of girl

Discrimination in social responsibility, involvement and work division

- Out of 27 respondents, 92.59 percent of respondents expressed that there is no discrimination in any ground to any one where as 7.14 percent said that there is still discrimination in gender.
- As the information collected through questionnaire survey of 27 respondents, 40.74 percent expressed that there is still provision of receiving admission fee. They expressed they are in favor of it. But 59.26 percent said they are not paying any admission fee in their schools.
- Research studied the major reasons for not going regular school. Among 27 respondents, it is known that 88.89 percent are sending their children regularly where as 3.70 percent respondents expressed that they are not sending their children regularly because of their illiteracy. Similarly 3.70 percent expressed that their children left the school due to early marriage and 3.70 expressed reason of school leaving is long distance of school from home.
- Major contributing factors of sending children to school are measured under certain contributing factors. The frequency among the major contributing factors, Realizing the importance of education stood first (62.79) percent where as Good Educational Environment of school, Good Behaviour of teachers, Scholarship and Low charge/cost of school are stood second (13.95%), third(11.11%), four(6.98%) and five(4.65 %) position respectively.
- Teaching and Learning process can be success if mutual relationship be established between teachers and students. Major complains surveyed about the teacher to the parents are; 55.56 percent of respondents answered they have learnt no complain about the teacher from their children where as 44.44 expressed they have heard complains about the teacher especially in teaching method and teacher's behavior towards them.
- It is found that the most frequent complains about the school's activities are mentioned above in table. Among them, 29. 63 percent respondents complained about weak supply of educational materials and irregular of classes where as 25.93 percent complained about dirty class room and uncomfortable sitting bench, 11.11 percent complained about rude behavior of teachers and 3.7 percent about the physical condition (building) respectively.
- It is noted that some of changes occur after the transformation of management to community. Among them local people particiapation is increased up to 33.90 percent where as, 20.34 percent of class rooms have increased. Similarly

15.25 percent of respondents expressed improve in exam's result and 13.56 percent expressed improve in transparency of school management (Detailed see in Annex- 11).

4.10 Information received from respondents (Chairperson/ Members)

The data and information related to the effectiveness of government support to community schools, school's performance and overall efforts made during his/her tenure were collected and tabulated in tabular form. Major findings are noted here (Detailed information see in annex -12).

- Twenty schools' chairperson/members were interviewed and discussed on various issues related to effectiveness of government support to community schools.
- Among 20 respondents, a question was asked to find out the changes made during their tenure. 24.2 percent respondents expressed that rooms number has improved in their tenure where as 33.3 percent has given priority to participation of local people in school's development. 24.2 percent stated that they were able to utilize local resources for the development of school and 18.2 percent noted that they were succeed to improve school's academic result.
- School's performance and effectiveness of resource utilization are closely interlinked with power of executive person. Therefore it is matter to know that are additional power needed to impart to SMC in order to improve quality delivery of school's performance. Among respondents, most of 40 percent believed that there should be provided enough power to utilize resources, similarly 36 percent advocated that there should be good delegation of power to manage human resource of school where as 12 percent expressed they needed power to hire and fire of teacher and power to executive their decision respectively.
- Collaborative efforts can achieve quality of education. Responding question of quality education, 87.5 percent expressed they have friendly relationship with head teacher and 6.25 percent felt need to make certain distance where as 6.25 percent expressed they have causal relation with head teacher.
- Research study deserved to find out major problems in disbursing financial support to the community schools. 50 percent noted that there is problem in an adequate financial support, 37.5 percent complained delay disbursement of financial support, and 4.17 percent complained that the huge amount is invested in

unproductive work like administrative cost where as 8.33 percent complained about the weak accounting system of government.

- Most of the schools expressed they were receiving different technical support. Major technical supports expressed are: teacher training, text books and other materials along with scholarship. Among them, 45.2 percent of respondents ranked the need of teacher training as first position where as 29 percent of respondents in favor of availability of text books and educational materials that positioned second and 25.8 percent of respondents ranked the need of the scholarship in third position.
- Among 20 respondents, 75 percent thought that technical support of government is made utilization properly where as 25 percent complained it is not utilized properly in real sense.
- There are various key components that plays vital role to make effective deliver of education. Among components, effective school's administration is ranked first position with 33.3 percent of respondents. Infrastructure development (23.3%) and effective monitoring by school inspector (23.3%) ranked in second priority and supply of teaching materials (20%) ranked in third place.
- Research attempted to find out the effectiveness of government support to the community school. Therefore, respondents were asked binding options of local resource with government support options to make effective utilization of both resources at maximum level. 28 percent offered to utilize resources with tie up financial and technical through local initiation where as 28 percent suggested using local resource with tie up of financial support and 24 percent advocated using local resource with technical support of government only.
- Among SMC members, 75 percent were sending their all children in community schools where as 25 percent were sending their children both community and institutional schools. It is also notice that most of girls children studied in community school where as most boys children were sent to private school.

4.11 Information received from respondents (Head Teachers)

Participation of parents in school meeting as informed by head teachers revealed very satisfactory and high level of participation. 88.89 percent of respondents conveyed that the participation of parents is more then 50 percent in each meeting in their

schools where as only 11.11 percent noted that the participation of parents is below 50 percent in their school meeting.

- Respondents were asked binding options of local resource with government support options to make effective utilization of both resources at maximum level. 66.67 percent in favored to utilize local and government resources with tie up of all financial, technical and local support where as 16.67 percent suggested using local resource with technical support and 11.11 percent advocated using local resource with financial support of government.
- Community support for overall development is fundamental. As head teacher noted community support in financial level is 22.22 percent in regular basis where as 77.78 percent support found irregular or with time interval.
- Community contribution is received through different program in the society. Major sources of collecting local resources as expressed by head teacher revealed that Cultural program (Deushi and Vailo) is ranked first position covering 44.44 percent out of 100 percent. Second ranked as collecting support from all community members(22.22%) where as rented home and land, cultivation and forest and other resources ranked third position marked as 11.11 percent respectively.
- Fifty percent head teacher in favored of teacher union and suggest it provides great support in bringing qualitative education in school. 5.55 percent directly opposed and expressed it plays as an obstacle role to make effective delivery of education where as 28.57 have different idea and expressed it has no relation and no role to achieve educational goal in school.
- School Inspector is direct observer of school. His/her supervision, monitoring and guidance play great influence in effective of government support to community schools. 77.78 percent of head teacher complained SIs visit is rare or after long time where as only 22.22 percent of head teacher expressed regular visit of SIs to the schools.
- Twenty head teachers were interviewed discussed and interacted to find out the effectiveness of SMC provision in school system. 88.89 percent of respondents expressed it is good provision and it should be continued and only 11.11 suggested for its amendment for its effectiveness.

- Research made an attempt to find out the executive power for hiring, firing, recruitment and punishment of teachers. Among the respondents, 33.33 expressed that head teacher should get executive power to make any action where as 22.22 percent said that SMC should get such power and 22.22 percent expressed that power should be given to District Education Office on the recommendation of school inspector and similarly 22.22 stated that the power should be executed by District Education Office independently.
- Fifty percent respondents stated the teacher should be supplied on the demand of school head teacher, 27.8 percent of respondents communicated teacher should be managed on the basis of students' number where as 11.1 percent expressed on the basis of demand of community and number of class respectively (See detail in annex-13)

4.12 Facts and Information of Schools Collected Through Survey (Form-1)

The data and information related to number of students in schools, enrollment and drop out ratio, number of teachers and students ratio, teacher training level, number of scholarship, provision of toilet for girls and boys, distance between the school and community and per students investment ratio have been collected from all 10 districts. The picture of findings in brief is:

- In 20 schools of 10 districts (surveyed and visited), as the latest data (2065) out of 13288, the numbers of girl students are 7149; this means the average ratio of girl students is 53.8 percent.
- Out of selected survey, 12 schools are secondary, 4 lower secondary schools and four are primary. Among the selected schools nine are government managed schools. Rest of 11 schools is community managed. In schools, the percentage of girls is comparatively higher. Among the schools surveyed Dang, Saraswati Secondary School has highest ratio of girls or out of 100 students, 78.52 percent are girls. This rank is lowest 33.49% in Myagdi, Beni Samudaik Secondary School. By geographical division, the Hill Region has comparatively better position and lower in other regions. In Himalayan range, Mustang has 59.44 percent where as Jumla has 68.45 percent girl enrolment in schools.
- Among 20 selected schools, number of students varies. A school of Morang named as Sajilal Higher Secondary School has 1600 students which is the highest

number where as Jwalamukhi Primary School of Mustang has only 13 Students and three teachers. Out of 13 students, 9 students are girl.

- Research study found the percentages of students are higher in Terai region where as lower in Himalayan region. Jwalamukhi Primary school is example of few students of a school of Nepal.
- Among 20 selected schools, 206 teachers are trained teacher out of 314 teachers. The average trained teacher is 65.6. This percentage varied in different district. Two schools of Morang district, Bhagwati and Sajilal schools have average trained teacher are 88 and 90 percent respectively where as a school of Bara, (Saraswati H. S. School) has only 27 percent trained teachers.
- Participation of local people in teaching is supposed to be more fruitful to make regularity of class and increase self responsibility to deal with student's quality, and overall management of school. Among surveyed 314 teachers, average local teachers are 41.94. But after the hand over of school management to SMC, servicing of local teacher is told increasing.
- It is observed that scholarship is one of the most influences pulling factor of students in school. 20 surveyed schools' data revealed that 28.41 average students receive government scholarship under different heading. Further more, scholarship provision was made wide-ranging from 100 percent (at Jwalamukhi primary school, Mustang) to 6.14 percent (at Padmodaya H. Secondary School, Dang). Research made finding of scholarship is based on geographical disparity and socially disadvantaged group of people (See detail in Annex-14).

4.13 Facts and Status of Expenditure Pattern Collected through Survey - (Form-2)

- Total expenditure made in 20 schools for 13288 students is Rs. 54551215 in 2064. The average amount invested per students is Rs. 4105.30 in one academic year.
- Per student average investment is different in different districts. Jwalamukhi school of Mustang district invested total Rs. 795590 amount in one academic of 2064 for providing education to 13 students. So per investment of students is high enough which is Rs.61199 in Jwalamukhi School. The amount is very high as average ratio of 20 schools and national expenditure per students.

- Nava Jawajagriti primary school located in Kathmandu district covered 325 students. Nava Jawajagriti School's per student investment is Rs.1684.67 which is lower than other schools.
- The average ratio of investment pattern is found higher in rural areas and lower in urban, or semi urban areas. School wise categories revealed that there is no vast difference in primary, lower secondary and secondary Schools.
- Per student investment ratio is seen higher in low student's schools and lower in high students schools
- Most of the schools that portrayed higher expenditure in per students found few numbers of students. Second reason is that newly established schools found investing huge amount of money in infrastructure development (See detail in Annex-15).

4.14 Suggestion and Advice

Suggestion and Advice received through Head Teachers, Chairperson/members, and Students on various issues for receiving effectiveness of government support to the community level

Head Teachers' suggestion on delivery of Government support

- Disbursement of budget in time.
- Supply adequate teaching materials in time,
- Placement of adequate number of teachers, and other logistics support according to number of students,
- Additional staff for record keeping, activity monitoring and assisting to teachers should be provided to maintain proper administrative work of school.
- Heading-wise budget should be revised and increased on the basis of school demand
- Need of training for library maintenance, accounting, and record keeping system

Head Teachers' Initiation to make effectiveness of Technical support of Government

- Supplying of textbooks on time
- Providing Scholarship on time
- Utilization of resource in proper place and manner
- Hiring professional teachers or other human resource

- Class observation, monitoring and evaluation of teaching methods as provided through training
- Coordination and Liaison to School Management Committee, Teachers' union and other to make school's annual planning.
- Delivering training and refreshment package to the teachers for their skill development

Head Teachers' suggestion to make effective utilization of local Resources

- Involvement of all stakeholders to mobilize, utilize and exploit the local resources
- Provide the training or skill before utilization of local resources
- Coordination and Liaison to School Management Committee, Teachers' union, Local institutions and Local bodies to start new program for welfare of community.
- Make active participation of SMC
- Make active to local people, local institutions and local youth to utilize local resource properly
- Provide training package for SMC to empower their institution development

Head Teachers' information regarding improvement of Government support for:

- Increase scholarship up to 50% of all students in each schools
- Delivering equality education
- Physical infrastructure development
- Opportunity to those who had left school and rejoin in primary level
- Free education, text book, and scholarship
- Build and maintains library, class room, lap and computer

Head Teachers' suggestion to initiate programs that brings effective delivery of education

- Fulfillment of teachers according to number of students and provide appropriate training to enhance teachers' ability to make effective classes.
- Supply adequate subject teachers and improve delivery of materials such as textbooks, sports materials, scholarships and so on.
- Support for establishment of library, computer lab, science lab with equipment, playing field, practical work place, and sports materials

- Support for physical infrastructure (Building, rooms, Desk and Bench, other materials), Technical (training, skill development and refreshment)

Chairperson's suggestion on effective delivery of Financial Government support

- Improve budget disbursement mechanism to make faster the fund flow and make system more transparent
- Supply adequate teaching materials, teachers, and other support according to number of students
- Devote additional staff for record keeping, activity monitoring and assisting to teachers to maintain administrative work proper
- Revise the budget heading and increase the budget amount on the basis of over all condition of schools i.e. infrastructure, number of students, number of teachers available and to be added and teaching matters required.
- Support to improve library maintenance, accounting, and record keeping system
- Focus the activities on training, skill development and refreshment

Chairperson's Future strategy for effective delivery of quality education

- Changing behavior of Head teacher or possibly change of Head teacher if problems (Ilam, Dovan Primary School)
- Managing training for teachers and staffs (Ilam, Karphok School)
- Coordination among all school stakeholders (Bhagwati ma vi, Mornag)
- Improvement of educational Environment and training for teachers (Sajjal H.S. School, Morang)
- Plan for local resource mobilization, enrich effectiveness of school administration, campaign for new students enrolment and managing proper educational environment (Ne.Ra .H. S. School, Bara)
- Providing adequate teaching materials, adequate training to teachers, and mobilizing local resource (Ne Ra. Ni Ma Vi, Bara).
- Action plan for regular class, Teacher training, adequate teaching materials, improve physical infrastructure and supply teachers according to number of students (Pa. Pa. School, Dang and Baejnath S. School Mornag)
- Regular monitoring of class, infrastructure development, Teacher training, and timely supply of educational materials (Bhumiraj P. School, Mornag)

- Organizing different participatory program with collaboration of parents and intellectual persons of society (Beni S. School, Myagdi)
- Improvement of technical aspect of education with support of all stakeholders (Raghunath L.S. School, Myagdi)
- Building good relation between parents and teacher and providing teacher training(Janahit H. S. School and Jwalamukhi P. School, Mustang)

4.15 Special cases and some references

Students compel to drop school in middle

Naya Patrika dated 9 Baikha publish an article on educational condition of Nepalese perspective. It is evidently written that out of 100 students, only 80 students are enrolled in school and only 51 completed primary educations. Girl enrolment is still lower than boy in society. Report informed that where number of boys' enrollment is 86; in the same time only 74 girls enrolled. There are total 4.1 million students reading between ages of 6 to 15 years reported as CWIN- Nepal. But most of students of this age face many problems. Poverty, Geographical difficulties, illiteracy, backwardness and early marriage are noted as major problems forced them to drop out school.

Reason of teacher absent

Teachers are not proactive in their duty and responsibilities. Reason for teachers absent has different saying from different perspective. No one states corrective measures to solve the problem in local level rather enforce to bring the matter in national to make political issues. It is quite clear that teachers are careless in their profession. Main reason of absent seems in society is provision of KaJ(Temporary transfer). Three main stakeholders (Head teacher, SCM Committee and Parents) are directly and indirectly made an agreement to stimulate the problem in the school. Lack of sufficient teachers, pair class teaching, and selection of class monitor are impediment to make quality of education. Similarly School inspector's supervision, monitoring and evaluation seem only mere presence in school. Thus, it is prime need to make proper evaluation mechanism to those teachers who are politically influence, careless and irresponsible to their duty. Reward and punishment mechanism should be adopted. Teacher should reward and punish on the basis of their performance. Students should involve testing their performance. School supervision should be made

both administrative work and class performance of teachers. Provision of Kaj system should be discouraged and volunteer teaching staff should be introduced to reduce vacant classes in school level. These efforts are made success if all stakeholders are responsible with positive eyes to all (Reported in monthly news paper "Educational" dated Baishak, 2065).

Satirical Picture of Present effective education system

Reported by Rajendra Shrestha in Naya Patrika dated on 9th of Jestha, a primary school located in remote area of Tapalejung has been providing education facility to 6 students only. Two teaches are engaged in making effective delivery of qualitative education. Teacher expressed that most of time school remains close due to absent of students. They also claimed that they had made ample of visits village to encourage parents to send their children in school. Parents directly opposed their saying and made complain that the teachers are mostly busy in their domestic chores and rarely presence in school.

Education means of earning

An **interview** published in weekly newspaper "Today's Education" dated on 5th of Jestha, 2065. Dr. Suresh Raj Sharma expressed that the present education is not able to produce independence human resource. As Sharma, education should produce skill human resource that can compete inside and outside the nation. He also added our government has taken enrolment is the duty of government but unable to supply sufficient teachers according to number of students. The study tendency is concise within provision of pass. The tendency should change as every day is exam. Schools are forcing to carry two Kg load who can't able to carry one kg. So, education should be proved as means of earning for living. He made an example that if you have five pumpkins in your field. And you think one is more for you than there should be good environment to sale produce. It happens if there is proper provision of good road access and right market.

CHAPTER V

FINDINGS OF THE STUDY/RESEARCH

5.1 Overall Effectiveness of Government Support

- Survey of 20 schools representing from 10 districts covering five Development regions and three ecological belts; it is revealed that the enrolment to school is generally increasing 10 percent among schools. However, in some pockets of Dalits and the deprived is yet to be ensured.
- New enrolment of students among surveyed schools portrayed increasing number of new students. Increasing ratio of girl enrolment is more than 45 percent which is very good sign of effectiveness.
- Access of Dalit, Indigenous/Janajati to education is increasing more than 30 percent among surveyed schools.
- SLC pass result of schools in percent varies from 30 percent to 97 percent among 9 surveyed schools. The average percentage among 9 surveyed schools is 53 percent. It is satisfactory result as national pass percentage of same year.
- Test examination result of surveyed schools portrayed 80 percent pass result.
- Coverage of scholarship is increasing in all categories. Among them Indigenous scholarship is increased more than 100 percent in surveyed schools.
- Facilities such as building, rooms and playing field are found good to all schools. Drinking water is also made available to all schools.
- Community participation is seen increasing to all schools. After the hand over of schools to community, the performance of schools has found good in their overall indicators.
- Involvement of NGO in school development is found more active after the transformation of management to local community. Local community has initiated different programs to utilize local resources for school's improvement. Among the program, cultural program "Deusi and Vailo" has significant contribution to generate local resources.
- School regularity is one of the major contributing factors of education. Most of schools remain open as required days to be opened. The percentages of schools days are higher in community managed schools than other community schools.

- Level participation of parents in school' affair found increasing. Eighty Nine percent of parents made participation on general meeting of schools.
- Teacher Union's role in present scenario found supportive. Among surveyed respondents of head teachers expressed teacher union played supportive role to impart quality of education.
- Present provisions of SMC to manage and regulate schools' performance are known as more appropriate and it is suggested to make continuity enhancing legal and implementation provision to receive maximum utilization of resources.
- Parents are found satisfied with cooperativeness of teacher. They are also more or less satisfied with result of school but they are not satisfied with facilities of schools and availability of educational materials made deliver on time.
- Importance of education is increased in community level. Among pulling factors of education, understanding the importance of education covered 63 percent.
- There are various changes noticed after transformation of the management to community. Major improvements observed after transformation of schools to community are: increase participation, increase room, increase students, and improve the exams result along with transparency. Community had given emphasis to make effective delivery of education to the community level.
- Two third of SMCs have developed equal priorities mechanism among all components of education to make effective delivery of education through increasing class rooms, improving results, increasing participation of parents and receiving maximum utilization of resource.
- Flash Report has contributed to make proper record keeping of school's information and accounting system. It has also contributed to improve the efficiency of financial and technical support.

5.2 Overall Weaknesses of Government Support

- The drop out ratio among schools is still high 26 percent. This is more in rural schools.
- Scholarship is one of main and attracting factors of education. The coverage of scholarship is only 9 percent in one hundred. A number of problems are marked in distribution of scholarship. The scholarship distribution mechanism is still to be improved.

- The effectiveness of education is directly effected by managerial capacity and their involvement in various activities such as cleanliness schools and schools surroundings, conducting extra activates, regular meeting with teacher and parents, formulation of annual, half yearly and monthly education plans. Education Regulation 2059 has also clearly defined such duties and responsibility of head teachers. But research found that the most of schools have weak implementation of such activities in schools.
- Education materials have high value in making effective deliver of education. Supply of adequate teaching materials and delivery in time are still found very weak in schools.
- Separate toilet provision for both girl and boy is basic requirement of students. More than one third of schools are found no separate toilet facility for girls and boys. In these schools, the provision of toilet, properly maintenance of it and supply of water for flushing is still to be improved.
- Today's world is known as computer era. NoG has kept computer as optional subject realizing the importance of it. But out of surveyed only 50 percent schools are able to keep and use computer. Moreover, most of schools have the problem of trained teachers in computer science and computer operation teaching.
- Per teacher students ratio is still high. Among the surveyed schools, it varies from 1:62 to 1: 4. The average per teacher student ratio is 1:42. This is not ideal ratio to make effective delivery of education at school level.
- The government has initiated different support program to enrich the quality of education and make high participation of poor, marginalized, disadvantage and deprived strata of population in main streaming of education. But most of initiated program found weak participation of all stakeholders in schools.
- In surveyed schools it is found that per students average cost is Rs 4105. It is higher then the national average cost Rs. 1370.
- Incentives and budget delivery system of government is found less rational. Since it is found that a larger amount of budget is being allocated to a primary school named as Jwala Mukhi of Mustang Rs. 795590 that accounted to Rs. 61199 per students. But a secondary school of Kathandnu named as Nava Jawajagriti has received only Rs.1685 per students.
- SMC members (in most schools SMCs are newly formed) lack basic knowledge of their roles and responsibilities.

- The minutes of SMC meetings are limited to the SMC members. The minutes disclose deliberations on school physical conditions and no discussions on how to improve student's learning achievement.
- Book keeping and account maintaining are the major pillars for measuring the level of transparency and effectiveness of financial resources uses. While surveying the schools, 16 schools has kept bank and cash account as well as income and expenditure statement but no balance sheet is prepared. So it is very difficult to find the actual liability and assets of schools. It has raised the question of proper utilization of financial support of government.

5.3 Factors contributing to lead the Community schools to make quality education

Quality education demands series of components to be managed properly within time and resources. It is found that most of essential contributing factors are simply managed haphazously in school. Among the long list suggested by educational stakeholders are:

Major Contributing Factors

- Teaching materials (Text books, lab materials, copies, pens and others materials)
 - Infrastructure (Building, rooms and playing field etc)
 - Class Upgrading
 - Guardians' support
 - Role of school supervisor
 - School administration
 - Curriculum
 - Examination system/pattern
 - Questions asked in the examination
 - Effectiveness of resource centre
- As information and data collected through different stakeholders, they expressed that they had made many interventions to manage these factors in schools and receive quality of education. But it is observed that alone contribution of community could not able to receive the desire goal. So joint venture effort of both government and community schools should initiate to address such program.
 - Most of SMC members and head teachers expressed weak monitoring of SIs in schools. They noted that monitoring of SIs is mare presence in schools. They have conveyed no meaningful suggestion and ideas to make effective delivery of school. In the same line, SI areas of school are found heavy load more then their

capacity. They can not make frequent visit to all schools which are assigned them in their duty.

- Major attracting factors for enrolment of students are: curriculum, text books, teaching materials, extra activities, leading role of school management committee, infrastructures, and teachers' quality and behavior. But they complained about the weak management of these factors. They further noticed about the negligency while distribution of support equitably.

On this regard research observed the major pulling (attracting) factor of students to the community schools are listed below. Therefore researchers asked major attracting factors of students with parents, teacher and head master along with students.

Major Pulling Factors

- Good Educational Environment (Initiative role of schools to motivate students to join schools)
 - Class Upgrading
 - Understanding the importance of education (Parents awareness)
 - Proper Parents' Guidance (Supportive role to send their children to schools)
 - HT and Teachers Behavior (Relationship and proper guidance)
 - Provision of Scholarship
 - Provision of other financial support (Cloth, books and materials, and Food)
 - Friends Support
 - Own decision
- Ninety percent of parents directly stressed the environment of school is not favorable. Teachers are not sincere. Head teacher's role to motivate students is weak and supply of facilities is very pathetic because of delay supply such as books, education materials and scholarship support. Although, in the absence of alternatives, they are sending their children in community schools.

5.4 Cost Effectiveness of Local Resources

Communities support in effective management of schools is prime concern and is being achieved since long years back.

- Utilization of local resources is seen increasing to all schools. After the hand over of schools to community, the performance of schools has found positive indicators. The main reason for this is to utilize local resources properly.
- Among surveyed schools, the average support made by local community is 22.11 percent. The maximum local resource mobilization is found in Padnodaya H. S. School of Dang and this percent is 54.

- Chamunda H.S. School of Kathmandu received only two percent contribution of local bodies as financial support where as Sarswati Primary School of Jumla received no financial support of community.
- Local community has initiated different programs to utilize local resources for school's improvement. Among the program, cultural program "Deusi and Vailo" has great contribution to generate local resources.
- Receiving active community support schools are found better in their result of academic and physical development than other community schools.

CHAPTER –VI

ALTERNATIVE RECOMMENDATION AND CONCLUSION

The research critically examined the financial and technical support of government to community schools. In the process of research work, the study team observed the basic components of schools to find out the school's effectiveness and performance related to financial status, availability and status of physical resources, level of trained teachers, teaching and learning process, scholarship provisions, inclusion of different ethnic groups, composition and structure of students, community participation, and local resource mobilization.

To make recommendations more practical and action oriented, these have been divided in two sections representing financial support and technical support of government to the community schools to improve effectiveness of all related stakeholders.

6.1 Recommendations for the maximum utilization of government Support

6.1.1 Government Initiation

Information on specific purposes of the various types of supports to schools

The schools should be provided information on specific purposes of the supports and government should determine the use of resources properly used by schools (based on respective School Improvement Plan).

Monitoring on the use of the support money

Regulate the monthly meeting of HTs, in the DEO, and clarify the norms of the use of the support money (various types) to head teachers.

Reducing delay in disbursements of supports

Identify the reason of delay in fund disbursement process and improve fund flow accordingly.

Authorization of schools

The SGOG, 2061 has elaborated the process of official approval and the criteria of certification (grading of schools as Basic, Level I and Level II). Accreditation process

stated is mainly for grading of schools for differentiated SIP supports. The accreditation process needs to be explained to the schools and communities before indicating the level (Basic, Level I and Level II) of the schools.

Follow-up study

It is highly recommended that further follow-up study on the use of support disbursements should be conducted regularly by DEO.

Convening of SMC meetings in schools

The supports system expects an active role of SMC in decision making about the use of the support resources. Thus improving awareness among the SMC members about the supports in the role of SMCs in the use of supports, as well as the monitoring of the use is essential. The meetings of SMC to make decisions on use of supports should be convened in all schools as early as possible. The SIP document of respective schools should be studied and reviewed by all SMC members. The copies of SIP documents should be made available to all SMC members.

Account keeping in the schools

The school should engage full time or part time accountant as volume of work load because the school supports system has evidently added to the extra tasks of schools in keeping accounts (receipt of supports and expenditures).

Scholarship distribution guidelines

The scholarship distribution guidelines should prepared and should be made available to all schools in order to remove various discrepancies in scholarship distribution by schools.

Support to DEO for monitoring

The DEO needs adequate financial and materials support for monitoring a number of programs at field levels. So, improve the effectiveness of government supports, being of major actor of implementing support to schools, DEO also should be well equipped.

Capacity Building at School Level

The capabilities of SMC members, head teachers and parents association, to properly manage and use the supports funds, should be enhanced (organizing programs such as orientation and trainings on purpose and use of supports, decision making on use of supports, reorientation of school SIPs, and account keeping, social audit process).

6.1.2 Recommendation for School Level Initiation in Implementation

Separate Committee Formation

School should form one separate management committee including HT, PTA and SMC members to manage and utilize of government support. The core committee should be empowered through various exposures such as training, seminar, and supply of core materials which informs them modalities and guidelines to make effective utilization of support.

Social Auditing and social participation

Participation of all school stakeholders should be received while making any efforts or actions related to support and school management. Their concern and ideas should be placed in these programs. Local participation both monetary and logistic should be achieved through proper mechanism. Manage to have social auditing of program and projects after the completion.

Compulsory reporting by schools on the use of the support money

Supervise and monitor the schools and get periodic reports from schools on time regarding the use of financial and technical support to improve physical facilities and quality education.

Develop effective and transparency accounting system

As parents complained the account system of school, it should adopt effective and transparency accounting system. Heading wise expenditure modalities should be made available to all concern stakeholders. Proper guidelines and mechanism to distribute government support should be patched in open notice board. School should be responsible to disseminate information regarding pattern and provision of investment.

Work division

There should proper work division in schools. Particularly in secondary schools the works should divided under different headings such as Finance, Planning, monitoring etc as work load and volume of activities.

6.2 Recommendations for Technical Support

6.2.1 Training Management

- Conduct ample of trainings on effective management of schools
- Provide adequate training for teachers, staffs and Head Teachers
- Improve text books and include existing diverse context of Nepal
- Design curriculum, trainer guide, teaching materials with joint venture of CDC and NCED
- Conduct short term and long term training for trainer, trainee, head teachers, teachers, and SMC and PTA to enrich the quality of education

6.2.2 Educational Materials management

- Supply adequate educational materials such as texts books on time according to number of students.
- Develop and use local resources as educational materials to make cost effectiveness. On this regards, a separate art/craft teacher should be appointed in all schools.
- Maintain neat and clean of class rooms, field and surrounding of school with participation of students, teacher and others.
- Have regular classes of computer subject with adequate computer facility

6.2.3 Teacher and other staff management

- Increase supply number of teachers according to number of the students in schools in teacher students of 1:40.
- Promote teacher refreshment training on various issues such as teaching methodology, use of modern equipment and use of locally available materials
- Appoint full time or part time additional staff on the basis of work load to maintain perfect record keeping/ managing account

6.2.4 Technology and other application

- Practice and use modern teaching materials and methodologies to make class lively

- Use modern account software to keep reliable and transparent account system in schools
- Promote and use of audio- video materials in teaching to make effective teaching learning process.

6.3 Additional suggestions

- Conduct capacity building training package, exposure visit, effective management of resources and local resources mobilization training to SMC, HT and PTA.
- Launch/Hold dialogues and discussions program among SMC, HT and DEO at the school level make effective utilization of local resources.
- Increase allocation of budget of Government on the basis of number of students and condition of schools.
- Prepare manual justifying clear definition on roles and responsibilities of SMC, Head teachers, RPs and Parent independently.
- Give high priority for self-initiatives and self-monitoring system of School stakeholders
- Disseminate the demonstrative example of local involvement success program to all.
- Regulate RP and SI monitoring and supervising of the schools regularly by DEO
- Maintain mutual cooperation of HTs and SMC members to receive high level of performance. Major guiding components that needs to be received high level are:
 - Building mutual relationship through proper guideline and written provisions
 - Initiation of new work and support for school activities to others
 - Commitment and supportive role for effective delivery of school performance
- Prepare local level SUPPORT GUIDELINE MANNUAL to make equitable distribution of support under different headings.
- Select the Head teacher on the basis of his/ her work experience to make effective delivery of education.
- Impart the SMC discussion and pass agenda about the school improvement plan to local people, parents and others as soon as possible to receive their positive response

6.4 Action steps with reference to policies plan and implementation

The action step, to get the suggestions in implementation is given in matrix (In schedule-1)

S.N	Issues	Problems	Actions	Responsible	Support
1	Students Continuity	Drop out ration is high	<ul style="list-style-type: none"> • Provide scholarship to all girls • Improve awareness level of parents • Develop good behavior of teachers • Increase no. of ladies teachers] • Improve upgrading system and increase pass percentage of students 	GoN, MOE, DOE, EDSC, DEO	School, parents and
2.	Scholarship and other Supports	Scholarship and other supports are not distributed to the right students	<ul style="list-style-type: none"> • Provide guideline manual for scholarship and other supports' distribution • Ask for separate committee for scholarship and other supports' distribution • Monitor and supervise the distribution of scholarship and other Supports 	GoN, MOE, DOE, EDSC, DEO	School
s3.	Education Materials	Insufficient and late supply of education materials	<ul style="list-style-type: none"> • Decentralize authority to product and supply of educational materials and texts books at district level • Supply materials on time • Empower to use local materials for education purpose 	GoN, MOE, DOE, EDSC, DEO I	School
4.	Infrastructure and other facility provision	Weak toilet, computer lab and science lab facilities	<ul style="list-style-type: none"> • Increase budget on the followings headings • Enrich local support for infrastructure development • Involve I/NGOs to support for these infrastructure • Make compulsory provision for science lab, computer lab and separate toilet both girl and boy at school level 	GoN, MOE, DOE, EDSC, DEO	School
5	Human Resource Development	Untrained teachers	<ul style="list-style-type: none"> • Appoint trained teachers including computer science, science and lab teachers • Provide training package frequently 	GoN, MOE, DOE, EDSC, DEO	School
6	Subject teachers	No specific teachers available for social studies	<ul style="list-style-type: none"> • Provide special training package for social studies teachers to make competent on their subject matter • Appoint multidiscipline teachers who can deal with history, geography and social issues 	GoN, MOE, DOE, EDSC, DEO	School
7	Students Teacher Ratio	Low teacher students ratio	<ul style="list-style-type: none"> • Supply teacher on the basis of number of students • Maintain teacher students ratio less then 1:40 • Develop volunteer teacher increase teacher students ratio 	GoN, MOES, DOE, EDSC, DEO	School

8	Community participation	Community participation is limited within general meeting	<ul style="list-style-type: none"> • Initiate of participation of parents/guardians in decision making, implementation, monitoring, evaluation and benefit sharing of program • Develop other alternative provisions to involve large number of parents/guardians to improve school both physical and education level 	GoN, MOE, DOE, EDSC, DEO	School
9	Financial and Technical Support	Low investment in financial and technical support	<ul style="list-style-type: none"> • Increase financial budget to school education level • Provide appropriate training, exposure visit, seminar and subject skills to empower teachers, HT and SMC Members • Regulate monitoring, supervising and evaluation of project and provide proper feedback to them 	GoN, MOES, DOE, EDSC, DEO	School
10	Budget Allocation	Irrational allocation of budget among schools	<ul style="list-style-type: none"> • Rationalize budget according to number of students, regional and geographical condition • Reduce administrative cost and increase financial and technical support to improve infrastructure and qualitative education 	GoN, MOES, DOE, EDSC, DEO	School
11	Role/Responsibility of SMC	Less knowledge about role and responsibility of SMC and members	<ul style="list-style-type: none"> • Provide orientation training on role and responsibility along with letter to SMC committee and their members • Organize empowerment training such as resource mobilization, management, people participation to enrich their performance 	GoN, MOES, DOE, EDSC, DEO	School
12	Record Keeping and Accounting	Weak in record keeping and accounting	<ul style="list-style-type: none"> • Trained the head teachers about the effective account keeping system • Appoint separate trained accountant • Maintain all suggested ten type of book of account • Improve monitoring and supervising of SI to make observation of accounting practice of schools • Conduct social auditing 	GoN, MOES, DOE, EDSC, DEO	School and DEO
13	Communication and Dissemination	Low level of information dissemination	<ul style="list-style-type: none"> • Develop Proper information dissemination system to all level of education stakeholders 	School	School

6.5 Conclusion

What makes effectiveness of government support to community has been a concern in developing countries. Schools in the developing countries are, however, still lacking with the basics such as infrastructure, educational resources and the quality of schools at large. Literature suggests that study of school effectiveness relies very much on the minimum threshold of educational and physical resources available in schools. In this study, physical resources in schools have been assessed in terms of the availability and conditions of a number of physical facilities such as toilet, separate toilet for girls, furniture, drinking water supply, class size, classroom environment, school environment, playground, compound wall, and so forth. Similarly, educational resources include, among other things, quality and number of teachers, availability of textbooks and reading materials, library, sports materials, scholarships, and so on. The study has found that only 10 school out of 20 portrayed satisfactory result of physical condition. It is important to note that government has consistently invested heavily in the construction of school buildings and other heading. The impact of this massive investment on school enrolment cannot be denied. Evidently, enrolment has increased substantially in community schools over the years. Studies are not clear as to whether the increase in enrolment was triggered by construction of school buildings or is just a natural process related by population growth and growing educational awareness.

What is evident from our analysis is that construction of school building has done little towards reducing student retention, encouraging graduation and boosting learning achievement. Data on school dropout are consistently high. Student's learning achievement and graduation rates, on the other hand, have remained low. This suggests that school building alone does not deliver the basics necessary for improving retention and learning achievement. While physical access to education is important to ensure that no one is left unschooled, access to educational resources is even more important to ensure that students receive quality education imparting some life skills. Access to education resources looms large on a majority of students in the public school community. Therefore, the next intervention on access calls for a strategy shift from construction of school blocks to supply of materials and educational resources to schools.

Access to schools is generally increasing in all schools. EFA, SSEP and other support programs are playing key role to improve the access of students. Quality of education measured in terms of learning achievement in community schools is generally weak. SLC result of surveyed schools revealed that the pass percent of schools is below the national pass percent. Student achievements in Math, Social Studies and Nepali are low.

In the community school, the teacher student ratio is found higher than national standard ratio. Delay in delivery of text materials to schools continues to be the major impediment in quality drives. Many school communities (teachers and parents) criticized the textbook delivery and the repayment scheme of the government. Similarly the minutes of SMC meetings are limited to the SMC members. For many SMC members visiting the school meant participating in the SMC meeting. Hence, orientation to SMC members about their roles and responsibility is necessary.

Head Teachers' strong interpersonal skills, leaderships, vision and aspirations have together brought about change in the schools. Therefore, Head Masters required to learn how school management and administration could be improved. It is important that the community schools are resourced with minimum basic supplies of resources and educational materials. It is even more important that the HTs possess leaderships quality, interpersonal skills and personality.

Thus, from the above discussions, it can be assumed that effectiveness of government support to community schools can enrich if the community support and extra resources are tie with government support. Community support and extra resources, on the other hand, are found best mobilized in schools where the leadership is strong. The leadership is strong there where HT is dedicated and has an impressive personality. HT having a vision and dedication can take the school to a new height.

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