

Social Mobilization for participation in the Community Managed School Project

(Identification of community characteristics on project take-up; Development of a best-practice handbook, Peer-to-peer networking and School report card system)

(PHRD-Package No. 2)

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Implementation Completion Report

FINAL DRAFT

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June 2008

Tri Bikram Pandey
Executive Director
CPRcC

FACT SHEET

Activities	Date of completion
Agreement Signed	November 13, 2007
Program start	January 1, 2008
Inception report submission	Januray 7, 2008
Inception report approval	Januray 14, 2008
Interim report submission	Feburary 28, 2008
Interim report approval	April 04, 2008
Draft Report Submission	May 15, 2008
Draft Report Approval	May 23, 2008
Completion of district workshops	June 15, 2008
Completion of SPRC	June 20, 2008
Completion of Case study Activities	June 25, 2008
Completion of characteristics study	June 25, 2008
Progress Review	June 29, 2008
Final report submission	June 30, 2008

LIST OF ABBREVIATIONS

ARP	Community Based Primary Education Action Research Program
CMS	Community Managed Schools
CPReC	Centre for Policy Research and Consultancy
CMSOG	Community Managed School Operating Guidelines
CMSP	Community Managed School Project
CSAIE	Community School Advocacy and Impact Evaluation
CSMA	Community School Management Advocacy
CSNN	Community School National Network
CSTNN	Community School Teacher's National Network
DC	District Coordinator
DEO	District Education Officer
DEOs	District Education Officials
DLAW	District Level Advocacy Workshop
DOE	Department of Education
ECA	Extra curricular Activities
EFA	Education for All
EMIS	Educational Management Information System
FGD	Focus Group Discussion
GON	Government of Nepal
HT	Head Teacher
NGOs	Non Governmental Organization
MOES	Ministry of Education & Sports
NCED	National Centre for Educational Development
PPN	Peer to Peer Networking
PTA	Parent Teacher Association
RC	Resource Centre
RCLAW	Resource Center Level Advocacy Workshop
RED	Regional Education Directorate
RIPE	Right to Primary Education Program
RP	Resource Person
SMC	School Management Committee
SPRC	School Performance Report Card

PROGRAM IMPLEMENTATION TEAM

Uttam Prasad Upadhyay	Team Leader
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Tri Bikram Pandey	Project Manager
Hem Raj Lekhak	Consultant
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Executive Summary

1. Agreement between Center for Policy Research & Consultancy (CPReC) and Department of Education (DOE) was signed on 13th November 2007 to launch Social Mobilization for participation in “Community Managed School Program (CMSP)”: *Identification of community characteristics on project take-up; Development of a best-practice handbook, peer-to-peer networking and school report card system*”. This program was launched in January 1, 2008 for the period of six months.
2. The main objective of the program was to promote community management of schools through advocacy, identification of community characteristics, documentation of best practices and capacity building of stakeholders. The specific objectives were to;
 - conduct community managed school (CMS) advocacy workshops at 40 districts and 40 resource centers (component 1);
 - conduct qualitative study on community characteristics and document the findings in the form of summary sheet (component 2);
 - collect and document 100 case studies of community managed schools (component 3);
 - develop school report cards of 100 community managed schools and collect feedbacks from 25 schools (component 4); and
 - create and facilitate a peer-to-peer network among schools through exposure visits in 15 districts (component 5)
3. The implementation methodology consisted of activities like Resource materials development, Orientation to District Coordinators (DCs), District level advocacy workshops (DLAW), Resource Center Level Advocacy Workshops (RCLAW), Data collection and analysis, Testing, Exposure visits and Documentation and report writing.
4. This program was carried out with some unique implementation features which include coordination with DOE and DEO, mobilization of RPs and DEO staffs, inclusion of piloting innovations, mobilization of resource persons from DOE, DEO, RED, SMC, HT etc and partnership with NGOs. The program covered more than 50 districts through out the country and contributed significantly in achieving national goal in terms of number of CMS.
5. The achievements of the program can be divided in to outputs and outcomes. The outputs of the program are as follows:
 - Nine different resource materials/ manuals were developed.
 - A separate orientation program was organized for orienting program personnel.
 - District level advocacy workshops were organized in 40 districts with participation of 1697 participants including 353 resource persons.
 - Among 353 Resource Persons present in the district level advocacy workshops, 296 prepared RP action plan.
 - Resource center level advocacy workshops were organized in 40 RCs with participation of 1334 participants.
 - CMS related issues were clarified and advocacy programs were even conducted through local media.
 - Community characteristics of 100 schools were identified which indicates than internal factors of school are more influencing than external factors while taking decision regarding CMS.

- Best practices of community managed schools were identified based on the case studies of schools.
 - 100 school report cards were developed together with orientation to Head Teacher, Teachers and SMC etc.
 - Exposure visits were organized in 16 districts involving 458 participants together with identification and encouragement to model schools.
6. Key outcomes of the program are
- (i) The number of CMS in the piloted districts increased by 736 and the number is estimated to increase by 4400 up till December, 2008.
 - (ii) The advocacy package and its sequence were tested and thus, the package can be replicated in other districts in future.
 - (iii) The program contributed in the capacity building of various people including resource persons, experts, DOE officials, field coordinators, RPs, DEO officials, SMC/ PTA, journalists and others.
7. The lessons learned during implementation of the program are as follows:
- To make CMS advocacy effective, it is necessary to follow the following sequence; (i) conduct district level advocacy workshops with the involvement of designated stakeholders and with facilitation of CMS experts favorably freelance or from DOE, (ii) preparation of action plan by Resource Persons and submission of action plan to DEO, (iii) conduction of Resource Center level advocacy workshop, (iv) conduction of school level advocacy, and (v) organization exposure visits.
 - Outsourcing of expert services to mobilize DEO and RPs in advocacy programs is effective to communicate correct message regarding CMS to all stakeholders
 - Primary stakeholders of community managed schools with best practices can play effective role in CMS advocacy.
 - RPs with adequate and updated materials can conduct effective advocacy at school level and provide correct messages about CMS.
 - SPRC helps to keep parents well informed about school performance and mobilize parents support
 - Stakeholders are convinced and motivated to take school management responsibility for improving school quality, if they get opportunity to have real information from peer stakeholders.
8. The recommendations of the program are as follows:

DOE should

- Prepare a comprehensive advocacy program covering (i) preparation of resource materials, (ii) mobilization of relevant organizations, (iii) orientation of experts and DEO officials, (iii) organization of DLAW, (iv) organization of RCLAW, (v) conduction of school level advocacy, (vi) implementation of SPRC, (vii) exposure visits, (viii) preparation and publication of best practices, and (ix) mobilization of local media.
- Expand the comprehensive advocacy programs to all 75 districts
- Print and distribute district workshop reports and document every CMS advocacy activities in the district regularly
- Carry out follow up district level, RC level activities along with RP plan of actions
- Review the RP recruitment process as well as roles and responsibilities and introduce a new system in view of the role to be given to local elected bodies
- Introduce a evaluation system for RP and DEO based on the performance

- Approve SPRC guideline and implement in a sequential order
- Collect, compile, publish and distribute case studies of community school with best practices

DEO should

- Include district, RC and school level advocacy program in district education plan
- Approve RC level plan and facilitate its implementation
- Implement the advocacy program taking help from DOE and relevant organizations

RP should

- Prepare and implement annual CMSs action plan, getting approval from DEO

School should

- Participate in the RC level advocacy program
- Organize school level advocacy program with RP support
- Implement SPRC
- Prepare case study and submit to RP
- Establish a program of sharing information's with neighboring schools

Chapter - I Background

1.1 Context

1. Agreement between Center for Policy Research & Consultancy (CPReC) and Department of Education (DOE) was signed on 13th November 2007 to launch Social Mobilization for participation in “Community Managed School Program (CMSP)”: *Identification of community characteristics on project take-up; Development of a best-practice handbook, peer-to-peer networking and school report card system*”. This program was launched in January 1, 2008 for the period of six months. The Terms of Reference (TOR) of the project is attached in Annex – I. The actual implementation milestones are given in Table 1. (See fact sheet for details).

Table 1: Implementation milestones

Activities	Date of completion
Program start	January 1, 2008
Inception report submission	January 7, 2008
Interim report submission	February 28, 2008
Draft Report Submission	May 15, 2008
Completion of implementation	June 25, 2008
Final report submission	June 30, 2008

2. Based on the agreed TOR, the inception report (IR) of the program was prepared and submitted in January 7, 2008. The approved¹ IR proposed the sequence of activities to be conducted. The IR also included the implementation progress of the program. These include (i) Office set up, (ii) mobilization of staff and expert team, and (iii) list of agreed districts.

3. As per agreement, Interim Report was prepared and submitted on February 28, 2008. The approved Interim report provided the progress of implementation including (i) development of resource materials, (ii) identification, orientation and mobilization of district coordinators (DCs) and (iii) initiation of field level programs.

4. The draft report was submitted on May 15, 2008. The approved draft report highlighted the progress made in the areas including (i) organization of district level advocacy workshops (DLAW), (ii) organization of resource central level advocacy workshops (RCLAW), (iii) collection of information for case study and community characteristics study, and (iv) development of school report card and implementation of peer to peer networking activities. The list of the participants in discussion on draft report is attached in Annex – II.

5. All activities were completed in designated time (see Annex – III). Team meetings and discussions were organized at regular basis. CPReC also shared progresses of program with DOE at regular interval. Moreover, the reports of the projects were submitted on timely interval basis. Inception Report, Interim Report and Draft Report were submitted followed by intensive discussion on those reports. The suggestions from DOE were noted and incorporated.

¹ IR was discussed with DOE officials on January 14, 2008

6. This implementation completion report (ICR) is submitted to fulfill the agreement requirements. It represents final draft report of the program and summarizes objectives, methodology, overall activities conducted, outputs, outcomes, lessons learned and recommendations. The project framework consisting of the objectives, achievement and remarks is given in Annex – IV.

1.2 Objectives of the Program

7. The main objective of the program was to promote community management of schools through advocacy, identification of community characteristics, documentation of best practices and capacity building of stakeholders. The specific objectives were to;

- conduct community managed school (CMS) advocacy workshops at 40 districts and 40 resource centers (component 1);
- conduct qualitative study on community characteristics and document the findings in the form of summary sheet (component 2);
- collect and document 100 case studies of community managed schools (component 3);
- develop school report cards of 100 community managed schools and collect feedbacks from 25 schools (component 4); and
- create and facilitate a peer-to-peer network among schools through exposure visits in 15 districts (component 5)

1.3 Methodology

8. The implementation methodology consisted of following activities:

- Resource materials development
- Orientation to District Coordinators (DCs)
- District level advocacy workshops (DLAW)
- Resource Center Level Advocacy Workshops (RCLAW)
- Data collection and analysis
- Testing
- Exposure visits
- Documentation and report writing

9. **Resource materials development:** CPReC developed various resource materials based on previous experiences and document review. The framework was developed through team discussion and it was finalized after discussion with specific section of DOE. The list of resource materials is given in Annex – V.

10. **Orientation to District Coordinators:** Potential district coordinators were identified and oriented in all program components.

11. **DLAW conduction:** DOE issued letter to DEO requesting for support to CPReC and DEO played role of organizer in all DLAWs. DEO fixed venues, dates and invited the participants in coordination with District Coordinator. The resource persons from DOE and CPReC facilitated the advocacy program. The first session of DLAW included presentation by DEO official about status of CMS in district, CPReC resource person about CMS approach and practices and DOE officials about policy measures regarding CMS. Actual stakeholders from CMS also shared their experiences in some districts. Second session of DLAW was focused on resource persons. Discussion was conducted regarding the role of resource person on CMS advocacy and they were

requested to prepare CMS advocacy action plan. Various resource materials were distributed to the participants.

12. **RCLAW:** Resource center level workshops were conducted with facilitation of Resource Persons in participation of school level stakeholders including SMC, HT, PTA, Teachers, and Parents etc. RCLAW was organized as per the RP action plans prepared during DLAW.

13. **Data collection and analysis:** Field Coordinators were also mobilized to selected schools for collection of necessary information for characteristics study and case study. Field coordinators were even mobilized to each school for facilitating the school report card system development. The data were collected based on checklists, interview, focus group discussion etc. The collected data were then analyzed for specific components.

14. **Testing:** During the implementation, school report card, qualitative study of community characteristics and school case study were piloted in some nearby schools.

15. **Exposure visits:** Under peer to peer networking, exposure visits were organized in 16 districts in coordination with DEO of respective districts. DEO selected the participants, identified the best practiced schools to be visited, communicated with another DEO and then organized exposure visit. After end of exposure visit, all participants were asked to develop plan of actions for bringing specific changes in their working areas.

16. **Documentation and report writing:** The overall progresses of the program were documented and reports were submitted to DOE at regular interval. Separate documentation arrangements were made for each project component.

17. **Progress Review:** The activities conducted in all the district, resource centers and schools were documented in the form of handbook adding remarks from specialist and DEO. The reports were then sent to respective districts for finalization of handbooks and review of progress. District Education Offices were provided with 3 copies of district report for editing. DEO edited the handbooks and incorporated the necessary information on review form.

1.4 Limitations

18. The following were the limitations that affected program implementation:

- Conduction of district level and RC level workshops required frequent change in program schedule leading to increased time and resources due to factors including (i) SLC examination in March 2008, (ii) Constituent Assembly election in April 2008, (iii) series of hurdles and *banda* including indefinite Terai *banda* organized by various conflicting terai groups from February 13, 2008 lasting to February 28, 2008.
- The end of education sessions followed after examinations in schools delayed the collection of information for qualitative study on community characteristics and case study of schools with best practices.
- Due to short program duration, it was not possible to analyze the full impact of the advocacy activities during the program period. Therefore, this ICR presents achievements in terms of outputs and initial impact during program implementation.

1.5 Organization of the report

19. Since the program was focused on implementation of advocacy activities and piloting, this report intends to document implementation of the activities and initial findings of pilot activities.

Completion reports have also been prepared. (see Box 1 for list of components) for the following program components;

20. This report is divided in to three chapters. First chapter includes the context, introduction, objectives, methodologies and limitations of project

whereas second chapter summarizes the implementation features, outputs and outcomes related with the program. The last chapter summarizes the lessons learned and recommendations.

Box 1: List of components

Component 1	Community Managed School Advocacy (consisting of 40 district level workshop and Resource Center level workshops)
Component 2	Qualitative Study on Community Characteristics (consisting of 100 schools of four categories)
Component 3	Case studies collection from 100 community managed schools
Component 4	School Performance Report Card system development (piloted in 100 community managed schools)
Component 5	Peer – to – peer networking activities in 15 districts

Chapter - II Implementation Features, Outputs and Outcomes

2.1. Implementation Features

21. Some key implementation features of the program are described below;

22. **Implementation in coordination with DOE and DEO:** The program was implemented in close coordination with DOE and DEO. DOE provided necessary supports including resource persons for advocacy workshops, letters to DEO and Regional Directorates etc. DOE also provided valuable feedbacks and suggestions during implementation period. The coordination was established with respective sections of DOE for each component. CPRcC carried out all district and school level activities in coordination with respective DEO. DEO played the role of organizer in all district level workshops and participated in RC level workshop as facilitator. DEO even provided focal person for the program.

23. **Contribution to national goal:** Government has been setting up CMS related quantitative targets right from Tenth Plan (2002-2007) and such effort was given continuation by budget speech of FY 2064/2065. The target of tenth plan was to encourage community in taking management responsibility of 8000 schools and the target set by budget speech of FY2064/65 is 2500 school level. The CMS advocacy program contributed much in achieving those national goals. Some of the contributions are:

- True messages related to government policies, legal provisions and priority programs were disseminated at district and community level;
- The advocacy campaign contributed to meet the national CMS target of 2500 schools level in F/Y 2064/065;
- School level stakeholders were empowered for effective school management through their involvement in advocacy programs which ultimately contributed to better school environment

Box- 2: Features of the program

- Implementation in coordination with DOE and DEO
- Contribution to national goal
- Coverage of more than 50 districts
- Mobilization of RPs and DEO staffs
- Includes piloting innovations
- NGOs partnership

24. CMS is one of the priority areas of government, there are also quantitative targets set out by government as interpreted in table – 2.

Table – 2: Targets and achievements of government

Targets/ Achievements	Target for FY 2064/2065	Achievement by December, 2007	Achievement by end of May, 2008
Number of CMS	2500	896*	2288*

*based on unpublished source of DOE (primary section)

25. **Coverage of more than 50 districts:** The project was implemented in 52 districts from through out the country covering more than 80 resource centers and around 450 different schools. CMS Advocacy program was conducted in 40 districts, case studies were collected from 100 schools, qualitative study was conducted in 100 schools, School Report Cards were developed in

100 schools and 203 schools were included in exposure visits. A table illustrating total coverage of program is attached in Annex – VI.

26. **Mobilization of RPs and DEO staffs:** District level advocacy programs contributed to capacity building of resource persons, school supervisors and DEO staffs regarding CMS advocacy. Resource persons were highly encouraged by the resource materials regarding CMS distributed in program. RPs prepared action plan so as to take advocacy initiatives to school level. In some districts, school supervisors also prepared their action plan.

27. **Includes piloting innovations:** The project included piloting innovations like school report card and CMS case study. School report card was piloted in 100 schools and the findings of the piloting will be beneficial for government to take school report card concept to all community schools. The community school case study is also new area and it also required various innovative efforts for collection and documentation. Findings of all these piloting works including DLAW and RCLAW will be beneficial for government in designing further programs.

28. **Partnership approach:** CPReC has been implementing various programs towards supporting the government interventions through empowering community and preparing the school management committee (SMC) for taking the management responsibility of school with the help of programs like Community based Primary Education Action Research program (2005-2007), Right to Primary Education (RIPE) (2006-2009) etc. It has been integrating the Community Managed School (CMS) advocacy as one of the components in each and every program with the aim of creating better school management environment. However, the intensive approach of reaching schools and conveying correct information about CMS started systematically while implementing Community School Management Advocacy program, 2006 (Advocacy - I) in 40 piloted schools of 6 districts with financial support of The World Bank. This intensive program was followed by research based advocacy program titled Community School Advocacy and Impact Evaluation, 2007 (Advocacy – II) implemented in 155 schools from 16 districts. The objective of both programs was to reach the school and conduct advocacy campaigns about CMS in coordination with DOE and DEO. After completion of both programs, more than 90 schools (out of 195 schools) signed agreement with DEO for taking management responsibility of the school. The advocacy program identified the necessity of the flow of correct information about CMS to schools through institutional mechanism like DEO, Resource Persons and School Supervisors etc. for multiplying the success of CMS movement and conveying the correct information to larger mass together with specific capacity building programs for sustaining the best practice shown by CMS. The large network of relationships developed with individuals, institutions, NGOs, CBOs, schools etc. during implementation of previous programs contributed in implementation of district level workshops.

2.2. Outputs of the program

29. The key outputs of the program by components is presented below:

30. **Component 1- Community school management Advocacy:** The key outputs under this components are (i) nine types Resource material identified and developed, (ii) orientation training of program personals conducted, (iii) 40 DLAW organized with 1,697 participants, (iv) 296 RCs action plan prepared, (v) 40 RCLAW organized with 1,332 participants, (vi) CMS related issues clarified, (vii) local media mobilized, (viii) 40 district report prepared, (ix) program implementation reviewed.

31. **Nine resource materials identified and developed:** There are various resource materials developed with in this program including the resource materials related to the advocacy process, CMS related concept and provisions, school report card development etc. These handbooks were not only prepared but were also piloted, tested and finalized. All these materials were developed based on review of previous studies for the use during advocacy programs in district and RC level. Besides this, the handbooks focusing on HT, SMC, PTA, Social Audit, SIP, NGO etc were also used in some instances. These materials were liked by the participants and also highly informative as well.

32. **Orientation training of program personnel conducted:**

Two day orientation program was organized involving possible field coordinators, CPreC personnel, DOE personnel, Specialists etc. so as to orient all participants and to make future plans. The orientation workshop was also targeted towards participatory planning. More than 40 participants were oriented and trained. The workshop also created fine platform for the implementation of program.

Number of DLAW	40
# of participants	1,697
# of RPs participated	353
# of RPs plan of action	296

33. **40 DLAW organized with 1,697 participants:** DLAW were conducted in 40 selected districts in coordination with DOE and DEO. Total 1,697 stakeholders participated in the workshop. The workshop was a mix group of people including RPs, DEO officials, SMC members, NGOs, Journalists etc. In the total participants 21% were RPs, 23% were HTs and Teachers, 21% were DEO officials, 18% SMC and PTA and 17% were journalists, educationists and elites. In the program RPs were asked various questions regarding CMS advocacy (see Box 3 for workshop outputs). The analysis of perception of RPs is attached in Annex – VII. The detail categorization of the participants in 40 district level workshops and their percentage is presented in Chart – 1.

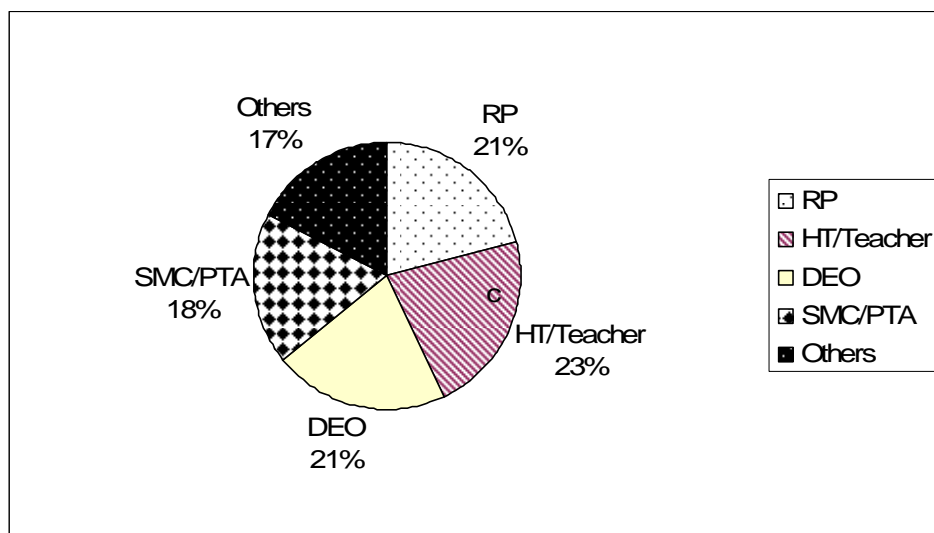


Chart – 1: Distribution of DLAW participants

34. **296 RPs action plan prepared:** After clarifications of the issues, the participants showed their commitment towards CMS. Particularly during the second session of the district level advocacy workshop, a closed session was organized with resource persons where they were asked about their previous performance regarding CMS advocacy. Resource persons then prepared follow up action plan. RP action plans included the target for next six months in terms of number of CMS. RP Action plan demonstrates immediate commitment of RPs in taking CMS advocacy initiatives to the school level. RP mobilization, being one of the aspects of this project, it is necessary to evaluate those action plans.

35. All resource persons present in the advocacy workshop of 32 districts prepared their action plan except for those of Udaypur, Dailekh, Lamjung, Surkhet, Banke, Bardiya, Pyuthan and Kanchanpur. Some RPs refused to prepare action plans and some were not present in the advocacy workshops because of various reasons including leave, training etc. Table – 3 summarizes quantitative achievements of the program in terms of RP action plan.

Table – 3: Status of RP plan of action

Number of DLAW	Number of RPs	Number of RPs present in the workshop	Number of RP action plans
40	443	353	296

36. The RP action plans are provided to respective districts and DEOs have shown commitment in including those action plans in district education plan.

37. **40 RCLAW organized with 1,332 participants:** RCLAW were conducted in 40 resource centers with facilitation of Resource Person. The workshop was focused on school stakeholders including SMC,PTA, HTs,teachers, parents, local CBOs etc.

38. **CMS related issues clarified:** The advocacy program acted as the ice breaking event considering reluctance of both institutional actors as well as other non-governmental actor to discuss about CMS because of the prevailing debate and contradictions in ideas and opening among stakeholders. The issues raised and the clarifications made are given in Annex – VIII.

39. **Local media mobilized:** Local media including community radios, FMs, newspapers, local print media covered the news of district level workshops in detail. Even national level newspaper including Kantipur Daily published the news of some districts. The mobilization of local media contributed in expanding the dissemination of information to larger mass. (see Box – 4)

Box – 4: Community Radio highlighted Community Managed Schools

Bageswori FM, Banke, live broadcast the district level workshop organized in Banke district in March 12, 2008. Almost 100,000 listeners directly benefited from that live broadcast. Madhav Adhikari, RJ of the FM, even interviewed the resource persons of the program after completion of workshops on the same day.

Similarly, Gorkha FM, Gorkha broadcast the news of district level advocacy workshop followed by 1-hour intensive interview of DEO regarding CMS. The listeners from Tanahun, Dhading, Lamjung, Chitwan, Manag benefited from that program.

40. **40 district report prepared in Nepali:** The activities conducted in all the district, resource centers and schools were documented in the form of handbook adding remarks from specialist and DEO. The reports were sent to respective

districts for finalization of handbooks and review of progress. District Education Offices were provided with 3 copies of district report for editing. DOE edited the handbooks and incorporated the necessary information on review form. The perceptions, issues and suggestions made by various stakeholders summarized from whole district reports are given in Annex – IX. The district report of Dhankuta district is attached in Annex – X as a sample.

41. **Component 2 : Community characteristics** - The key outputs under this components are (i) Community characteristics from 100 schools collected, and (ii) community characteristics identified for CMS

42. **Community characteristics from 100 schools collected:** District coordinators were mobilized to 100 schools identified under specific criteria. DCs organized focus group discussion and collected information based on checklist provided to them. The community characteristics of all 100 schools were documented by preparing summary sheet for each school. Sample summary sheet of Bihidin PS, Panchthar is attached in Annex – XI.

43. **Community characteristic identified:** Summary sheets of schools of all four categories were analyzed. The analysis concluded that the internal factors to school basically role of Head teacher and SMC has huge impact over decision of school in comparison to external factors. External factors can only influence or facilitate but can not drive them through process of management transfer. Weak economic condition or imbalanced teacher ratio (i.e. demand for incentive grants and *rahat* teacher quota) were found to be only supplementary factors. The role of SMC, its activeness, formation and capability to mobilize local community seems to have more impact over decision of school than any other factors. The activeness of SMC and HT together with their coordination was found to be basic community characteristics necessary for CMS. The advocacy programs can contribute in making SMC and HT active and mobilize parents for CMS.

Box – 5: Party Agenda does not always matter

CPReC district coordinators in Advocacy- II visited Chamunda PS (category-B school) of Kavrepalanchowk in October, 2007 for advocacy purpose. The SMC was helpful to school but used to visit schools only when invited. The SMC chairperson of the school was Maoist supporter. Before entering to school, the team from CPReC was compelled to explain the objectives of their visit. After long discussion together with use of advocacy materials, education acts and regulations, whole community was ready to take up the management responsibility of school.

The SMC Chairperson, knowing about the opposition by Maoists decided to make positive decision. All SMC members including the Head Teacher and local parents were very much convinced about the program. In this way, school immediately signed agreement with DEO.

44. The overall summary of community characteristics can be interpreted in matrix given in Table – 4.

Table – 4: Overall community characteristics matrix

Level	Promoting Factors	Opposing factors
School	<ul style="list-style-type: none"> • Active SMC • Strong HT Leadership • Weak economic conditions • Imbalanced pupil teacher ratio (PTR) • Positive attitude of teachers 	<ul style="list-style-type: none"> • Uncooperative teachers
Community	<ul style="list-style-type: none"> • Active involvement of community in school • Greater number of CMS in respective VDC and district 	<ul style="list-style-type: none"> • Dispute or division in community
Others	<ul style="list-style-type: none"> • Role of DEO • Role of RP • Role of NGO 	<ul style="list-style-type: none"> • Pressure from teacher union • Political pressure • Non-proactive RP • Non-responsive DEO

45. The detailed description of community characteristics and summary sheet of all 100 schools is provided in Volume – II of final report.

46. **Component 3: Case study** : The key outputs under this components are (i) best practice of 100 CMS schools collected, and (ii) 100 case study documented

47. **Best practices of 100 CMS collected:** During collection and documentation of case studies, various best practices were observed in schools. Major practices observed in CMS were:

- Attractive classrooms
- Active parents and parental institutions
- Leading Head teacher and active teachers
- Adoption of English medium
- School uniform with tie
- Good school physical environment
- Grade Teaching
- Conduction of pre-primary classes

Box – 6: School introduced student earning program

Naba Jagriti Lower Secondary School, Ramhiti, Boudhha runs classes in two sessions. The students studying in morning sessions (from lower secondary level) are provided with training to prepare liquid soap with initiation of school.

School provided financial support for students to buy necessary chemicals and instruments to prepare liquid soap. Now students gather at 2:00 everyday and visit households up to 5:00 for selling those products. Head Teacher Thakur khakurel claims that this has not affected the study time, moreover this has added to their learning through social interactions. Students now earn some money collectively to finance their study up to certain level. PTA Coordinator, Pashang Tamang, reveals that this step has even motivated parents. The students are being more active and socialized.

- Partnership with NGOs
- Computer education and use of computer
- School transparency
- Work division
- Use of improved educational materials
- Adequate student teacher ratio
- Regular examinations and unit tests
- Higher internal efficiency
- Higher learning achievement
- Better performance in extra curricular activities
- Celebration of events
- Eagerness to introduce innovative ideas
- Reward and punishment mechanism
- Remedial classes for weaker students
- Saving and credit accounts for parents
- School publications
- Social welfare programs
- Development of code of conduct
- Residential facilities for students and teachers
- Use of physical facilities of school for community use

Box – 7: Parents arrange tiffin for students

Chitikhola PS, Purkot, Tanahun is a small school operating classes from 0-3 class. The school was one of the pioneer schools opting for community management where still only 14 schools are community managed in tanahun.

Everyday parents come to school and prepare tiffins for students in roll. Act. HT of that school, Ganga Joshi, revealed that this system has improved enrollement rate of children to school and has also strengthened the relationship between school and community.

48. **100 case studies documented:** The case studies collected from field level were documented. Case studies were collected from both successful and not-so-successful community managed school and their best practices as well as weak practices were documented. Case study of Nabin PS, Kavre is attached in Annex – XII.

49. **Component 4 : SPRC** - The key outputs under this component are (i) SPRC of 100 schools prepared and distributed (ii) Draft SPRC format finalized, and (iii) draft SPRC implementation guideline prepared

50. **SPRC of 100 schools prepared and distributed:** School Performance Report cards of 100 community managed schools were developed. Field coordinators from CPRcC visited school, sensitized school stakeholders especially HT and Teachers about its importance, Head Teachers from each school prepared the

Box – 8: SPRC outputs

Number of school report cards	100 schools
SRC dissemination	100 schools
Feedback collection	30 schools
No. of HT oriented	100

report cards and such report cards were disseminated to parents. School report card of Shahid Bhim Narayan PS, Jhapa is attached in Annex – XIII. (See Box – 8 for output summary)

51. **Draft SPRC format finalized:** The contents of SPRC were determined upon testing in schools and in discussion with EMIS section of DOE. The simplicity of the contents and their presentation was highlighted. The piloting also led to determination of probable school report card development process. The contents and development process of school report card was finalized even through collection of feedbacks from some schools.

52. **Draft SPRC implementation guideline prepared:** The SPRC team has developed the SPRC guidelines to enforce the SPRC at school level. The main objective of the guidelines is to make aware school stakeholders aware about SPRC. The SPRC guideline covers use and distribution of SPRC, sources of information, roles, responsibilities of the organizations on the development of SPRC, indicators on SPRC, time horizon on the development and distribution of SPRC and feedback etc.

Component 5 : Peer to peer Networking - The key outputs under this component are (i) CMSs schools with best practice identified and empowered, (ii) 16 exposure visits organized for 458 stakeholders from 203 schools, (iii) action plan prepared by participants , (iv) Networking between schools established, (v) Identification and capacity building of facilitators, and (vi) Attraction to CMS.

53. **CMS with best practice identified and empowered:** The clarification of issues and reduction of misconceptions are contributing much to the capacity building of RPs, DEO officials and participants. The program provided updated information to the participants and organized discussion for clarification of issues by using various resource materials. This resulted in to improved knowledge and attitude together with commitments for practice.

54. The exposure visits not only contributed in learning of visitors (guests) but also empowered the visited schools (host schools). The host schools had the opportunity to learn many things from the visiting schools. The school stakeholders from effective schools got opportunity to show their innovative approaches and describe their initiatives. Such activity boosted the morale of school stakeholders and encouraged them to do more in future. The program also built the capacity of host schools in accommodating the guests, making the interaction more interesting, improving information delivery process, time management and CMS advocacy. List of host schools are given in Annex – XIV.

Box- 9: Model school even learned from visiting schools

After exposure visit of Jhapa team to Sharada PS in Morang, the head teacher of Sharada PS said that such type of visit was unique. Previous group used to observe and listen what we said. We never had discussion like this. Because of unique facilitation, we also got to learn many things residing with our school compound. The visit was extremely beneficial

55. **16 exposure visits organized for 458 stakeholders from 203 schools:** Exposure visits were organized in 16 districts with 458 participants from 203 schools. The districts selected for the program were Jhapa, Sunsari, Chitwan, Lalitpur, Gorkha, Lamjung, Parsa, Gorkha, Tanahun, Myagdi, Parbat, Baglung, Dailekh, Surkhet, Aacham and Baitadi. Field coordinators and experts from CPRcC as well as DOE and schools facilitated the activities with in exposure visits. The

optimum duration of the exposure visit was up to 3 days. The exposure visits were conducted in 2 – 4 community managed schools. DEO of selected districts identified the potential participants.

56. The participants were basically selected from community schools (i.e. schools which are not management by community). The participants ranged from school level stakeholders to district level education stakeholders. The distribution of participants can be shown in Chart – 2.

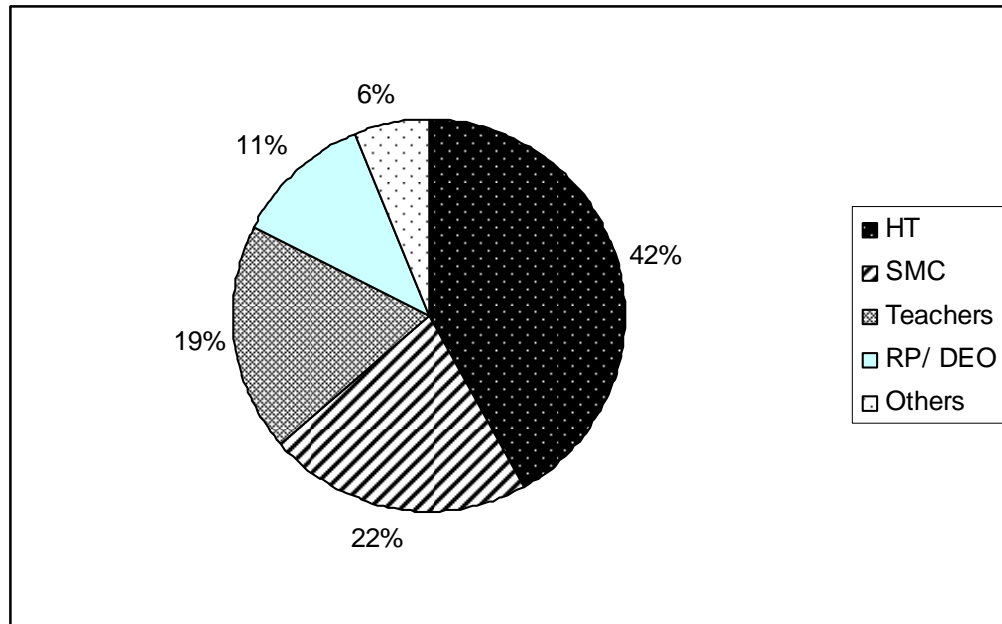


Chart - 2: Distribution of participants of PPN

57. The share of Head Teachers, SMC/ PTA and Teachers was high in proportion where as the significant number of participants (11%) was also found to be DEO officials and RPs. SMC, Head Teacher and teachers constitute more than 80% of the total participants. The variability in the type of participants itself indicates the variability in the learning, analysis and pattern of discussion.

Box - 10: Targets and Achievements of Exposure visits

	Target	Achievements
Number of districts	15	16
Number of participants	450	458
Number of schools	150	203

58. **Commitment of participants for change:** Almost all of the participants in the exposure visits prepared action plan showing their commitment towards taking the positive aspects and learning of the visit in their working areas. The commitment of the participants can be analyzed based on the number of participants who prepared the action plan and agendas highlighted in action plans.

Among total participants, 78% prepared the action plan where as 22% did not prepared the action plan. These 22% of the participants are from those districts where action plan format was not used. Action plan format was prepared after piloting in few districts including Chitwan.

59. The content of action plan and its implementation is much more important than the number of action plans. The content of the action plans prepared by the participants can be summarized under few indicators below:

- Decision for CMS
- Making class room more attractive
- Physical facilities improvement
- Parents Assembly
- Improving parent and school relationship
- School Environment
- Improving teaching learning process
- School Information System development

Box – 11: SMC Chairpersons and HT became effective facilitators

SMC Chairperson of Dibyajyoti Lower Secondary School Chitwan, Mr. Ganesh Kumar Shrestha, SMC Chairperson of Shringery LSS, Lalitpur, Mr Hira Paudel and Head Teacher of Himali PS, Jhapa facilitated the exposure visit program in six districts including Chitwan, Lalitpur, Parsa, Gorkah, tanahun and Jhapa. They are also the stakeholders of effective CMS. After visit, Mr. Shrestha said “The responsibility also helped us in bringing changes in our own schools”.

60. **Networking between schools established:** The exposure visit included activities of school level stakeholders from various community schools visiting model community schools. This process resulted in interpersonal communication and informal communication between and among the participants of exposure visits and also between the institutions they are linked with. The participants of the visit exchanged their contact numbers as well as postal addresses for continuing the sharing process even in future.

61. **Identification and capacity building of facilitators:** The facilitators and field coordinator for the program were selected from the real school level stakeholders. The SMC chairperson and members, Head Teacher and teachers as well as the parents were encouraged to facilitate the program through their initiatives. Not only were the school level stakeholders, journalists also encouraged to take up the role of facilitator. Identification of such actors and their capacity building during implementation of the activities was one of the outputs of this project. Because of the capacity building of these facilitators, the networking activities conducted at district level caught attention of both national as well as local level media (i.e. video media and audio media).

Box – 12: Networking broadcasted in Media

Mr. Madhav Adhikari of Bageshwori FM, Nepalgunj live broadcasted the networking activities including the interview of the stakeholders from Dailekh and Surkhet involved in exposure visits. Besides this, Kantipur Television interviewed the participants of exposure visit from Jhapa and Susari and broadcasted in it its popular news episode called *Janamat*.

2.3. Outcomes of the program:

62. Key outcomes of the programs are (i) CMS agreements signed by schools, (ii) capacity of stakeholders enhanced, and (iii) advocacy approaches developed and tested,

63. **CMS agreements signed by schools:** As one of the major objectives of this project is to promote management transfer to community, the number of community managed school after implementation of the project in the piloted districts is major outcome of this project. There are two sources of information used in finding number of CMS i.e. first, based on the information system of DOE and second, based on the review report send by DEO. The basic assumption of this proclamation is that the increase in the number of CMS is attributed to this specific advocacy intervention. The increase in number of CMS was assessed in piloted districts. The overall quantitative outcome in number of CMS at 40 districts is given in Table - 5.

Table – 5: Number of CMS in piloted districts

	Total	New addition (compared with baseline)
Baseline (December,2007)	2,080	
May, 2008	2,816	736
July,2008	3,922	1,842*
December,2008	6,504	4,424*

* estimated

64. Table 5 indicates that the number of CMS in the piloted districts have been increased by 736 making a total of 2,816 in May 2008. It is estimated that by July, the total number of schools will reached to 3,922 with new addition of 1,842 by July, 2008. It is estimated that the ultimate impact of the advocacy will come in another six month. The advocacy team has estimated that the total number of CMS schools in the piloted districts will be around 6,504 making a new addition of 4,424 in the baseline. This estimate is based on the assumption that the present CMS policy will continue, there will be no constrains of the budget in each DEO offices in the coming fiscal year and DEO will monitor and facilitate the Plan of Action (POA) prepared by RPs.

65. **Capacity of stakeholders enhanced:** The clarification of issues and reduction of misconceptions are contributing much to the capacity building of RPs, DEO officials and participants. The program provided updated information to the participants and organized discussion for clarification of issues by using various resource materials. This resulted in to improved knowledge and changed attitude together with commitments for practice.

66. Various range of resource persons were used in facilitating the district level workshops from the local level to national level so as to cater wide experiences and knowledge in making the program much more effective. The Secretary from the MOES, Director General of DOE and Director of DOE facilitated the advocacy workshops in both district and RC level workshops in Parbat district. From the local level, SMC Chairperson, Head Teachers and Journalists also facilitated the program in some districts including Chitwan, Tanahun, Dhading, Kathmandu etc. Besides this, designated experts from CPRc and the experienced officials from DOE and RED also facilitated the program. Utilization of Resource Persons even from school and community level contributed especially in their capacity building in CMS related advocacy. The list of the Resource Persons is given in Annex – XVI.

67. **Advocacy approaches developed and tested:** Various resource materials were developed with in this program including the resource materials related to the advocacy process, community managed schools, community school components etc. These handbooks were not only prepared but were also piloted, tested and finalized. The resource materials include information like the incentives that CMS receives, some characterteristics of CMS school, how quality can be improved, experience of SMC members and some best practices etc. The approaches used in the advocacy program include pre-testing on CMS knowledge and perception, some exercises

including FAQ and experts presentations of CMS practices, questions answers specially on the role of RPs and DEO officials. Besides these RPs special sessions was another important component of the program where each RP was asked about his/her role played so far.

68. Not only the conduction of the advocacy workshops and the participants but also the process in its own is also important and plays major role. The sequences, steps, dynamics of each activities, expert presentations and actions are also tested outputs. The modality of advocacy program changed from districts to districts based on lessons learned. The sequence of the pram also added value to the advocacy.

Chapter – III

Lessons Learned and Recommendations

3.1 Lessons Learned

- To make CMS advocacy effective, it is necessary to follow the following sequence; (i) conduct district level advocacy workshops with the involvement of designated stakeholders and with facilitation of CMS experts favorably freelance or from DOE, (ii) preparation of action plan by Resource Persons and submission of action plan to DEO, (iii) conduction of Resource Center level advocacy workshop, (iv) conduction of school level advocacy, and (v) organization exposure visits.
- Outsourcing of expert services to mobilize DEO and RPs in advocacy programs is effective to communicate correct message regarding CMS to all stakeholders
- Primary stakeholders of community managed schools with best practices can play effective role in CMS advocacy.
- RPs with adequate and updated materials can conduct effective advocacy at school level and provide correct messages about CMS.
- SPRC helps to keep parents well informed about school performance and mobilize parents support
- Stakeholders are convinced and motivated to take school management responsibility for improving school quality, if they get opportunity to have real information from peer stakeholders.

3.2 Recommendations

DOE should

- Prepare a comprehensive advocacy program covering (i) preparation of resource materials, (ii) mobilization of relevant organizations, (iii) orientation of experts and DEO officials, (iii) organization of DLAW, (iv) organization of RCLAW, (v) conduction of school level advocacy, (vi) implementation of SPRC, (vii) exposure visits, (viii) preparation and publication of best practices, and (ix) mobilization of local media.
- Expand the comprehensive advocacy programs to all 75 districts
- Print and distribute district workshop reports and document every CMS advocacy activities in the district regularly
- Carry out follow up district level, RC level activities along with RP plan of actions
- Review the RP recruitment process as well as roles and responsibilities and introduce a new system in view of the role to be given to local elected bodies
- Introduce a evaluation system for RP and DEO based on the performance
- Approve SPRC guideline and implement in a sequential order
- Collect, compile, publish and distribute case studies of community school with best practices

DEO should

- Include district, RC and school level advocacy program in district education plan
- Approve RC level plan and facilitate its implementation
- Implement the advocacy program taking help from DOE and relevant organizations

RP should

- Prepare and implement annual CMSs action plan, getting approval from DEO

School should

- Participate in the RC level advocacy program
- Organize school level advocacy program with RP support
- Implement SPRC
- Prepare case study and submit to RP
- Establish a program of sharing information's with neighboring schools

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Social Mobilization for participation in the Community Managed School Project: Identification of community characteristics on project take-up; Development of a best-practice handbook, peer-to-peer networking and school report card system.

1. GON signed an agreement with International Development Association (IDA) in 2006 with an objective of developing a knowledge base needed for successful transfer of responsibility for management of government funded community schools to local communities. The study is supported by the Japan Policy and Human Resources Development Fund (PHRD) – a partnership between the government of Japan and the World Bank.

2. Objectives

2. The primary objectives of the assignment are the followings:
 - Promote community transfer of school management
 - Identify socio-cultural factors that encourage or hinder participation in the community managed school support program (CMS).
 - Prepare case-study report on successful cases of schools that have been part of the community school management program; create and facilitate a peer-to-peer network support among neighboring community managed schools; and introduce a system of feedback of information of school performance ("School report cards") to communities.

3. Scope of Services

3. NGO/Consulting firm, in collaboration with DOE, DEO and CSNN, will organize advocacy for community management of schools in 40 districts. RPS, school supervisors, school management committee members, parents, teachers, journalists, student leaders, political leaders, civil society and educationists will be the target group for advocacy. The district list will be provided by DOE and the World Bank. The advocacy strategy shall include a series of interaction programs (at the start of the advocacy campaign and towards the end of the campaign) with relevant stakeholders at the district level and the resource centers (I).
4. NGO/Consulting firm will undertake an in-depth qualitative study to identify community characteristics that determine the likelihood of school participation in the community managed school program. The study shall be based on a sample of 100 schools from 25 districts (4 schools per district). The 4 schools list per district shall consist of the following school transfer types: a) school that was transferred easily and completely voluntarily, b) school that was transferred relatively easily but only when approached by advocacy group or some other promotional program, c) school that was transferred with some degree of difficulty, d) school that chose not to transfer. The list of 25 districts (out of the same 40 in larger advocacy program in (I) above) shall be provided by DOE and the World Bank. The list of 4 schools per district will be selected by the consulting firm/NGO. (II)

5. NGO/Consulting firm will prepare a collection of case-studies that feature successful and unsuccessful cases of community school transfers. The "Success" or "not-so-success" story study shall be based on a sample of 100 community managed schools from 25 districts (4 schools per district). The list of 25 districts (out of the same 40 in larger advocacy program in (I) above) shall be provided by DOE and the World Bank. The list of 4 schools per district will be selected by the consulting firm/NGO. The 4 school list per district shall consist of 3 "Success" stories and 1 not-so-success story. (III)
6. NGO/Consulting firm will facilitate peer-to-peer networking in 15 districts (out of the same 40 districts in (I)). Networking visits shall include teachers and school management committee members visiting other schools in the same districts or other districts.(IV)
7. NGO/Consulting firm will develop school report cards (SPRC) system to provide feedback to communities on school performance indicators. A sample of 100 schools from 25 districts (4 schools per district) will be selected by the NGO/Consulting firm for piloting the SPRC system. Piloting SPRC system includes design and preparation of school report cards and dissemination at the school level. The list of 25 districts (out of the same 40 in larger advocacy program in (I) above) shall be provided by DOE and the World Bank. This 25 district list will be same in (II), (III) and (V).

4. Expected Outputs

- Detailed description of methodology and strategy for above activities.
- Detailed documentation on the implementation of these activities.
- A Study report on socio-economic and cultural determinants of community managed school project participation.
- A handbook report on case-study of 100 "Success" stories.
- A handbook collection of 100 school report cards.
- The consultant will have to submit the inception, interim, draft and final report. The inception, the interim and the draft report must be 5 (five) copies and the final report must be in both electronic and hard copy. The number of hard copy of final report should be 15 (Fifteen).

Annex II: List of participants in Draft Report Discussion

Date: May 23, 2008 (Friday)

Time: 3:00 – 5:00 evening

Venue: Meeting Hall, DOE

List of participants

S.N	Name of participant	Designation	Organization
1.	Janardan Nepal	Director General	DOE
2.	Mahashram Sharma	Director	DOE
3.	Prakash Raj Pandey	Director	DOE
4.	Hari Lamsal	Deputy Director	DOE
5.	Baburam Paudel	Deputy Director	DOE
6.	Devina Pradhananga	Deputy Director	DOE
7.	Ambika Prasad Regmi	Deputy Director	ECO
8.	Tek Narayan Pandey	Deputy Director	DOE
9.	Prem Bhattarai	Section Officer	NFEC
10.	Badri Nath Timalsina	Section Officer	DOE
11.	Ramesh Prasad Rimal	Section Officer	DOE
12.	Ramakant Sharma	Section Officer	RED
13.	Kumar Bhattarai	Section Officer	DOE
14.	Divya Dawadi	Section Officer	DOE
15.	Yam Bahadur Khadka	Section Officer	DOE
16.	Khaga Raj Paudel	Section Officer	DOE
17.	Dev Kumari Gautam	Section Officer	DOE
18.	Bharat Tripathee	Section Officer	DOE
19.	Uddhav Bhandari	Consultant	The World Bank, Nepal Country office
20.	Tri Bikram Panday	Executive Director	CPReC
21.	Uttam Prasad Upadhyay	Team Leader	CPReC
22.	Binod Kumar Guragain	Consultant	CPReC
23.	Hem Raj Lekhak	Consultant	CPReC
24.	Gyaneswor Amatya	Consultant	CPReC
25.	Jeevan Raj Lohani	Research Officer	CPReC

Annex III : Time schedule by task

Activities	January	February	March	April	May	June	July
Central Level							
Task 1 - Office Set up	Completed						
Task 2 - Consultant and Staff mobilization	Completed						
Task 3 - Formation of Expert Team	Completed						
Task 4 – Selection of Districts	Completed						
Task 5 - Identification of District Coordinators	Completed						
Task 6 - Orientation of District Coordinators and DOE officials	Completed						
Task 7 - Preparation of handbooks and materials		Completed					
Task 8 – Sharing meeting					Completed		
Task 9 - Report sharing with central level stakeholders							*
Field level							
Task 10 - Initial workshop					Completed		
Task 11 - Selection of Schools			Completed				
Task 12 – Progress review						Completed	
Task 13 – Resource Center (RC) level workshop						Completed	
Task 14 - Identification of community characteristics/ qualitative study						Completed	
Task 15 - School case studies						Completed	
Task 16 - School Report Card System development						Completed	
Task 17 - Peer-to-Peer Networking						Completed	

* to be completed

Annex IV : Project Framework

Description		Targets	Outputs/ outcomes	Remarks
Goal	To promote quality of education in community school through community management and capacity building			
Objectives	To promote management transfer of schools to community		<ul style="list-style-type: none"> • 2000 schools estimated to sign agreement by July 30 • Capacity building of specialists, DOE officials, DEO, RPs and field coordinators 	Budgetary constraints resulted in to many schools remaining at process of application submission
Component 1	To conduct CMS advocacy workshops	<ul style="list-style-type: none"> • 40 district level workshops • 40 RC level workshops 	<ul style="list-style-type: none"> • Resource materials development • 40 DLAW organized • 40 RCLAW organized • Ice Breaking 	The program implementation was affected by strikes and bandas and causing to change the date of workshop many times.
Component 2	To conduct qualitative study on community characteristics	<ul style="list-style-type: none"> • Identify community characteristics • Prepare summary sheet of each school 	<ul style="list-style-type: none"> • Community characteristics of 100 schools of 4 categories were identified • Summary sheet indicating community characteristics of each districts identified. 	Time to be spend on each school was limited.
Component 3	To collect case studies of community managed successful schools	<ul style="list-style-type: none"> • Collect case studies of 100 community managed schools 	<ul style="list-style-type: none"> • Best practices of 100 community managed schools are documented • CMS with best practices were identified 	
Component 4	To develop school report card system	<ul style="list-style-type: none"> • To prepare and distributed school report cards of 100 schools 	<ul style="list-style-type: none"> • 100 report cards prepared • 100 report cards distributed to parents • Feedbacks collected from 30 schools • Head Teachers and Teachers oriented 	
Component 5	To develop peer to peer networking	<ul style="list-style-type: none"> • To conduct exposure visits in 15 districts involving 450 participants 	<ul style="list-style-type: none"> • Exposure visits conducted in 16 districts involving 458 participants • CMS with best practices were identified • Action plans of all participants prepared declaring their commitment • Capacity building of host schools and facilitators 	

Annex V: List of resource materials used

S.N	Project Components	Resource materials	Remarks
1.	CMS Advocacy	<ul style="list-style-type: none"> • Community Managed School Advocacy Brochure • Handbook 101: Community Managed School Advocacy • Handbook 301: Community Managed School, Yesterday, today and tomorrow • Handbook 2: School Management Committee for effective community schools • Community Managed School: Collection of frequently asked questions (FAQ) Brochure • Community Managed School (CMS) advocacy program implementation guidelines • District level feedback collection questionnaires • Resource person's feedback collection questionnaires • SMC Calender • Head Teacher Calender 	All the materials have been developed and distributed in district as well as RC level workshops.
2.	CMS case study collection	<ul style="list-style-type: none"> • Handbook 302: community managed school case study collection • School case study preparation questionnaires 	Both materials have been developed and are being used.
3.	Qualitative study of community characteristics	<ul style="list-style-type: none"> • Handbook 303: community characteristics study • Community characteristics study questionnaires • Guidelines for conducting focus group discussion 	All materials have been developed and are being used.
4.	School report card system development	<ul style="list-style-type: none"> • Handbook 304: school report card system development • Back up data collection format 	Both materials have been developed and piloted.
5.	Peer-to-peer networking	<ul style="list-style-type: none"> • Handbook 305: Peer-to-peer networking functions • Participation feedback collection form • Participant Action plan 	All materials have been developed and are being used.

Annex VI : Coverage of program

S.N.	Districts	Region	CMS Advocacy	Qualitative study	Case Study	School Report Card	Peer - peer networking
1.	Dhankuta	EH	Date of DLAW= February 14,2008 # of participants in DLAW= 40 # of participants in RCLW= 46	4 schools	3 schools	3 schools	
2.	Terhathum	EH	Date of DLAW= may 12,2008 # of participants in DLAW= 37 # of participants in RCLW= 24				
3.	Sankhuwasabha	EH	Date of DLAW= February 22,2008 # of participants in DLAW= 36 # of participants in RCLW= 30				
4.	Udaypur	EH	Date of DLAW= January 25,2008 # of participants in DLAW= 35 # of participants in RCLW= 45				
5.	Jhapa	ET	Date of DLAW= February 12,2008 # of participants in DLAW= 43 # of participants in RCLW= 30		3 schools	4 schools	56 participants taken to Sharada PS and Hansa Bahini PS, Morang Date : 065-2-12
6.	Sunsari	ET	Date of DLAW= March 14,2009 # of participants in DLAW= 36 # of participants in RCLW= 37		4 schools	5 schools	41 Participants taken to Himali, Kanchanjanga and Bhirkuti schools Date: 065-2-10
7.	Dolakha	CM	Date of DLAW= February 6,2008 # of participants in DLAW= 61 # of participants in RCLW= 55	3 schools	4 schools	4 schools	
8.	Sindhupalchowk	CM	Date of DLAW= February 14,2008 # of participants in DLAW= 39 # of participants in RCLW= 26		3 schools	4 schools	
9.	Rasuwa	CM	Date of DLAW= March 13,2008 # of participants in DLAW= 28 # of participants in RCLW= 43				
10.	Sindhuli	CH	Date of DLAW= March 14,2008 # of participants in DLAW= 47 # of participants in RCLW= 64		6 schools	4 schools	
11.	Nuwakot	CH	Date of DLAW= February 27,2008 # of participants in DLAW= 31 # of participants in RCLW= 37				
12.	Dhading	CH	Date of DLAW= February 21,2008 # of participants in DLAW= 54 # of participants in RCLW= 27		3 schools	4 schools	
13.	Makwanpur	CH	Date of DLAW= March 16,2008 # of participants in DLAW= 61 # of participants in RCLW= 20	2 schools	8 schools	4 schools	3 schools hosted exposure visit from Parsa
14.	Dhanusha	CT	Date of DLAW= March 12,2008 # of participants in DLAW= 42 # of participants in RCLW= 50			4 schools	
15.	Parsa	CT	Date of DLAW= March 26,2008 # of participants in DLAW= 52 # of participants in RCLW= 52				41 participants taken to 3 schools of Makwanpur
16.	Nawalparasi	CT	Date of DLAW= April 30,2008 # of participants in DLAW= 32 # of participants in RCLW= 50	6 schools	4 schools	4 schools	1 school hosted team from Gorkha, Tanahun and Lamjung
17.	Chitwan	CT	Date of DLAW= February 22,2008 # of participants in DLAW= 45 # of participants in RCLW= 40		1 school	4 schools	<ul style="list-style-type: none"> o 48 participants taken to Nabin Audhogik SS, Rupandehi o 1 school hosted visit team from Gorkha, Lamjung and Tanahun
18.	Kathmandu	Valley	Date of DLAW= June 3, 2008 # of participants in DLAW= 53 # of participants in RCLW= 33	6 schools	8 schools	3 schools	
19.	Lalitpur	Valley	Date of DLAW= May 15,2008 # of participants in DLAW= 64 # of participants in RCLW= 34	6 schools	3 schools	4 schools	33 participants taken to Nabin PS, Kavre and Saraswoti SS

20.	Bhaktapur	Valley	Date of DLAW= June 6,2008 # of participants in DLAW= 34 # of participants in RCLW= 33		4 schools	6 schools	
21.	Mustang	WM	Date of DLAW= June 8,2008 # of participants in DLAW= 30 # of participants in RCLW= 30				
22.	Gorkha	WH	Date of DLAW= February 15,2008 # of participants in DLAW= 38 # of participants in RCLW= 35				32 participants taken to Dibyajyoti School, Chitwan and Shahid Smriti SS, Nawalparasi
23.	Lamjung	WH	Date of DLAW= February 27,2008 # of participants in DLAW= 35 # of participants in RCLW= 19		2 schools	4 schools	20 participants from Lamjung were taken to Dibyajyoti LSS, Chitwan
24.	Tanahun	WH	Date of DLAW= March 14,2008 # of participants in DLAW= 42 # of participants in RCLW= 40		2 schools	4 schools	19 participants from Tanahun taken to Dibyajyoti LSS, Chitwan
25.	Syangja	WH	Date of DLAW= February 13,2008 # of participants in DLAW= 51 # of participants in RCLW= 40		2 schools	4 schools	24 participants taken to Nabin Audhogik SS, Rupandehi
26.	Myagdi	WH	Date of DLAW= March 6,2008 # of participants in DLAW= 58 # of participants in RCLW= 30		2 schools	2 schools	7 participants taken to Nabin Audhogik SS and Tenuhawa SS, Rupandehi
27.	Parbat	WH	Date of DLAW= March 4, 2008 # of participants in DLAW= 88 # of participants in RCLW= 60				25 participants taken to Nabin Audhogik SS and Tenuhawa SS, Rupandehi
28.	Argakhanchi	WH	Date of DLAW= February 28,2008 # of participants in DLAW= 42 # of participants in RCLW= 33				
29.	Dolpa	MWM	Date of DLAW= April 29,2008 # of participants in DLAW= 42 # of participants in RCLW= 37				
30.	Jumla	MWM	Date of DLAW= March 13,2008 # of participants in DLAW= 35 # of participants in RCLW= 25				
31.	Mugu	MWM	Date of DLAW= March 10,2008 # of participants in DLAW= 31 # of participants in RCLW= 25				
32.	Pyuthan	MWH	Date of DLAW= March 16,2008 # of participants in DLAW= 47 # of participants in RCLW= 21		2 schools		
33.	Surkhet	MWH	Date of DLAW= March 5,2008 # of participants in DLAW= 46 # of participants in RCLW= 10		5 schools		39 Participants taken to Banke schools
34.	Dailekh	MWH	Date of DLAW= March 9,2008 # of participants in DLAW= 33 # of participants in RCLW= 14		3 schools		21 participants taken to Surkhet schools
35.	Banke	MWT	Date of DLAW= March 12,2008 # of participants in DLAW= 42 # of participants in RCLW= 29	2 schools	4 schools	4 schools	
36.	Bardiya	MWT	Date of DLAW= March 13,2008 # of participants in DLAW= 34 # of participants in RCLW= 29	2 schools	3 schools	4 schools	
37.	Bajura	FWM	Date of DLAW= March 4,2008 # of participants in DLAW= 23 # of participants in RCLW= 23				
38.	Achham	FWH	Date of DLAW= March 2,2008 # of participants in DLAW= 31 # of participants in RCLW= 22				20 participants taken to 2 schools of Doti
39.	Doti	FWH	Date of DLAW= February 29, 2008 # of participants in DLAW= 37 # of participants in RCLW= 18		2 schools	2 schools	2 schools of Doti hosted visitors from Achham
40.	Kanchanpur	FWT	Date of DLAW= March 3,2008 # of participants in DLAW= 42 # of participants in RCLW= 16	2 schools	2 schools	4 schools	
41.	Kavrepalanchowk		NA	8 schools	6 schools	1 school	2 schools hosted exposure visit team from Lalitpur
42.	Kaski		NA	8 schools	2 schools		2 schools hosted participants from Baitadi

43.	Baglung		NA	7 schools	6 schools	5 schools	9 participants taken to Nabin Audhogik SS and Tenuhawa SS Rupandehi
44.	Rupandehi		NA	3 schools	2 schools		2 schools hosted visitors from Syangja, Baglung, Myagdi and Parbat
45.	Kapilbastu		NA	4 schools			
46.	Kailali		NA	7 schools			
47.	Baitadi		NA	8 schools			10 participants from Baitadi visited Sitala LSS from Kaski
48.	Bajhang		NA	6 schools			
49.	Morang		NA	8 schools	5 schools	5 schools	2 schools hosted visitors from Jhapa
50.	Panchthar		NA	6 schools			
51.	Saptari		NA	4 schools			
52.	Sarlahi		NA	6 schools			

Annex VII: Analysis of RPs perception regarding CMSs

69. **Do RPs have knowledge about CMS?** This was a very common question asked to all RPs. The responses were that 18 percent say they have well knowledge about the community managed school, 67 say a fair knowledge, 15 percent say a bit knowledge and non were found that they have no knowledge at all. These figures indicate that many RPs need a full fledged updated knowledge and information about the program. (before workshop)

70. RPs should know about advocacy techniques, answer of frequently asked questions, issues to be focused during school level discussion etc. Thus, dissemination of information alone is not sufficient for RPs, there should be specific capacity building program targeted to RP motivation and mobilization towards CMS. The feedbacks of RPs regarding their knowledge of CMS are shown in **Chart – 3**.

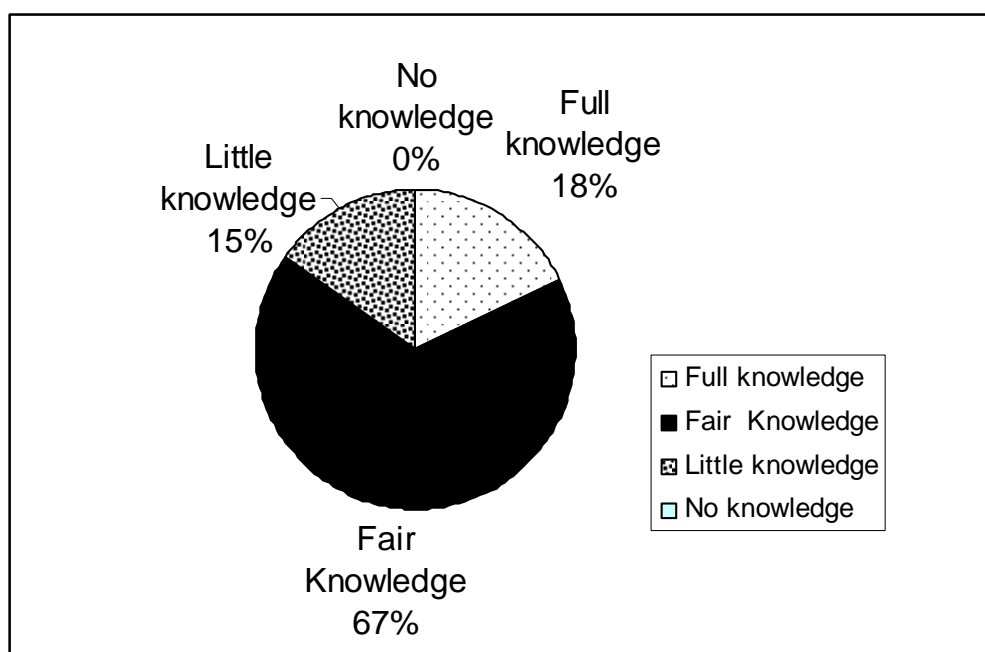


Chart - 3: RPs knowledge level on CMS

71. **Perceptions of RPs about the community managed schools:** During the program, nine statements regarding CMS were provided to RPs so as to get their view regarding their agreement and disagreement over these statements. The statements provided were as follows:

- Q-1: CMS increases community participation
- Q-2: Government can withdraw the responsibility over schools.
- Q-3: CMS related policy is good policy.
- Q-4: There is no clarity of terms and conditions for teachers.
- Q-5: CMS promotes relationship between community and school.
- Q-6: CMS increases teacher regularity.
- Q-7: CMS contributes in improving quality of education.
- Q-8: School receives *rahat* quota based on PTA after being CMS

Q-9: School receives per level Rs 100,000/- after being CMS

72. In order to see how the RPs have perception about nine questions, almost all believe that CMS increase the participation of community in school. Many have doubt that government can withdraw the responsibility over community schools. Another question was about the policy of CMS. Is CMS policy is good policy? Almost 90 percent agree on this opinion. Another question was relating to the teacher’s issues on policies. The question was “there is no clarity of terms and conditions for teachers” 70 percent shows their agreement on it while 30 percent expressed that the terms and conditions about teacher are clearly stated.

73. “CMS promotes relationship between community and school” was another question posed to all RPs, almost 95 percent had a positive belief on this opinion. ” CMS increases teacher regularity” was another affirmative statement where almost 82 percent belief on this view leaving 18 percent not believing to increase the regularity of teachers.

74. About the quality improvement 85 percent believe that CMS can improve the quality of education. Another two questions were about *Rahat* teacher quota and Rs. 100,000/-incentives.78 precept of RP believe that School receives rahat quota based on PTA after being CMS and 22 do not believe on getting the Rahat quotas. About the incentive grant almost 97 percent believes that school receives per level Rs. 100000/- one time grant after being CMS. This perception analysis shows that still all RP has not accepted the CMS concept as a very good concept and still there is long way to internalize it. All these perception analysis is presented in the **Chart -4.**

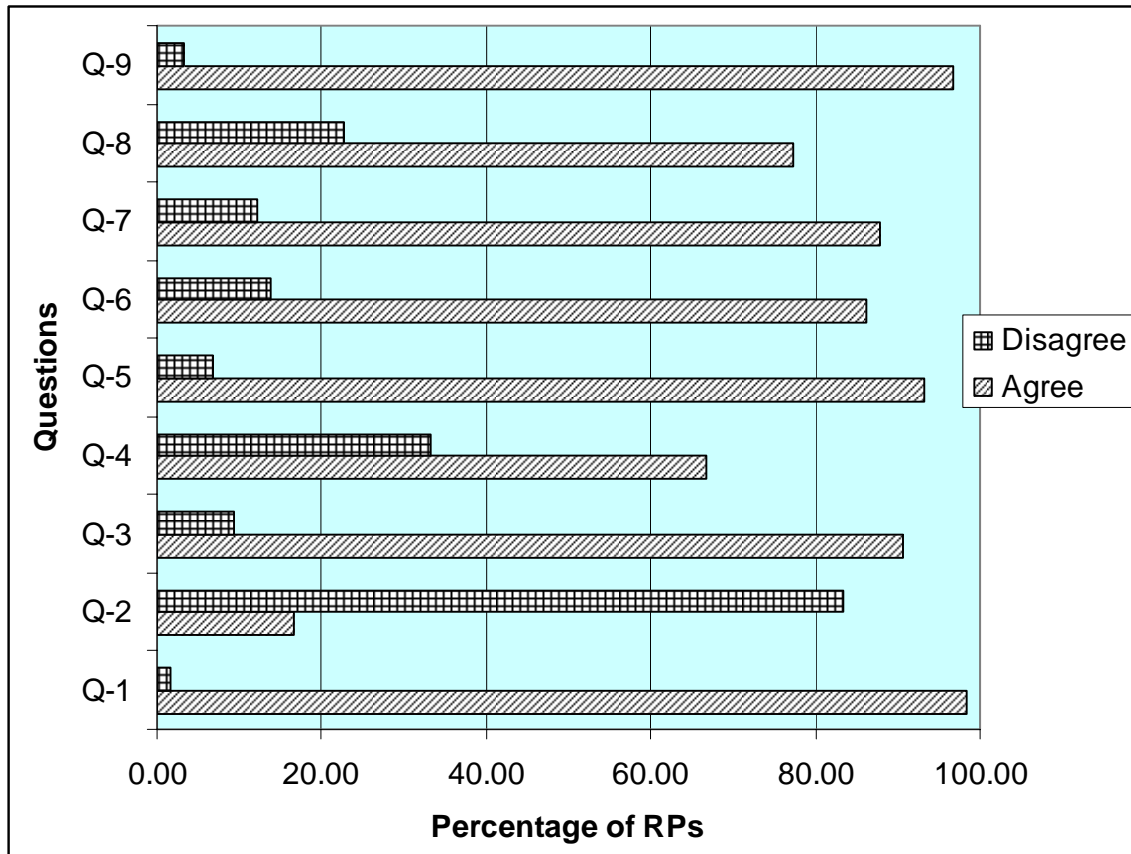


Chart - 4: Perception of RPs about CMS in nine questions

Who should finance and manage school education? This was the question raised so as to get the idea of participants regarding their views on responsibility division and clarification of roles for improvement of school education. The opinion of RPs regarding financing and management of school education is shown in **Chart – 5**.

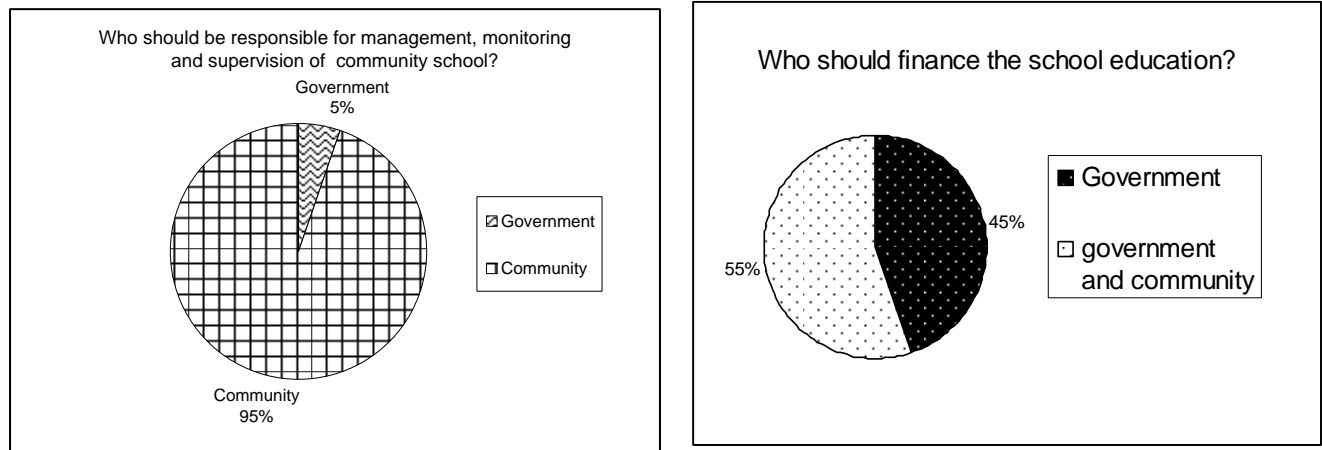


Chart – 5: RPs opinion on the management CMS and financing source.

75. Even if some RPs opposed the idea of community managed school, 95 percent of responding RPs believed that community can manage school effectively rather than the government. However in case of financing school education, 55 percent believed that both government and community should finance school education where as 45% said that government should do the job of financing school education. None of the RPs said that community can and should finance school education.

76. **What is the condition of schools after being CMS?** This question was also posed to the RPs in order to know the status of CMS in their working areas. Larger volume of RPs (32%) revealed that such schools are improving where as 29% of them said that there is not much difference in school before and after signing agreement with DOE for management transfer to community. Some RPs (13%) even revealed that SMC are confused about the management of community school after being CMS.

77. It means that SMCs, even after taking management of school, do not know about their roles and responsibilities clearly. The number of RPs itself suggests the probable number of CMS falling under these criteria as one RP looks after different schools than others. The change in community schools after management transfer to community, as perceived by RPs, is shown in **Chart – 6**.

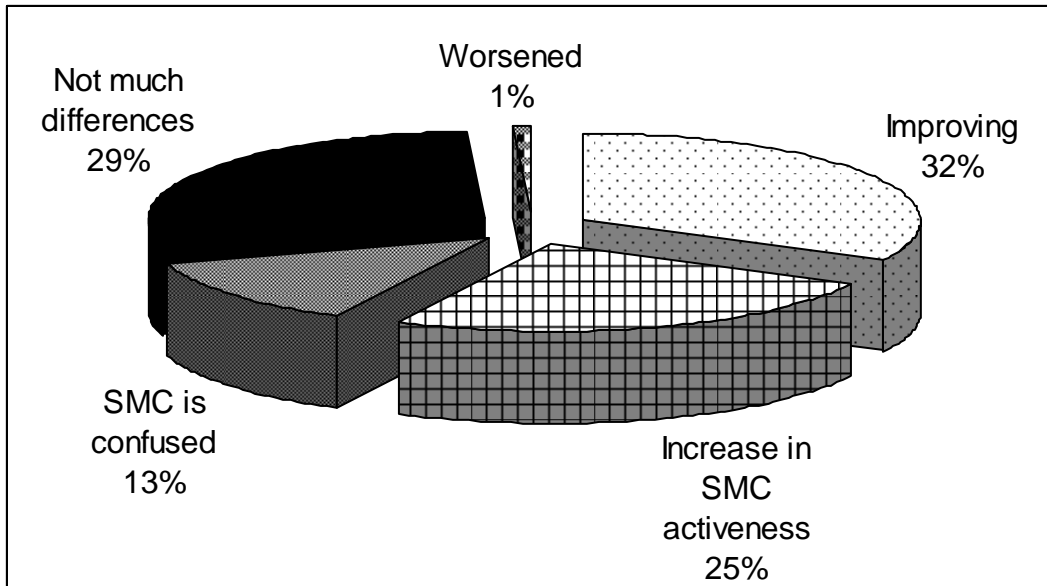


Chart - 6: Perception of RPs about condition of community managed schools

Annex VIII: Issues regarding CMSs

78. The key issues raised and the clarifications made in CMS Advocacy related program are given below:

A. Role of Resource Persons and DEO

79. The role of RP is very important for delivering the true message to school. On the other hand they are the government officials who communicate and bridge the message to DEO to school and school to DEO. SMC and teachers are also expecting new sources of information and knowledge from the respective RPs. In many schools RP and DEOs were considered as the advisor of school. Every decision they make depends upon the information and advices given by the RPs.

80. During the workshop their role was identified in depth and answered the issued they have raised. This has highly encouraged them to work in the field. It was found that resource persons are not well informed and updated about CMS systems and practices. There is necessity of empowering community stakeholders so as to promote CMS. There is need of clear policy documents and additional resource materials and extensive distribution of those materials so that even school level stakeholders have access over those materials. The workshop was very useful for the RP as all issued were clarified by DOE officials, experts, DEOs and experienced CMS person and provided the resource materials including CMS guidelines, CMS handbooks, bruser, best practices, acts and regulations etc. Their knowledge level has been enriched with materials and handbooks.

B. Operational Modality of DEO

81. The structure and operation of government mechanism is based on old traditional system where it was found that the CMS responsibility was the responsibility of department of education only. This program is solely taken as the duty as well as responsibility of DOE. There is no enough support from other educational institutions including CDC, NCED etc. targeted to CMS. It has not been properly shared even by district education officials. This has created long autocratic process for signing the contract, releasing the grants etc. Whole CMS system is based on adhoc mechanism. This is the reason in some school, DEO has provided the incentives when the application registered and sign the contracts where as in some district it take long time to release the incentives as DEO need to ask DOE to send the incentive budget. This process need to be corrected making the system more effective by incorporating planning, programming and budgeting system in a systematic way so that all stake holder will be more attractive toward the program and share the responsibility by all level.

C. Supply based delivery rather than demand based

82. DOE release the budget to the district based on its availability not based on the need of the district. This supply based system is incapable to meet the demand of schools and many schools are discouraged because of time lag. The delivery mechanism is not targeted to CMS (NCED is not prepared for fulfilling demands of SMC)

D. Teacher related issues

83. Many teachers have not accepted and internalized the program raising issues about their job security and career prospect. Their argument is that community is not capable to manage the

teachers. During the discussion, participants were asked to study the resource materials. Experienced HT and teachers from community managed school facilitated the program and shared their views as well as experiences. This is only the issue of teacher union but not the issue of single teacher. We found teachers opposing CMS just because of the agitation by teacher union though they accepted the wide perspective of CMS. As there is no provision affecting the permanent teachers and new teachers are appointed after being CMS, this is not the issues of teachers but is the issue of teacher union.

E. Sustainability of School Report Card

84. The involvement of school level education managers (head teachers and SMC/PTA members), teachers and students in the process of preparation of SRC helps develop common understanding contributing to its ownership and sustainability. The school report card is produced with collective efforts involving a very little amount compared to the benefits that it yields to school development and community at large. The decision regarding the distribution of SRC to local stakeholders can be made considering its resources. In this context, the average number of children in a primary school is 151 and the school is required to spend NRs. 3-5 per SRC depending on its contents. The model being suggested contains 4 pages. If the school distributes SRC to all parents, each school should spend about Rs 453 -755 per annum. .

Annex IX : Perception, issues and suggestions made by stakeholders

Stakeholder	Positive perceptions	Issues raised	Suggestions
Common Issues and perceptions	<ul style="list-style-type: none"> Lumpsum grant of Rs 1,00,000/=(Incentives Per capita funding 	<ul style="list-style-type: none"> Lack of knowledge and information about CMS 	<ul style="list-style-type: none"> Provide advocacy at all level with updated materials.
RPs	<ul style="list-style-type: none"> RP are catalyst and their role is important to facilitate CMS and improve quality 	<ul style="list-style-type: none"> Dual accountability Lower motivation level Less internalization of CMS concept Incentive better utilized through RP for advocacy Inadequate knowledge and skill with RP for advocacy Inadequate support from govt and paty level 	<ul style="list-style-type: none"> Make accountable either to DEO or RCs CMS should be as a target to RPs Further advocacy campaign should go putting RPs in the centre. The infrastructure of RC should be upgraded to make strong support to their schools. Provide RP enough knowledge with enough updated materials Instead of Management transfer or management responsibility, put the words like empowering community in school management or Community participation in community management etc
HTsTs	<ul style="list-style-type: none"> School autonomy Strong relation between parents and teachers Good program for good teacher Good program for poor and rural schools 	<ul style="list-style-type: none"> Act/regulations etc not clear and enough for the security of teachers Salary and other grants not received in time and need frequent visit by the HT Teachers have not own the program Non-democratic practices and activities 	<ul style="list-style-type: none"> Make automatic salary payment plan to teacher's account directly Make the HT more accountable to academic performance.
DEOs	<ul style="list-style-type: none"> Liaison between DEO and RPs Power authority 	<ul style="list-style-type: none"> External pressure: Pressure from Unions Lack of awareness among community Limited financial and technical support to CMS Reluctant nature of RPs 	<ul style="list-style-type: none"> Delegate the authority
SMCs	<ul style="list-style-type: none"> School Autonomy Accountability of teachers Participation in school decision making 	<ul style="list-style-type: none"> Need further technical support for CMS 	<ul style="list-style-type: none"> Provide technical support for poor and rural school so they used to in the system SMC are more effective and sustainable in urban areas rather than rural areas.
Teacher Unions	<ul style="list-style-type: none"> School can not operate with out community participation 	<ul style="list-style-type: none"> National level consensus required for CMS Consider teacher recruitment process 	<ul style="list-style-type: none"> Make a high level commission for dialogue with teachers
Others	<ul style="list-style-type: none"> Parents consciousness on their right to education Improvement in school governance Decision at school level 	<ul style="list-style-type: none"> Parents and journalists have appreciated the program. 	<ul style="list-style-type: none"> Need further advocacy for parents and journalists Clear definition of parents and SMC election process

समुदायद्वारा विद्यालय व्यवस्थापन सचेतना कार्यक्रम

धनकुटा

जिल्लाको समग्र प्रगति प्रतिवेदन ^२

खण्ड १ : भूमिका

१. धनकुटा जिल्ला पूर्वाञ्चल विकास क्षेत्र अन्तर्गत मेची अञ्चलमा अवस्थित छ। यस जिल्लामा ७ निर्वाचन क्षेत्र, ३६ गाविस र १ नगरपालिका रहेको छ भने २०५८ सालको जनगणना अनुसार १,६६,४७९ जनसंख्या रहेको छ। यो जिल्लाका जम्मा १५ वटा स्रोतकेन्द्र अर्न्तगत २३९ प्रावि, ७० निमावि र ४१ मावि गरि कूल ३५० सामुदायिक विद्यालयहरू पर्दछन्। यो जिल्ला समुदायले विद्यालयको व्यवस्थापन जिम्मेवारी लिएका विद्यालयहरूको संख्याको आधारमा अग्रस्थानमा पर्ने जिल्लाहरू मध्ये एक हो। २०६४ मंसिर मसान्त सम्म १४५ विद्यालय तहको व्यवस्थापन जिम्मेवारी समुदायले लिएका छन्।

तालिका १ : शैक्षिक स्थिति

	२०६४ मंसिर मसान्त			२०६५ मंसिर मसान्त		
	प्रावि	निमावि	मावि	प्रावि	निमावि	मावि
क. जम्मा विद्यालय संख्या						
सामुदायिक	२३९	७०	४१			
निजी	१६	८	८			
ख.समुदायद्वारा व्यवस्थापन गरिएका विद्यालय संख्या	१०५	२७	१३			

२. नीतिगत अनुसन्धान परामर्श केन्द्र (सिप्रेक) द्वारा शिक्षा विभागसँगको सहकार्यमा सन् २००८ जनवरी महिना देखि सामुदायिक विद्यालय व्यवस्थापन सचेतना कार्यक्रम लागू भइ यस जिल्लामा निम्नानुसार कार्यक्रम सञ्चालन भएको थियो।

- जिल्लास्तरीय सचेतना कार्यक्रम
- स्रोतकेन्द्रस्तरीय सचेतना कार्यक्रम
- विद्यालय घटना अध्ययन
- विद्यालय रिपोर्ट कार्ड प्रणाली

३. यस प्रतिवेदनको उद्देश्य जिल्लामा सञ्चालित सचेतना सम्बन्धी कार्यक्रमवारे सरोकारवालाहरूलाई जानकारी गराई पुनरावलोकन गराउन सहयोग पुर्याउनु रहेको छ। यसबाट सामुदायिक विद्यालय सचेतना कार्यक्रमका अनुभवहरू आदान प्रदान हुनुका साथै जिशिका मार्फत हाल सम्मको प्रगति अद्यावधिक हुनेछ र जिल्ला तथा क्षेत्रस्तरका अनुभव र अभ्यासहरू केन्द्रस्तरमा गरिने नीति निर्माण गर्नमा सहयोग पुग्ने अपेक्षा गरिएको छ।

खण्ड २ : जिल्लास्तरीय परिचयात्मक गोष्ठी

४. **परिचय:** फोन मार्फत जिल्ला शिक्षा अधिकारी र शाखा अधिकृत एवं अन्य सम्बन्धित व्यक्तिसँग छलफल भए अनुसार धनकुटा जिल्लामा स्रोतव्यक्तिलाई विशेष लक्ष्य गरी २०६४ माघ २९ गतेका दिन जिल्लास्तरीय कार्यक्रमको आयोजना तय गरियो। शा.अ. श्री रमेश दाहाल, स्रोतव्यक्ति रियन्द्र प्रसाद गुरागाईंको प्रत्यक्ष सक्रियतामा सहभागी जुटाउने र कार्यशालाका अन्य व्यवस्थापकीय कार्य कुशलतापूर्वक सम्पन्न भएको थियो। प्रारम्भिक बैठक जिल्ला शिक्षा अधिकारीको कार्यकक्षमा बसी सम्बन्धित कर्मचारीहरूको छलफलले कार्यक्रम कसरी गर्ने र अगामी दिनमा यसलाई सम्पर्क व्यक्तिका रूपमा अन्य कार्यक्रम कसले गर्ने भन्ने निर्णय गरिएको थियो। सकेसम्म सबै स्रोतव्यक्ति कार्यक्रममा सहभागी गराउने लक्ष्य रहेपनि भौगोलिक तथा अन्य कारणले गर्दा सबै स्रोतव्यक्ति उपस्थित हुन नसकेपनि अधिकांश स्रोतव्यक्ति, वि.नि., क्षेत्रीय शिक्षाका शा.अ., वि.व्य.स. पदाधिकारी, पत्रकार, एवम् अन्य सहभागी गरी जम्मा ४५ जनाको सहभागितामा कार्यक्रम सम्पन्न भएको थियो (सहभागिहरूको उपस्थिति अनुसूची १ मा संलग्न गरिएको छ)।
५. उक्त गोष्ठीको प्रमुख आतिथ्य क्षेत्रीय शिक्षा निर्देशक श्री महमूद आलम खाँ ले गर्नुभएको थियो भने अध्यक्षता ग्रहण जिल्ला शिक्षा अधिकारीले गर्नुभएको थियो। कार्यक्रमको सञ्चालन शा.अ. रमेश दाहालले गर्नुभएको थियो।

^२यो प्रतिवेदन शिक्षा विभागका फोकल पर्सन श्री ओम शर्मा ले तयार गरेको प्रतिवेदनका आधारमा बनाइएको हो।

सहभागीहरूको परिचयबाट सुरुभएको यस कार्यक्रममा स्वागत मन्तव्य शा.अ. पुष्पराज बरालबाट भएको थियो । कार्यक्रमको औचित्यमाथि प्रकाश पाउँ शिक्षा विभागका फोकल पर्सन श्री ओम शर्माले कार्यक्रमका वारेमा प्रस्तुतिकरण गर्नु भएको थियो।

६. **छलफल** : सहभागीहरूसँगको छलफलका क्रममा निम्न बमोजिम जिज्ञासा र धारणा प्राप्त भएको थियो ।
- **प्र.अ.हरु** (बढी जिज्ञासा राख्ने प्र.अ. इश्वरी प्रसाद अधिकारी, त्रिवेणी मा.वि. धनकुटा): यो कार्यक्रम भनेको नयाँ होइन पुरानै हो । समुदायमा गएर राहत कोटा त पाइयो तर हामीले मात्र होइन सबैले पाएकाछन् । अखिल नेपाल शिक्षक संघठन क्रान्तिकारीबाट यसको चर्को विरोध रहेको छ, र धम्की पनि आएको छ । सरोकारवालाहरूका लागि क्षमता अभिवृद्धिका कार्यक्रम चाहियो । थप सहयोग भएन भने नराम्रोमा मात्र सीमित रहन्छ । अन्तमा सबैको चासो बालबालिकाको शिक्षा राम्रो हो । यसमा सबैको चासो हुनु स्वभाविक छ । समुदायमा गएका र नगएका विद्यालयहरूमा खासै फरक पाइएको छैन । समुदायमा गएकामा शिक्षक नियुक्ति र अन्य कुरामा धेरै विवाद भएको पनि पाइयो । भौतिक सुविधा, तलव भत्ता र शिक्षक तालिमबाहेक अरु समुदायले गर्नसक्छ । पहिले समुदायमा जाने कम थिए । हामी निकै विवाद भय र त्रासमा समुदायमा गयौं । २०२८ साल पहिलेको अवस्थामा फर्किन्छ, भन्ने लाग्दैन । क्षमता अभिवृद्धि विद्यालय तहमा हुनुपर्छ । पहिलो वर्ष केही हेरेजस्तो गर्ने अनि फर्केर नहेर्ने गरेको पनि पाइयो । विद्यालय व्यवस्थापन समितिको अधिकारको भिन्नता खासै आएन । सुरुमा गइयो तर सुविधाबाट वन्चित गराइएकोले गाह्रो परेकोछ । आर्थिक सहयोगका कारण भवन निर्माण गर्नका लागि गइयो । कतिपयले १२ कक्षा खोल्न धरौटी रकमका लागि पनि लगे । व्यवस्थापन समितिलाई बढी सक्रिय नबनाए यसको कुनै अर्थ रहँदैन ।
 - **स्रोतव्यक्ति** (जिज्ञासामा बढी सहभागी स्रोतव्यक्ति श्री रियन्द्रप्रसाद गुरागाई) : विरोध भएपनि सुरुमा राम्रो सन्देश गयो । आफ्ना मान्छे, जागिर खुवाउन तछ्छाँड मछ्छाँड गर्ने गरियो । क्षमता अभिवृद्धिका कार्यक्रम पनि भएनन् । प्र.अ. र शिक्षकहरूबाट भएको विरोधलाई केन्द्र तहमा मिलाइदिएमा कार्य गर्न सजिलो हुन्थ्यो । व्यवस्थापन समितिको अधिकारका वारेमा पनि खासै स्पष्टता छैन । गुणस्तर कसरी मापन गर्ने ? नीति नियममा भए गरेका परिवर्तनको समयमा नै जानकारी नहुने भएकोले स्रोत सामग्री प्रत्येक स्रोतकेन्द्रमा उपलब्ध हुनु पर्दछ ।
 - **वि.व्य.स. पदाधिकारी** (जिज्ञासामा बढी सहभागी : अध्यक्ष विरेन्द्र कुमार श्रेष्ठ गो.वा.उ.मा.वि. र राम मा.वि.का अध्यक्ष श्री डिक बहादुर पुरी): के काम कसरी गर्ने भन्न हामीलाई थाहा छैन । एक लाखको व्याजबाट शिक्षक राखिएको छ थोरै र धेरै तलव खाने शिक्षक भएकाले केही गाह्रो पर्छो । निजी स्रोतका शिक्षकले राम्रो गरेका छन् तर सरकारीले गर्दैनन् । पहिलेको निर्देशिकाको भरमा व्यवस्थापन जिम्मेवारी लिइयो तर थप अधिकार र अन्य व्यवस्था वारे जानकारी उपलब्ध हुनु पर्यो । शिक्षा कार्यालयले पनि अनियमितता गर्छो । बढुवा भएर गएको शिक्षकको ठाउँमा जि.शि.का.ले जवरजस्ती गर्छो । पुरानो जि.शि.अ. ले २४ घण्टे पुर्जा काटी दरवन्दी काटिदिए, हाल सर्वोच्चमा मुद्धा चलेको छ । जि.शि.का.ले मनपरी गरेको अवस्था छ । समुदायमा गएका विद्यालयलाई थप सुविधाहरू आवश्यक छ ।
 - **पत्रकार** : (बढी सहभागी खगेन्द्र घिमिरे पत्रकार महासंघ, धनकुटा) : समुदायमा जाने र नजाने विद्यालयमा खासै फरक देखिएको छैन । राजनैतिक आस्ताका आधारमा र शिक्षण अनुमति पत्र नलिएका पनि शिक्षक नियुक्ति गरिएकाछन् । शिक्षक र विद्यार्थीको अनुपातमा शिक्षक मिलान छैन र विषयगत शिक्षक नभएमा गुणस्तर कायम हुन सक्दैन । विद्यालय व्यवस्थापन समितिलाई आफ्नो हक अधिकारवारे पर्याप्त जानकारी छैन । विद्यालयको सुधारका लागि अनुगम संयन्त्र बलियो हुनुपर्छो । समुदायमा लैजाने र जाने कुराको बढी चर्चा र विरोध अवरोध छ । यसमा सरकारले स्पष्ट धारणा राख्नुपर्छ ।
७. **क्षेत्रीय शिक्षा निर्देशनालय का शा.अ. श्री जनार्दन नेपाल**ले अधिकांश विद्यालयहरू प्रोत्साहन रकम पाइने आशाले गएका र सरकारको नीति अस्पष्ट रहेको बताउँदै नियमावलीमा भएको व्यवस्था कार्यान्वयन गर्नु पर्ने बताउनु भयो । यसै गरि क्षेत्रीय शिक्षा निर्देशनालयका शा.अ. श्री दुर्गा खरेलले कार्यक्रमको नीति नियम वारे पूर्ण जानकारी क्षेत्रीय शिक्षामा पनि नरहेको बताउँदै आवश्यक स्रोत सामग्री समयमा नै क्षेत्र र जिल्लामा उपलब्ध गराएको भए हामीलाई थप जानकारी हुने थियो भन्नु भयो । कार्यक्रम राम्रो भएको तर समुदायमा थप सचेतना जगाउनु पर्ने खाँचो रहेको श्री खरेलले बताउनु भयो । **जि.शि.अ. श्री दामोदर दाहाल**ले दरवन्दी बाँड्न नसकिएको, अपांग कोटाको तलव नआएको, नि.मा.वि. र मा.वि. को कोटा वाध्यात्मक तरिकाले आएको बताउँदै समुदायमा गएका र नगएका बीच भिन्नता हुनु पर्ने जस्ता कुराहरू स्पष्ट भएमा यस जिल्लामा तत्काल १०० भन्दा बढी विद्यालय समुदायमा जान सक्ने बताउनु भयो । उहाँले यस किसिमको गोष्ठी विद्यालय तहमा गरियो भने धेरै प्रभावकारी हुने । **क्षेत्रीय शिक्षा निर्देशनालयका क्षेत्रीय निर्देशक श्री महमूद आलम खाल** ले वि.सं. २०२९ सालमा उहाँकै सक्रियतामा कास्कीमा धेरै विद्यालय समुदायमा लगेको र ती विद्यालयहरूले भौतिक सुविधा विस्तार लगायत अन्य पक्षमा निकै परिवर्तन गरेका कुरा बताउँदै विद्यालयमा शिक्षकहरूको तलव फरक रहेको र तलव फरक फरक खाने शिक्षकले गर्दा गाह्रो परेकोछ भन्दै शिक्षक नियुक्ति, सरुवा, बढुवा, सेवा शर्त आदि

कुराहरुमा सहजै कितानका साथ कानूनमा आएमा वेश हुने बताउनु भयो । केन्द्रमा बस्नेहरुले सोचेर काम नगर्नाले जिल्ला र क्षेत्रमा कार्य गर्ने कुरा गाह्रो भएको गुनासो पनि पोख्नु भयो ।

८. सहभागीहरुका जिज्ञासा पछि केन्द्रिय तहका कार्यक्रम र नीति नियममा भए गरेका व्यवस्थाका बारेमा स्पष्ट पार्ने काम भएको थियो । यस क्रममा मोरङबाट आएका श्री शारदा प्रा.वि. कर्सियाका प्र.अ. श्री रवी राजवंशीले करीव ३० मिनेटको समयमा आफूले भोगेका र गरेका कुराको जानकारीका साथ सरोकारवालाहरुको जिज्ञासा सरोकारवालाहरुकै प्रतिनिधित्वबाट हुने गरी संबोधन गर्नुभएको थियो । यसका मुख्य बुँदा बाकस १ मा राखिएको छ ।

बाकस १ : श्री शारदा प्रा.वि. कर्सियाका प्र.अ. श्री रवी राजवंशीको अनुभव प्रस्तुती

हामी अधिराज्यभरीमै सवैभन्दा पहिले समुदायमा जाने काम गरेका थियौं । त्यति बेला पनि हामी आर्थिक प्रलोभन वा अन्य आशाका भरमा गएका थिएनौं । त्यति बेला त जम्मा १० हजार दिने व्यवस्था थियो । हामी बुझेर र नीति नियमहरुमा के कस्ता व्यवस्था छन् तिनीहरुको अध्ययन गरेरनै गएका हौं । म एक प्र.अ. भएकाले शिक्षकहरुलाई नै आघात पुग्ने कुनै त्यस्तो नीति भएको भए म जाने थिइन होला । यो विद्यालय रुपान्तरणको प्रयास हो । हामी हाम्रो विद्यालय भन्ने भावना किन राख्न सक्दैनौं ? विद्यालय आफ्नो हो र यसको सवै स्यहार सुसार सञ्चालन हामी अर्थात समुदायले गर्नुपर्छ भन्ने अभिप्राय यसमा रहेकाले हामी समुदायमा गएका हौं । सामुदायिक विद्यालय भनेको समुदायको हो तर शिक्षा राज्यको दायित्व भएकाले त्यस विद्यालय मार्फत पुऱ्याइने सेवामा सरकारको सहयोग ग्यारेन्टी हुनुपर्छ । शिक्षालाई कानूनले नै अधिकारका रुपमा व्याख्या गरेकाले यसलाई कसैले हरण गर्न सक्दैन । रह्यो शिक्षकहरुको सेवा शर्त र सुविधाका कुरा, सेवा शर्त र सुविधा भन्ने कुरा त विद्यालय रहे भने र विद्यार्थी रहे भने मात्र आउने कुरा हुन् । विना विद्यालय र विद्यार्थी यो सुविधा गाउँमा आउँदैनन् । हामी हाम्रो मात्र हेर्छौं तर खास मुख्य कुरा त विद्यार्थी अनि तिनीहरुलाई प्रदान गराउने शिक्षा नै हो । मेरो पनि पुरानो अनुभवमा शिक्षकको सेवा शर्त र सुविधामा सरकार पन्छिन खोजेको हो वा आर्थिक दायित्वबाट भाग्न खोजेको भन्ने जुन कुरा छ त्यो हैन र मैले भोगेको पनि छैन । त्यो हुनै सक्दैन कुनै नियम वा कानून पनि छैन । हामी यति सहज र थप सेवा सुविधा प्राप्त गरेका छौं जसले गर्दा विद्यालयको रुप रंग नै बदल्न सक्यौं । क्षेपिनी श्री खाँ पहिला मोरङको जि.शि.अ. हुँदा मेरो विद्यालयमा जानु भएको थियो । यदि वहाँलाई मौका मिल्छ र अब मेरो विद्यालय आउन सक्नुहुन्छ भने विद्यालय चिन्नु हुन्न त्यसको सवै रुप रंग बदलिएको छ । त्यो मात्रै समुदायको सक्रियता र सरकारको सहयोगबाट सम्भव भएको हो । मोरङमा अब बहुमत संख्या समुदायमा जानको भइसक्यो । हामीहरुको साभ्ना प्रयास विद्यालय सुधारमा केन्द्रित छ । धेरै सहयोग पनि आयो र विद्यालयले प्रगति पनि गरेका छन् । मोरङमा समुदायमा गएको र नगएको विद्यालय अब बाहिरैबाट छुटिन सक्छ । यहाँ मैले सुने जि.शि.का. र क्षेत्रीय कर्मचारीमा मै पनि धेरै अन्यौलता रहेछ । तर यस्तो नहुनु पर्ने हो । म एक प्र.अ. भएर धेरै कुरामा प्रष्ट छु र अगाडि बढिरहेको छु भने कर्मचारी नै प्रष्ट नहुनु राम्रो हो जस्तो मलाई लाग्दैन । सरहरुले भनेजस्तै ऐन नियम गलतनै छै त्यसको व्याख्या र प्रयोग गलत हुन सक्छ । ऐन नियम बनाउने देखि धेरै कार्यक्रममा म सहभागी भएका कारण म आत्म विश्वासका साथ भन्न सक्छु समुदायमा जानु बाहेक अर्को विकल्प छैन । मेरो विद्यालयमा विगत २-३ वर्षमा विभिन्न जिल्लाका सयौं विद्यालयहरुका सरोकारवालाहरु भ्रमणका लागि आए । धेरै कुरा सिकेर पनि गएका छन् । हामीले धेरै परिवर्तन गर्न सफल भएका छौं त्यसको अनुसरण हाल अधिराज्यभर भइरहेका छन् ।

९. शिक्षा विभागका फोकल पर्सन श्री ओम शर्माले सहभागीहरुलाई विभिन्न क्षेत्रसँग गाँसेर उनीहरुको साभ्ना विज्ञासालाई बुँदागत रुपमा बताउनु भएको थियो । उहाँले बताउनु भएका बुँदाहरु अनुसूची ३ मा राखिएको छ ।

१०. कार्ययोजना निर्माण : जिज्ञासाको समाधान गर्ने काम सकिएपछि समूहमा साभ्ना सहमतका बुँदा तय गर्ने कार्य भएको थियो । सामुहिक रुपमा छलफल गरेपछि सवै स्रोतव्यक्ति र केही प्र.अ.हरुले आगामी दिनमा समुदायमा जाने कि नजाने भनेर कसैले प्रश्न गर्छ भने अब दुक्कसाथ समुदायमा गए हुन्छ केही फरक पर्ने रहेनछ भन्ने कुरामा साभ्ना सहमत भएका थिए । समुदायमा गइसकेका विद्यालयहरुले आगामी दिनमा थप सहयोग लिने कार्यक्रममा बढी सक्रियता देखाउनु पर्ने र केही न केही प्रगति गरेर देखाउने प्रतिवद्धता पनि जाहेर गरेका थिए । कार्यक्रममा सहभागी स्रोतव्यक्तिहरूसँग छलफल गरि समुदायद्वारा विद्यालयको व्यवस्थापनको लागि आ आफ्ना क्षेत्रमा प्रभावकारी ढङ्गले सचेतना अभियान सञ्चालन गर्ने मौखिक प्रतिवद्धता प्राप्त भए पनि लिखित कार्ययोजना भने बनाइएको थिएन ।

११. कार्यक्रमको समापन : कार्यक्रमको अन्तिम सत्रमा मन्त्रव्यको क्रममा त्रीवेणी मा.वि.का. प्र.अ. श्री इश्वरी अधिकारीले दरवन्दी अभाव रहेकाले यसको समाधान हुनु पर्ने, समुदायमा गएपछि थप प्रोत्साहन अनुदान र थप सहयोग आउनु पर्ने बताउँदै यस किसिमको कार्यक्रम सवै स्रोतकेन्द्र र विद्यालय तहमा सञ्चालन गरिनु पर्ने बताउनु भयो । क्षेत्रीय निर्देशक श्री महमूद आलम खाले समुदाय केन्द्रित कार्यक्रम सफल भएको उदाहरण दिँदै अभिभावक सक्रिय बनाउने खालका कार्यक्रम त्याइनु पर्ने बताउनु भयो । जि.शि.अ. श्री दामोदर दाहालले समुदाय आफै सक्रिय भएर व्यवस्थापन

जिम्मेवारी लिएका र थप सहयोगका कार्यक्रम भएमा निकै राम्रो हुने बताउँदै केन्द्रमा शिक्षक युनियनसँग कुरा मिलेमा यस जिल्लामा तुरुन्तै सबै विद्यालय समुदायमा जाने बताउनु भयो ।

१२. उपलब्धि : यस कार्यक्रमबाट प्राप्त निम्न बमोजिम उपलब्धिहरु प्राप्त भएको थियो ।

१. धनकुटा जि.शि.का.को आयोजनामा यस किसिमको कार्यक्रम पहिलो पटक भएकाले सबैले यसलाई निकै महत्वपूर्ण कार्यक्रमको रूपमा लिई आगामी दिनमा प्राथमिकताका साथ अगाडि बढ्ने गरी अन्यौलता हटाइएको,
२. स्रोतव्यक्तिहरुलाई नीतिगत र शिक्षकहरुका विरोधका वारेमा प्रष्ट पारी आगामी दिनमा विद्यालयमा जाँदा सरोकारवालाहरुसमक्ष साभ्ना सहमतका साथ अगाडि बढ्ने गरी प्रेरणा मिलेको र क्षमतामा पनि वृद्धि भएको,
३. शिक्षक, अभिभावक, पत्रकार र सम्बन्धित कर्मचारीहरुको सबैको जिज्ञासा समेटी ठोस निष्कर्ष निस्केकोले आगामी दिनमा आइपर्ने वा राखिने जिज्ञासा सजिलै मेटाउन सबै क्षेत्रका व्यक्तित्वहरुको क्षमतामा वृद्धि भएको,
४. आगामी दिनमा स्रोतकेन्द्रस्तरीय र विद्यालय स्तरीय क्षमता अभिवृद्धि गर्ने कार्यमा सहयोग गर्न जिल्ला संयोजकको चयन यसका लागि स्रोतव्यक्ति श्री रियन्द्र प्रसाद गुरागाईलाई तोकिएको ।

१३. निष्कर्ष : यस जिल्लाको यो कार्यक्रमको समग्र मूल्याङ्कन गर्दा निकै फलदायी र उपयोगीमूलक सिद्ध भएको महशुस गर्न सकिन्छ । शा.अ. र केही वि.नि. एवम. स्रोतव्यक्तिहरु यस कार्यक्रम प्रति सकारात्मक भएपनि विविध कारणले गर्दा सक्रियरूपमा लाग्न सकेको पाइएन । क्षेत्रीय शिक्षामा कार्यरत शा.अ. जनार्दन नेपालले सरोकारवालाहरुकै अगाडि यसको औचित्य नरहेको र गलत कार्यक्रम रहेको जस्ता प्रतिक्रिया व्यक्त गर्नु आफैमा दुखदायी कुरा रहेको, उनकै जिज्ञासामा संबोधन गरी सरोकारवालाहरुकै रोहवरमा नीतिगत स्पष्टता र सरोकारवालाहरुले चाहैकै कानून र कार्यान्वयनका वारेमा यथार्थ जानकारी दिएपछि उनि आफैमा पछि पश्चातापको महशुस गरेको पाइयो । एकदिने कार्यक्रम पश्चात केही स्रोतव्यक्तिहरु निकै उत्साहितका साथ अब सामुदायिक अभियानमा पुनः लाग्ने अठोटका साथ अगाडि बढ्ने कुरा व्यक्त ।

१४. सुभाब : कार्यक्रमका वारेमा सहभागीहरुबाट कार्यक्रमको लागि निम्न सुभाबहरु प्राप्त भएको थियो।

१. कार्यक्रमको समयावधि कम भएको ।
२. सहभागी अलि बढी बनाउनु पर्ने हो की भन्ने पनि लाग्यो । सहभागीमा जि.शि.का.का कर्मचारी र स्रोतव्यक्ति लगायत स्थानीय तहका कार्यरत गैरसरकारी संस्थाका प्रतिनिधि, नागरिक समाजका प्रतिनिधि र शिक्षा बुद्धिजीवी समेत राखेमा प्रभावकारी हुने ।
३. कार्यक्रम जिल्ला शिक्षा कार्यालयको भवनमा गर्नु उपयुक्त नहुने र सकेसम्म केही टाडा नै गर्दा राम्रो हुने किन भने जि.शि.का.का कर्मचारी र पूर्ण समय दिन सक्नु,
४. कार्यक्रमको आयोजना जि.शि.का.द्वारा नै भएमा राम्रो हुने । अन्य गैर सरकारी वा संघ संस्थाको भनेपछि अलि फरक दृष्टिकोण राखिने हुनाले आयोजक जि.शि.का. नै हुँदा राम्रो हुने ।
५. कार्यक्रममा पोख्त सरोकारवालाहरुमध्येकै विज्ञलाई समावेश गरियो भने धेरै प्रभावकारी हुने देखियो । अन्यत्र पनि कार्यक्रम आयोजना गर्दा समुदायमा व्यवस्थापनको जिम्मा लिई आत्मविश्वास बढी भएका प्र.अ. वा अध्यक्षलाई संलग्न गराई जिज्ञासा मेटाउनमा सरिक गराइएमा निकै प्रभावकारी हुने देखियो । भ्नापामा केशव ओझा र रवी राजवंशी र धनकुटामा रवी राजवंशीको अनुभव सबैलाई पुग्नेगरी थियो ।
६. कुनैपनि जिल्लाका यसखाले कार्यक्रम सञ्चालन गर्दा सञ्चारका माध्यमलाई बढी परिचालन गर्ने र उनीहरुलाई छुट्टै एक घण्टाजति नीतिगत अन्यौलताका वारेमा र यथार्थ कुराको सही कागजी प्रमाण सहित जानकार गराइयो भने त्यसको सकारात्मक सन्देश सबैमा पुग्ने हुनाले कार्यक्रमले व्यापकता पाउने देखियो । जस्तै यस जिल्लामा सबैजसो पत्रिकाले विभिन्न शीर्षकमा सकारात्मक सन्देश प्रवाह गरी आम जनमानसमा यथार्थ सूचना प्रवाह भएको थियो । त्यसैले सञ्चारका माध्यमलाई सहभागीकैरूपमा उपस्थित गराउनु पर्ने देखिन्छ ।

खण्ड ३ : जिल्लामा सञ्चालन गरिएका अन्य कार्यक्रमहरु

१५. स्रोतकेन्द्र स्तरीय कार्यशाला : स्रोतव्यक्तिको संयोजकत्वमा २०६४ फागुन १० गते चुडवाङ्ग, फागुन ११ गते बेलाहारा र १२ गते आँखि सल्ला गाविस अर्न्तगतका विभिन्न ३० विद्यालयका विव्यस पदाधिकारी, प्रअह गरि ४२ जना सहभागीहरु बीच विद्यालयको व्यवस्थान जिम्मेवारी संबन्धित विद्यालय व्यवस्थापन समितिले जिम्मा लिने सम्बन्धमा छलफल बैठक आयोजना गरिएको थियो । उक्त बैठकमा ऐन, नियममा भएका व्यवस्था, देशभर व्यवस्थापन जिम्मेवारी लिएका विद्यालय वारे जानकारी दिइएको थियो । यसै गरि विद्यालयको व्यवस्थापन जिम्मेवारी लिँदा र नलिँदाका फाइदा, वेफाइदाहरु वारे छलफल भएको थियो । छलफलका क्रममा सहभागीहरुबाट निम्न फाइदा र सुधारगर्नु पर्ने पक्षहरु व्यक्त गरिएको थियो ।

फाइदा	सुधार गर्नु पर्ने पक्ष
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● भौतिक सुधारमा मद्दत भएको	● राहत दरवन्दीलाई स्थायी रूपान्तरण गर्नु पर्ने
● राहत दरवन्दी प्राप्त भएको	● राहत दरवन्दीका शिक्षकको पारिश्रमिक वृद्धि गरिनु पर्ने
● व्यवस्थापन समितिमा केही जिम्मेवारी वहन हुन थालेको	● थप सहयोगको लागि रकम अनुदान व्यवस्था गर्नु पर्ने
● अभिभावकहरुमा केही अग्रसरतामा वृद्धि भएको	● जनचेतनाका कार्यक्रम राख्न पर्ने
● विद्यार्थी नियमिततामा केही सुधार भएको	● नीति नियममा स्थायीत्व हुनु पर्ने

मागी स्रोतकेन्द्र अर्न्तगतका ३० विद्यालयहरु मध्ये ११ विद्यालयहरुको व्यवस्थापन जिम्मेवारी समुदायले लिइ सकेको र बाँकी १९ विद्यालयहरु यस कार्यक्रममा उत्साहित भई लिन इच्छुक रहेका छन् ।

१६. घटना अध्ययन : यस जिल्लामा समुदायद्वारा व्यवस्थापन जिम्मेवारी लिएका निम्न विद्यालयहरुको घटना अध्ययन भएको थियो ।

क्र.सं.	विद्यालय कोड नं.	विद्यालयको नाम	ठेगाना
१		ठाकुरदेवी प्रावि	
२		गोकुण्डेश्वर उमावि	
३		सरस्वती प्रावि	

१७. विद्यालय रिपोर्ट कार्ड प्रणाली : यस जिल्लाका निम्न विद्यालयहरुको विद्यालय रिपोर्ट कार्ड निर्माण भएको छ ।

क्र.सं.	विद्यालय कोड नं.	विद्यालयको नाम	ठेगाना
१	०७०१५००१६	गोकुण्डेश्वरी उमावि	धनकुटा न.पा.
२		ठाकुरदेवी प्रावि	
३		सरस्वती प्रावि	

खण्ड ४ : जिशिकाको पुनरावलोकन

१८. जिशिका वाट मिति सम्म भएका कार्यहरुको समिक्षा एवम् पुनरावलोकन गरियो । समुदायद्वारा विद्यालयको व्यवस्थापन सचेतना कार्यक्रमको प्रगति तालिका २ मा निम्नानुसार रहेको छ ।

तालिका २ : विद्यालय प्रगति विवरण

	जिशिकामा सम्झौताका लागि निवेदन प्राप्त विद्यालय तह संख्या	सम्झौता भएका विद्यालय तह संख्या	अनुदान प्राप्त विद्यालय तह संख्या
२०६४ मंसिर मसान्त सम्म			
पौष			
माघ			
फागुन			
चैत्र			
वैशाख २०६५			
जेठ २०६५			
असार २०६५ (अनुमानित)			
जम्मा			

१९. सामुदायिक विद्यालय सचेतना गोष्ठी, कार्ययोजना निर्माण र सो को कार्यान्वयन प्रभावकारी भए, नभएको वारे कारण सहितको समिक्षा । (आधा पेजमा उल्लेख गर्ने वा नपुग भए वेग्लै संलग्न गर्नुहोस्)

खण्ड ५ : जिल्लास्तरीय पुनरावलोकन प्रतिवेदनको सारांश

जिल्ला : धनकुटा पुनरावलोकन मिति :
 जिल्लास्तरीय कार्यशाला मिति : २०६४।१०।२९ सहभागि संख्या : ३५
 स्रोतकेन्द्रस्तरीय कार्यशाला मिति : २०६४।११।१०, ११ र १२ सहभागि संख्या : १५,१८,१३

सरोकारवालाहरु	सकारात्मक पक्ष	मुद्दाहरु	सुझाव
विव्यस/अशिसं	<ul style="list-style-type: none"> विद्यालयलाई थप सुविधा र सहयोगको प्राप्ती विद्यार्थीको नियमिततामा सुधार आएको 	<ul style="list-style-type: none"> विव्यस लाई आफ्नो हक, अधिकार वारे पर्याप्त जानकारी नभएको 	<ul style="list-style-type: none"> सरोकारवालाहरुको क्षमता अविभूद्धिको लागि थप कार्यक्रम सञ्चालन गरिनु पर्ने
प्रअ	<ul style="list-style-type: none"> प्रअको नेतृत्वदायी भूमिका 		<ul style="list-style-type: none"> विद्यालयको विकासका लागि समुदायमा जानु बाहेक अर्को विकल्प नभएको
शिक्षक/शिक्षक युनियन	<ul style="list-style-type: none"> शिक्षक राहत कोटा पाइएको नीजि स्रोतबाट राखिएका शिक्षकहरुले राम्रो सँग पठनपाठन गराउने गरेको 	<ul style="list-style-type: none"> अखिल नेपाल शिक्षक संघनट क्रान्तिकारीबाट चर्को विरोध र धम्की प्राप्त समुदायका गएका विद्यालयका शिक्षकको नियुक्ति र बढुवा आदि प्रक्रियामा विवाद राजनीतिक आस्थामा र शिक्षक अनुमति नभएकालाई पनि नियुक्ति गरिएको शिक्षक र विद्यार्थीको अनुपातमा शिक्षक दरवन्दी नभएको 	<ul style="list-style-type: none"> प्रअ र शिक्षकबाट भएको विरोधलाई केन्द्र तहमा नै सहमतिमा ल्याइनु पर्ने शिक्षकको सेवा, शर्त र सुविधा सम्बन्धि कुराहरु सहजै कितानका साथ ऐन नियमावलीमा व्यवस्था गरिनु पर्ने राहत दरवन्दीलाई स्थायी दरवन्दीमा रुपान्तरण गरिनु पर्ने
स्रोतव्यक्ति	<ul style="list-style-type: none"> विरोध भएपनि जानकारी प्रष्ट सँग दिन सकिएको आफ्नो क्षेत्रमा सचेतना कार्यक्रमलाई प्रभावकारी ढंगले सञ्चालन गर्ने मौखिक प्रतिबद्धता प्राप्त भएको 	<ul style="list-style-type: none"> नीति नियममा गरेका परिवर्तनवारे समयमा नै जानकारी नहुनु स्रोतव्यक्तिबाट लिखितरूपमा कार्ययोजना तयार नगरिनु 	<ul style="list-style-type: none"> शिक्षा सँग सम्बन्धित स्रोत सामाग्री र जानकारी स्रोतकेन्द्रमा उपलब्ध गराइनु पर्ने
जिशिका		<ul style="list-style-type: none"> जिशिकाबाट अनियमितता भएको (बढुवा भएर गएको शिक्षकको ठाउँमा जिशिकाले जवरजस्ती गरि २४ घण्टे पुर्जि काटी दरवन्दी काटिएको) 	
अन्य		<ul style="list-style-type: none"> समुदायमा जाने र 	<ul style="list-style-type: none"> विद्यालयको सुधारका लागि अनुगमन

		<p>नजाने विद्यालयमा खासै फरक नदेखिएको</p>	<p>संयन्त्र बलियो बनाइनु पर्ने</p> <ul style="list-style-type: none"> ● सञ्चार माध्यममार्फत सूचना, जानकारीहरुको सबै सरोकारवाला समक्ष पुर्याइनु पर्ने ● शिक्षा नीति र नियममा स्थायित्व हुनु पर्ने
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६ : सिप्रेकका विशेषज्ञको पुनरावलोकन

जिल्लामा सञ्चालित कार्यक्रमको समष्टिगत मुल्यांकन

जिल्ला :

गतिविधि	ज्यादै सफल	सफल	ठिकै	कमजोर	असान्दर्भिक
१. जिल्लास्तरीय सचेतना कार्यशाला					
२. स्रोतकेन्द्रस्तरीय सचेतना कार्यशाला					
३. जिशिकाको भूमिका					
४. स्रोतव्यक्तिको भूमिका					
५. प्रतिवेदन तयारी					
६. जिशिकाको पुनरावलोकन					
७. विद्यालयको व्यवस्थापनको जिम्मेवारी समुदायले लिने सम्बन्धी उपलब्धि					
८. शिक्षा विभागको सहभागिता					
९. सिप्रेकको को टिमवर्क					
१०. विद्यालय रिपोर्ट कार्ड प्रणाली					
११. विद्यालय नेटवर्किङ्ग					
१२. घटना अध्ययन					
१३. विद्यालयको विशेषता अध्ययन					

अनुसूचीहरू

अनुसूची १: जिल्ला स्तरीय परिचयात्मक गोष्ठीका सहभागिहरूको नामावली

क्र.सं	सहभागिको नाम	पद	संस्था
१.	महमूद आलम खाँ	क्षेत्रिय शिक्षा निर्देशक	क्षेशिनि, पूर्वाञ्चल
२.	दामोदर दाहाल	जिशिक्षा	जिशिक्षा, धनकुटा
३.	दुर्गा प्रसाद खरेल	शा.अ.	क्षेशिनि, धनकुटा
४.	मोहन कृष्ण श्रेष्ठ	प्राचार्य	गो.वा. उ.मा.वि.
५.	विरेन्द्र कुमार श्रेष्ठ	का.वा अध्यक्ष	गो.वा. उ.मा.वि
६.	गुरु प्रसाद अधिकारी	प्रअ	स.प्रा.वि.
७.	उजुरसिंह लिम्बू	स्रोतव्यक्ति	चुलाचुली स्रोतकेन्द्र
८.	विन्दुकुमार लावती	स्रोतव्यक्ति	जितपुर स्रोतकेन्द्र
९.	गोपाल भट्टराई	प्रअ	जलपारेडी उमावि
१०.	हरिप्रसाद घिमिरे	प्रअ	भाषा उमावि
११.	गोपाल भण्डारी	शिक्षक	साताठूले मावि
१२.	गोविन्दप्रसाद दाहाल	प्रा.स.	जिशिक्षा
१३.	डिकबहादुर पुरी	अध्यक्ष	राम निमावि
१४.	भूपदेव राई	स्रोतव्यक्ति	त्रिवेणी स्रोतव्यक्ति
१५.	मोहनप्रसाद शाही	प्रअ	राम निमावि
१६.	ईश्वरीप्रसाद अधिकारी	प्रअ	त्रिवेणी मावि
१७.	हरिप्रसाद लिम्बू	अध्यक्ष	राम मावि
१८.	खगेन्द्र प्र. आचार्य	स्रोतव्यक्ति	पखिवास स्रोतकेन्द्र
१९.	महानन्द भट्टराई	स्रोतव्यक्ति	कुरुले तेनुपा स्रोतकेन्द्र
२०.	दिलिप कुमार कट्टेल	स्रोतव्यक्ति	डाँडावजार स्रोतकेन्द्र
२१.	गणेश प्रसाद अधिकारी	वि.नि.	जिशिक्षा
२२.	पुष्पराज बराल	विनि	जिशिक्षा
२३.	रियन्द्रप्रसाद गुरागाँई	स्रोतव्यक्ति	जिशिक्षा
२४.	गणेश गुरागाँई	स्रोतव्यक्ति	जिशिक्षा
२५.	रवि राजवंशी	प्रअ	शारदा प्रावि
२६.	ईश्वरीप्रसाद ओझा	प्रा.स.	जिशिक्षा
२७.	जनार्दन नेपाल	शा.अ.	क्षेशिनि, पूर्वाञ्चल
२८.	शिवप्रसाद घिमिरे	प्रा.स.	जिशिक्षा
२९.	महानन्द पोखरेल	प्रअ	गोकुण्डेश्वर उमावि
३०.	रमेशबहादुर दाहाल	शा.अ.	जिशिक्षा
३१.	निराजन राई	पत्रकार	जनविश्वास
३२.	अञ्जना ताम्नी	पत्रकार	नेपाल १
३३.	खगेन्द्र घिमिरे	पत्रकार	पत्रकार महासंघ
३४.	नगेन्द्र राई	पत्रकार	द्य धनकुटा हराल्ड
३५.	राजेश वाह	पत्रकार	नयाँ पत्रिका दैनिक
३६.	देवी प्रसाद सुवेदी	प्रा.स.	जिशिक्षा
३७.	रामप्रसाद श्रेष्ठ	व.प्र.	शै.ता.के.सुनसरी

३८.	ओम शर्मा	सम्पर्कव्यक्ति	शिक्षा विभाग
३९.	देवीमाया पोखरेल	सहयोगी	जिश्िका
४०.	हरिप्रसाद तिम्लिसिना	सहयोगी	जिश्िका

अनुसूची २ : समुदायद्वारा विद्यालयको व्यवस्थापन हिजो, आज र भोली सम्बन्धी कार्यपत्र

सामुदायिक विद्यालयको व्यवस्थापन जिम्मा लिने भनेको विद्यालयको व्यवस्थापनमा विद्यालय व्यवस्थापन समिति र सरोकारवालाहरूको सहभागिता र संलग्नता बृद्धि गर्नु हो ।

शिक्षाको विकास एउटा गतिशील प्रक्रिया हो । शिक्षाको शुरूवात परिवारबाट नै हुने गर्दछ। यसै गरी बालबालिकाको सिकाई पनि परिवारबाट समुदाय हुँदै विद्यालय सम्म पुगेर व्यवस्थित हुने गर्दछ । नेपालको शैक्षिक विकासक्रमलाई नियालेर हेर्दा निम्न घटनाक्रम लाई नियाल्न सकिन्छ ।

समुदायमा आधारित विद्यालय व्यवस्थापनको विकास क्रम	
वि.सं. २००७ सम्म	केही सरकारी विद्यालयहरूको स्थापना
वि.सं २००७ देखि २०२८ सम्म	सामुदायिक विद्यालयहरूको स्थापनामा वृद्धि (करीव ४०००), विद्यालयको सञ्चालन खर्च स्वरुप २०-२५ प्रतिशत सरकारी सहयोग
वि.सं. २०२८ देखि २०५८	सामुदायिक विद्यालयहरूको राष्ट्रियकरण, शिक्षा विभागलाई शिक्षा मन्त्रालयमा गाभियो
वि.सं २०५८	स्वेच्छिकरुपमा विद्यालयको व्यवस्थापन जिम्मेवारी समुदायलाई दिने नीति
वि.सं. २०५९ देखि ०६४ माघ सम्म	जम्मा २३,००० विद्यालयहरू मध्ये ४,३०० भन्दा बढी सामुदायिक विद्यालयहरूको व्यवस्थापन समुदायबाट भएको

हाल शिक्षा ऐन (शिक्षा तथा खेलकुद सम्बन्धी केही नेपाल ऐन संशोधन गर्न बनेको ऐन), २०६३ को दफा ११ (थ) मा सामुदायिक विद्यालयको व्यवस्थापन जिम्मेवारी दिन सकिने व्यवस्था गरिएको छ । यस व्यवस्था अनुसार विद्यालयलाई थप अनुदान बढाउदै लैजाने उल्लेख गरिएको छ । समुदायलाई सशक्तिकरण गर्न मद्दत पुग्ने अपेक्षा गरी विद्यालय व्यवस्थापन समितिको अवधि २ वर्षबाट बढाई ३ वर्ष बनाइएको छ ।

विद्यालय व्यवस्थापनको जिम्मा समुदायले लिएपछि विद्यालयलाई प्राप्त हुने थप सहयोग :

१. एकमुष्ट प्रोत्साहन अनुदान (एक पटकका लागि प्रति तह रु १ लाख)
२. शिक्षक विद्यार्थी अनुपातको आधारमा थप राहत दरवन्दी दिने व्यवस्था
३. विभिन्न कार्यक्रमहरूमा प्राथमिकतामन साथ थप सहयोग उपलब्ध हुने व्यवस्था

सामुदायिक विद्यालयको विकासका लागि सरोकारवालाहरूलाई काम, कर्तव्य र अधिकार तथा विद्यमान नीति नियम वारे जानकारी गराई समुदायद्वारा विद्यालयको व्यवस्थापन जिम्मेवारी लिन उत्प्रेरित गर्ने उद्देश्यले सामुदायिक विद्यालय सचेतना कार्यक्रम सञ्चालन भएको छ । पहिलो सचेतना कार्यक्रममा सप्तरी, भोजपुर, गुल्म, रूपन्देही, डडेल्धुरा र बझाङ जिल्लाका ४० वटा सामुदायिक विद्यालय र दोश्रो कार्यक्रममा ताप्लेजुङ्ग, पाँचथर, मोरङ्ग, खोटाङ्ग, सर्लाही, रामेछाप, काभ्रे, बारा, कास्की, बाग्लुङ्ग, कपिलवस्तु, सल्यान, दाङ्ग, जाजरकोट, कैलाली र बैतडी गरी १६ जिल्लाका १५५ सामुदायिक विद्यालयमा सचेतना कार्यक्रम सञ्चालन गरिएको थियो ।

हाल शिक्षा विभाग र सिप्रेकबाट जनवरी २००७ देखि जून सम्मका लागि देशका ४० वटा जिल्लाहरूमा सामुदायिक विद्यालय सचेतना कार्यक्रम सञ्चालन भएको छ । यस कार्यक्रमको उद्देश्य निम्नानुसार रहेको छ ।

- समुदायले विद्यालयको व्यवस्थापन जिम्मेवारी लिने सम्बन्धमा सरोकारवालाहरूमा सचेतना अभिवृद्धि गर्ने ।
- समुदायको क्षमता अभिवृद्धि गरी समुदायलाई विद्यालयको कुशल व्यवस्थापन गर्नका लागि सहयोग पुऱ्याउने ।
- सामुदायिक विद्यालयको व्यवस्थापकीय जिम्मेवारी समुदायलाई दिनको लागी आवश्यक स्रोत, साधन र जनशक्तिको परिचालन गर्ने ।
- समुदायद्वारा विद्यालयको व्यवस्थापन लिएका विद्यालयको घटना अध्ययन गर्ने ।
- विद्यालय प्रतिवेदन कार्ड प्रणालीको विकास गरी लागू गर्ने ।
- सामुदायिक विद्यालय र समुदायद्वारा व्यवस्थापन जिम्मा लिएका विद्यालयबीच सम्बन्ध बढाउने ।

अनुसूची ३ : सहभागिबाट उठाइएका जिज्ञासाको समाधानका लागि व्यक्त बुँदाहरु

- **प्रश्न तथा शिक्षकहरुको जिज्ञासाका बारेमा :** शिक्षक वर्गलाई उपेक्षा गरेर सरकार विद्यालय रुपान्तरणमा सफल हुन्छु भन्न खोज्नु मुख्यता हो र यस्तो सोचाइ वा गराइ पनि रहेको छैन । राष्ट्रमा राजनैतिक परिवर्तन त गर्न सक्ने शिक्षकहरुको ठूलो वर्गले शैक्षिक नियम र कानून गलत भएमा त्यो छिन्नभरमा परिवर्तन गर्न सक्छन् । हामी बढे लेखेका र बौद्धिक वर्गमा पर्ने हौं । यस कार्यक्रमका बारेमा विद्यमान नीति नियममा कहाँ नै कुन बुँदामा रहेको कानूनले शिक्षकलाई के कस्तो गाह्रो सारो पारेको छ त्यसलाई किटान गरी सुझाव दिनु शिक्षकको दायित्व पनि हो । शिक्षक युनियनले यस कार्यक्रमको विरोध गरेका होइनन् उनीहरुको सहमत छ मात्रै केही बुँदाहरुमा असहमत मात्रै रहेको हो त्यो भनेको शिक्षकको नियुक्ति र बढुवाको अधिकार शिक्षक सेवा आयोगमा वा केन्द्रीय तहमै हुनुपर्छ भन्ने मात्रै छ । शिक्षक नियुक्ति गर्ने अधिकार समुदायमा रहे पनि के कस्ता योग्यताका शिक्षक कुन प्रणालीबाट नियुक्ति गर्ने भन्ने बारेमा अझै पनि निर्देशिका जारी नभएकाले कार्यान्वयनमा नआइसकेको हो र यस सन्दर्भमा शिक्षकहरु दुक्क भए हुन्छ जाहाँ जे जसरी राखेपनि शिक्षकहरुको पेशा सुरक्षण र योग्य शिक्षक मात्र प्रवेश गराउने विधिहरु प्रयोग पक्कै हुनेछन् । शिक्षकहरुको पाटोबाट यस कार्यक्रममा अवरोध गर्नुपर्ने कुनै नीतिगत कारण छैन यहाँहरु प्रष्ट भए हुन्छ र राम्ररी अध्ययन गर्नुहोस र बुझेर समुदायमा जानुहोस तर गइसकेपछि कम्से कम कुनै न कुनै क्षेत्रमा प्रगति गर्नेगरी योजनावद्ध तरिकाले अभिभावकको मनजितेर जानुहोस । गइसकेका शिक्षकहरुका लागि मेरो अनुरोध छ तपाइहरुले केही न केही परिवर्तन गर्ने खालको योजना बनाई अगाडि बढ्नुहोस पक्कै पनि सरकारले समुदायमा गएका विद्यालयलाई पहिलो प्रथमिकतामा राखि सहयोग निरन्तर दिने छ ।
- **स्रोतव्यक्तिहरुको जिज्ञासाका बारेमा :** समुदायमा रहेका सरोकारवालाहरुको प्रत्यक्षरूपमा सम्पर्क र संवाद हुने व्यक्ति नै स्रोतव्यक्ति हो । विद्यालय शिक्षाको सुधारमा धेरै महत्वपूर्ण भूमिका निर्वाह गर्ने व्यक्ति भएकाले आफू स्वयम्लाई बढी जानकार बनाउनु अति आवश्यक छ । सामुदायिक विद्यालय सहयोग कार्यक्रम अन्तर्गत पाउने अनुदानको कार्यप्रणाली निर्देशिका अनुरूप विद्यालयहरुलाई नियमानुसारको प्रक्रिया पूरा गराई रकम माग गर्न लगाउनु पर्ने थियो त्यो अज्ञानता बस भनौ वा के कारणले भएन पक्कै पनि स्रोतव्यक्तिहरुको कमजोरी हो । समुदायमा जान पर्नाका कारण, विद्यमान नीति नियम र शिक्षकहरुले उठाएका मागका बारेमा के कस्तो व्यवस्था छ यि आदि कुराहरुमा स्रोतव्यक्ति जानकारी हुनु पर्छ भनेर नै यसखाले कार्यक्रम धनकुटामा पनि आयोजना गरिएको हो । सामग्रीको राम्ररी अध्ययन गरि सही एवम् तथ्य सूचना समुदायमा प्रदान गर्न सकियोस् भन्ने अभिप्राय यस कार्यक्रमको रहेको हो । समुदायमा जान प्रेरणा दिनु तपाइहरुको दायित्व हो । समुदायमा गएपछि केही न केही फरक प्रगति देखाउन प्राविधिक सहयोग उपलब्ध गराउनु पनि यहाँहरुकै दायित्वभित्र पर्दछ । सरकारको आधिकारिक निकाय स्रोतकेन्द्रलाई लक्ष्य गरी आगामी दिनमा थप कार्यक्रम पनि आउनेछन् ।
- **जि.शि.का. र क्षेत्रीय स्तरका कर्मचारीको जिज्ञासाका बारेमा:** शिक्षा ऐन, नियममा भएको व्यवस्थाका बारेमा जि.शि.का. र क्षेत्रमा कार्यरत कर्मचारीहरुमा पूर्ण जानकारी त हुनै पर्ने हो । यस कार्यक्रमको जति चर्चा र विरोध अवरोध आएको सुनियो त्यसमा विद्यमान कानूनमा भएको कुराका बारेमा आफू स्पष्ट भई वाकालत गर्न सक्ने चाही हुनैपर्छ । राहात कोटा र शिक्षक दरबन्दीको कुरामा राहत भनेको यहाँहरुलाई थाहानै छ सरकारले दरबन्दी उपलब्ध गराउन नसकेको अवस्थामा वैकल्पिक उपाय मार्फत राहत कोटा अर्थात राहात दरबन्दीमार्फत पूर्ति गरेको हो । यसले स्वभाविक रूपमा धेरै किसिमका तलब खाने शिक्षक भए तर विद्यार्थीको पढाइलाई मर्का पार्न त भएन भनेर वैकल्पिक मार्ग खोजिएको हो तर आखिर विद्यार्थी संख्याको आधारमा नै कायम हुने भएकाले यसलाई विशेष ध्यान भने दिनुपर्छ । विरोध अवरोध र धम्की पनि आउने बारे चर्चा गर्दा मोरङमा शिक्षक संघको अध्यक्षको विद्यालय सवैभन्दा पहिले समुदायमा गयो । दसरकार शिक्षाको दायित्वबाट पन्छिन सक्दैन र यसमा नीतिगत त्रुटी त छैन तर व्यवहारमा कतै गाह्रो हुन्छ की भन्न हो स्थानीय समुदायलाई दिन लागेको अधिकार नलिने कुरा आउँदैन । जि.शि.कामा सम्बन्धित कार्यक्रम हेर्ने र सवै कर्मचारी यसको सही र तथ्यपरकरूपमा जानकार हुनु जरुरी छ र सोही अनुसार वाकालत गर्नुपर्ने दायित्व पनि हो ।
- **व्यवस्थापन समितिका पदाधिकारीहरुको जिज्ञासाका बारेमा :** समुदायमा गएका विद्यालयहरुलाई सरकारबाट उपलब्ध गराउने विद्यालयस्तरीय सवैखाले अनुदान र अन्य सयोगमा पहिलो प्राथमिकतामा राखी सुविधा उपलब्ध गराउँदै आएको छ । भवन निर्माण, शिक्षक राहत कोटा, म्याचिड फण्ड जस्ता कार्यक्रमहरुमा समुदायमा गएका विद्यालयलाई मात्र भनेर किटान गरी पठाउने गरिएको यसमा यहाँहरुले पनि सोधी खोजी गरी आफ्नो विद्यालयमा जतिसक्दो बढी सहयोग उपलब्ध गराउने प्रयासमा लाग्नु पर्‍यो । शिक्षक र विद्यार्थीहरुको नियमितता र विद्यालयको दैनिक कार्यसंचालनमा व्यवस्थापन समितिका पदाधिकारी र अभिभावकको प्रमुख भूमिका रहन पर्‍यो भन्ने यस कार्यक्रमको मूल मर्म हो । शिक्षा मन्त्रालयले एउटा प्रतिवद्धता जाहेर गरिसकेको छ व्यवस्थापनको दायित्व समुदायको र आर्थिक दायित्व सरकारको भन्ने कुरामा त्यसैले यहाँहरु दुक्क हुनुहोस सरकार कुनै तरिकाले पनि आर्थिक र प्राविधिक दायित्वबाट टाडा रहन सक्दैन । कतिपय कुरा जि.शि.का. र स्रोतव्यक्तिमा पनि थाहा नपाएर यहाँहरु थप सहयोगबाट बन्धित हुनु परेको रहेछ अब त्यो रहँदैन । यथार्थ कुरा सरोकारवालाहरु समक्ष जानकारी दिने र कार्यान्वयन गर्ने दायित्व अब स्रोतव्यक्तिमा पनि बढ्ने छ ।

- **पत्रकारहरूको जिज्ञासाका वारेमा :** समुदायमा गएका र नगएका विद्यालयको खासै परिवर्तन देखिएन भन्ने सन्दर्भमा यस जिल्लामा परिवर्तन नदेखिएको हुन सक्छ तर यहाँहरूलाई जानकारी गराउँ म पूर्वको इलाम देखि पश्चिमको डडेलधुरासम्म स्वतन्त्र पत्रकारहरूको टोलीलाई लिएर घुमेको छु, र त्यहाँको अनुभव विभिन्न सञ्चार माध्यमबाट समाचारका माध्यम र डकुमेन्ट्रीका माध्यमबाट पनि प्रसारण गरिएको थियो । निकै परिवर्तन आएकाछन् । अभिभावकले विद्यालयमा अपनत्वको भावना बढाएका छन् । निजी विद्यालय छाडे समुदायद्वारा व्यवस्थित विद्यालयमा छोरा छोरी भर्ना गरेकाछन् । नजिकका संस्थागत विद्यालय बन्दनै हुने गरी विद्यालयले गुणस्तरियता कायम गरेका छन् । अरु केही नभए पनि व्यवस्थापन समितिको बैठक र अभिभावकको भेला नियमित हुने गरेको छ । आर्थिक पारदर्शिता अधिकांश विद्यालयमा रहेको छ । धेरै टाढा होइन यहाँहरूले मोरङका पायक पर्ने समुदायद्वारा व्यवस्थित विद्यालयको स्थलगत भ्रमण गरेमात्र पुग्छ । तर यो सबैका लागि शिक्षक, अभिभावक र वि.व्य.स. पदाधिकारीहरूको साझा सहमति र साझा प्रयासबाट सम्भव हुन्छ । हुनसक्छ यहाँ अभिभावक र वि.व्य.स. पदाधिकारीहरूलाई अझै प्रभावकारी परिचालन गर्न नसक्नाका कारण परिवर्तन नआएको होलान आगामी दिनमा स्रोतव्यक्ति मार्फत र जि.शि.का. मार्फत परिवर्तनका योजना तर्जुमा हुनेछन् । अनुगमन प्रणाली फितलो भयो भन्ने उठेको छ । यो कटु सत्य हो। विद्यालयस्तरीय अनुगमन निकै कमजोर फितलो भएकै कारण अभिभावकले चाहे अनुसारको शिक्षा दिन सकिरहेका छैनन् । यसै कारण पनि सामुदायिक अवधारणा उज्विएको हो । सामुहिक व्यवस्था र अभिभावकको प्रत्यक्ष संलग्नतामा विद्यालय सञ्चालन हुने हो भने विद्यालयको अवलोकन गर्न अभिभावक नै पूर्णछन् । जि.शि.का. वा क्षेत्रीय तहको अनुगमन प्रभावकारी सिद्ध हुन सकेन त्यसै कारण सम्बन्धित विद्यालयको अनुगमन गर्ने कार्य समुदायकै हो । शिक्षक विद्यार्थी नियमित गर्ने कुरामा मात्रै अनुगमन भयो भने पनि धेरै कुरा सुधिन सक्छ । त्यसैले यस कार्यक्रमको मूल मर्म बुझि यहाँहरू जस्ता पत्रकारले सूचना संप्रेषण मार्फत सामुदायिक शक्तिकरणको अभियान चलाइदिनु पर्‍यो । सरकारले सामुदायिक शसक्तिकरण गर्ने अभियानमा सञ्चार माध्यमलाई प्रमुख साभेदार संस्थाका रूपमा लिई अगाडि बढि रहेको छ । स्थानीय तहसम्म यथार्थ र सही सूचना प्रवाह गरी शसक्तिकरणमा सहयोग पुऱ्याउने थप कार्यक्रम आगामी दिनमा पनि रहेकाछन् । शिक्षक नियुक्तिमा अध्ययन अनुमति पत्र नलिएका पनि प्रवेश गरे र राजनैतिक आस्तामा नियुक्ति गरियो भन्ने जुन कुरा यहाँले राख्नु भयो यो समस्या यहाँ मात्र होइन जाहाँ तही हुन सक्छ तर यसमा सजग सचेत गराउने जिम्मा यहाँहरूकै हो । समुदाय वा विद्यालयमा मर्का पर्नेगरी कसैले पनि अनियमित कार्य गर्न छुट छैन त्यसलाई समुदायबाट नंगाइदिनु होस व्यापकरूपमा त्यसको सूचना प्रसारण गरिदिनुहोस. चाहे त्यो वि.व्य.स. पदाधिकारी वा प्र.अ. वा जि.शि.का.का कर्मचारी जो भए पनि अनियमितताका विरुद्ध साझा र यथार्थ सूचना समुदायमा दिई सामाजिक बहिष्कार गर्ने परम्परा राखिदिनु भयो भने अवस्य पनि यसमा कमी आउने छ र सकेसम्म यसखाले क्रियाकलाप बन्दै पनि हुन सक्छन् ।
- समुदायमा व्यवस्थापकीय जिम्मेवारी दिने सन्दर्भमा मेरो विचारमा सरकार प्रष्ट छ । सबैभन्दा ठूलो नीति नियम हो । नीति नियममा प्रष्ट भएकै जस्तो लाग्छ तर अझै पनि केही अन्यौलता रहेका भए यहाँहरूले उठाइदिनु पर्‍यो त्यो सुधिन्छ । नीतिगत व्यवस्थालाई अध्ययन गरी यस कार्यक्रमका वारेमा सही र तथ्य समाचार संप्रसण गरी हाल शिक्षकहरूमा रहेको असहमतका पाटालाई पनि मेटाउन यहाँहरूको ठूलो भूमिका रहनेछ ।

अनुसूची ४ : स्रोतकेन्द्रस्तरीय कार्यक्रममा सहभागिहरूको नामावली

क) मिति : २०६४ फागुन १० गते

स्थान : चौरासी देवी प्रावि

सहभागिको नाम	पद	विद्यालय
१. मनोज ओझा	विव्यस अध्यक्ष	चौरासीदेवी प्रावि
२. रमेश रम्तेल	प्रअ	चौरासीदेवी प्रावि
३. जोनी राई	विव्यस अध्यक्ष	जनता प्रावि
४. उत्तम भट्टराई	प्रअ	जनता प्रावि
५. पहलमान घिसिङ्ग	विव्यस अध्यक्ष	वालशिक्षा प्रावि
६. भ्रमेली सन्त	प्रअ	वालशिक्षा प्रावि
७. रोम बहादुर आले	विव्यस अध्यक्ष	जनता प्रावि, मातिम्ब
८. लक्ष्मी शर्मा	प्रअ	जनता प्रावि, मातिम्ब
९. मंगलसिंह थिङ	विव्यस अध्यक्ष	त्रिभुवन प्रावि, चप्लेटी
१०. हेमकुमार धमला	प्रअ	त्रिभुवन प्रावि, चप्लेटी
११. रामबहादुर गीरि	विव्यस अध्यक्ष	सरस्वती प्रावि, दामेडाँडा
१२. ज्योति प्रसाद पोखरेल	प्रअ	सरस्वती प्रावि, दामेडाँडा
१३. लोकेन्द्र आले	विव्यस अध्यक्ष	भारती प्रावि

१४. टंक राई	प्रअ	भारती मावि
१५. रियन्द्र प्रसाद गुरागाई	स्रोतव्यक्ति	मार्गा स्रोतकेन्द्र

ख) मिति : २०६४ फागुन ११ गते

स्थान : देउराली मावि

सहभागिको नाम	पद	विद्यालय
१. दिव्यराज पोखरेल	प्रअ	देउराली मावि
२. राजन राई	विव्यस अध्यक्ष	देउराली मावि
३. भीमप्रसाद सुवेदी	प्रअ	जनकल्याण मावि
४. यज्ञप्रसाद दाहाल	प्रअ	निमावि पारिपाल्ले
५. यज्ञवहादुर दाहाल	प्रअ	मार्गा देवी प्रावि
६. उमा श्रेष्ठ	विव्यस अध्यक्ष	मार्गा देवी प्रावि
७. प्रकाश सुवेदी	प्रअ	कौशिकादेवी प्रावि
८. हेमचन्द्र भण्डारी	विव्यस अध्यक्ष	अमरज्योति प्रावि
९. तीर्थ तोलाङ्गी	विव्यस अध्यक्ष	जनकल्याण मावि
१०. पूर्ण वहादुर प्रधान	विव्यस अध्यक्ष	वालकल्याण प्रावि
११. जीवध शाह	प्रअ	वालकल्याण प्रावि
१२. भीमवहादुर न्यौपाने	विव्यस अध्यक्ष	कन्यादेवी प्रावि
१३. भुपेन्द्र महत	प्रअ	कन्यादेवी प्रावि
१४. पदमवहादुर पराजुली	विव्यस सदस्य	सिद्धदेवी प्रावि
१५. भानुभक्त राई	प्रअ	सिद्धदेवी प्रावि
१६. लेख राई	प्रअ	थाती प्रावि
१७. भ्रमक कटुवाल	प्रअ	सिंहदेवी प्रावि
१८. रियद प्रसाद गुरागाई	स्रोतव्यक्ति	मार्गा स्रोतकेन्द्र

ग) मिति : २०६४ फागुन १२ गते

स्थान : देउराली मावि

सहभागिको नाम	पद	विद्यालय
१. रणवहादुर लोडवाराई	विव्यस अध्यक्ष	ठाकुरदेवी उमावि
२. गोपालप्रसाद चापागाई	प्रअ	ठाकुरदेवी उमावि
३. खगेन्द्र भण्डारी	विव्यस सदस्य	सिद्धदेवी निमावि
४. सुवदेव राई	प्रअ	राजदेव प्रावि
५. रणवहादुर बुढाथोकी	शिक्षक	सिद्धदेवी निमावि
६. रामकुमारी बुढाथोकी	अशिसं	संसारी प्रावि
७. दुर्गमान राई	प्रअ	आइतवारे प्रावि
८. भुपेन्द्र भण्डारी	शिक्षक	निमावि उत्तरपानी
९. सुरेन्द्र राई	विव्यस सदस्य	बुढाहाङ्ग प्रावि
१०. हस्त पौडेल		ठाकुरदेवी उमावि
११. पंकज विष्ट		ठाकुरदेवी उमावि
१२. डिकवहादुर राई	परिचर	ठाकुरदेवी उमावि
१३. रियन्द्र प्रसाद गुरागाई	स्रोतव्यक्ति	मार्गा स्रोतकेन्द्र

Annex XI : Sample school profile of community characteristics

श्री विहिदिन प्रावि, सिदिन ९, पाँचथर
कोड नं. २०३५०००८

१. विद्यालय विवरण

१. सचेतना सम्झौता मिति : २०६४।८।१७	२. स्विकृत तह : प्रावि सञ्चालित तह : प्रावि	३. क्षेत्र : पहाड/गाउँ आर्थिक स्रोत : सरकारी अनुदान मात्र	४. प्रअको विद्यालयमा सेवा अवधि : १३ वाँकी सेवा अवधि : २३
५. विव्यसको योग्यता: साक्षर ५, प्रावि १, निमावि १, एसएलसी १, स्नातक १ छनौट प्रक्रिया : चुनाव	६. अशिसको योग्यता : साक्षर ६, प्रावि १, निमावि २, एसएलसी १, स्नातक १	७. विद्यालयको व्यवस्थापन जिम्मालिने वारे जानकारी : सञ्चार, शिक्षा निकाय, गैसस	८. समुदायको आम्दानी स्रोत: कृषि, पशुपालन, ज्वाला सूचना आदानप्रदान माध्यम: भेटघाट, पत्राचार
९. दुरी सदरमुकाम : २७ कि.मि. स्रोतकेन्द्र : ८ कि.मि. नजिकको सडक : २९ मि. नजिकको विद्यालय : ३ कि.मि.	१०. जम्मा विद्यार्थी : २४६ इसिडि : २९ प्रावि : २१७ शिक्षक विद्यार्थी अनुपात: १०८	११. शिक्षक विवरण जम्मा : ५, महिला : १ स्थायी : २, अस्थायी : ० राहत : ०, नीजिस्रोत : ३ योग्यता: एसएलसी ४, स्नातक १	१२. घरधुरी : १६५ बाहुन क्षेत्री : २% जनजाति : ९०% दलित : ८% आप्रवासी : ८% प्रमुख राजनीति दल :

२. विद्यालयको विशेषता

	सकारात्मक प्रभाव पार्ने तत्वहरु	अवरोध पार्ने तत्वहरु
विद्यालय	<ul style="list-style-type: none"> प्रअको नेतृत्वदायी भूमिका विव्यसको सहयोगी भूमिका आर्थिक अवस्था कमजोर सरकारी दरवन्दीको कमि 	<ul style="list-style-type: none"> शिक्षक संघ संगठन विरोध र दवाव
समुदाय	<ul style="list-style-type: none"> समुदायको उच्च संलग्नता 	
अन्य	<ul style="list-style-type: none"> जिशिकाको प्रेरणादायी भूमिका स्रोतव्यक्तिको प्रेरणादायी भूमिका 	<ul style="list-style-type: none"> राजनीतिक दलको दवाव

३. अन्य

- अभिभावकमा विद्यालय हाम्रो हो भन्ने भावना

४. निचोड : शिक्षक संघ संगठन र राजनीतिक दलको विरोध र दवाव आएपनि आफ्नो थप आर्थिक स्रोत विना नै थप ३ जना निजी स्रोतका शिक्षकद्वारा पठनपाठन गराउने चेष्टा गरेको यस विद्यालयको प्रअको नेतृत्वदायी, विव्यसको सहयोगी, जिशिका र स्रोतव्यक्तिको प्रेरणादायी भूमिका बाट विद्यालयको व्यवस्थापकीय जिम्मेवारी समुदायमा पुर्याउन सफल भएको देखिन्छ ।

Annex XII : Sample case study

हाम्रो प्रतिस्पर्धा 'बोर्डिङ्ग' स्कूल सँगको हो

काभ्रे जिल्लाको बनेपा बर्दिबास सडक खण्डको भकुण्डेवेसीबाट निर्माणाधीन कच्ची सडक करीब आधा किलोमिटर उकालो पश्चिम तर्फ उक्ले पछि पुगिन्छ **नवीन प्राथमिक विद्यालय**मा । २०४१ माघ १० गते २०/३० जना विद्यार्थी लिएर पीपलको छहारीमा स्थापना भएको र आफ्नो स्थापनाकालका ३ वर्ष अर्काको छाप्रोमा संचालित भएको यस विद्यालयले २०४६ सालमा मात्रै स्थायी स्वीकृति प्राप्त गर्‍यो । हालका वर्षहरूमा भने विद्यालयले राष्ट्रिय र अन्तर्राष्ट्रिय ख्याति प्राप्त गर्न सफल भएको छ । २ वटा १ तले जस्ताले छाएका विद्यालय भवनमा एउटामा ५ कोठा र आर्को भवनमा ३ कोठा रहेका छन् । बाली लगाउने खेतको बीचमा करीब २ रोपनी जग्गा ओगटेको यस विद्यालयमा पढ्न आउने विद्यार्थीहरू खनालथोक गाविस वडा नं. ४, ५, ६ र ७ बाट आउने गर्दछन् । अधिकांश विद्यार्थीहरू कृषिमा आधारित तथा मजदूरी गरी जीविकोपार्जन गर्ने अभिभावकहरूका छोराछोरी भएकाले यस विद्यालय वरिपरि १/२ किलोमीटरको दूरीमा रहेका ३ वटा बोर्डिङ्ग स्कूलहरूमा अभिभावकहरूले पढाउन सक्दैनन् । विद्यार्थी संख्या पर्याप्त नभएको यस पहाडी भूभागमा बोर्डिङ्ग स्कूल र यस विद्यालय बीच विद्यार्थी आकर्षित गर्ने प्रतिस्पर्धा छ । गत वर्ष २६ जना विद्यार्थीहरू बोर्डिङ्ग छोडेर यस विद्यालयमा आएका र यस वर्ष अहिले सम्म ८ जना विद्यार्थी आईसकेको कुरा विद्यालयका प्रधानाध्यापक अर्जुन बा. (विक्रम) खनाल बताउनु हुन्छ ।

विद्यालयलाई निःशुल्क जग्गा दान गर्ने संस्थापक मध्येका धर्मप्रसाद खनाल, हालका विद्यालय व्यवस्थापन समितिका कृष्णप्रसाद खनाल, नारायणदत्त खनाल लगायतका थुप्रै खनाल बन्धुहरू र समाजसेवीहरूको अगुवाईमा *कनेडियन* सहयोगबाट प्राप्त रु.१९,५००/- लाई 'सीड मनी' को रूपमा प्रयोग गरी जिल्ला विकास समितिबाट जस्तापाता र अन्य जनश्रमदान तथा चन्दा संकलन गरेर १ तले पाँचकोठे भवन २०४६ तिर बनाइयो । यसै अवधिमा हालका प्रधानाध्यापक खनाल विद्यालयमा प्रधानाध्यापक नियुक्त हुनुभयो। विद्यालयले गाउँ विकास समितिबाट सहयोग लिई शिक्षक नियुक्ति गरे । २०५० सालमा मात्रै प्राथमिक तह कक्षा ५ सम्मको स्वीकृति र न्यूनतम प्राथमिक दरबन्दी ३ जना प्राप्त गर्न सफल भयो । हाल विद्यालयमा ३ जना स्थायी, १ जना राहत दरबन्दी तथा २ जना निजी स्रोत कर्मचारी -शिक्षिका, सहयोगी कार्यकर्ता) कार्यरत छन् । जम्मा ६ जना मध्ये ४ जना महिला हुनुहुन्छ । शिक्षकहरू लाईसेन्स प्राप्त छन् र कक्षा शिक्षण लगायत अन्य तालीम प्राप्त छन् । राहत दरबन्दीमा आइ.एड्. उत्तीर्ण शिक्षिका छन् भने अन्य शिक्षकहरू एस्.एल्.सी उत्तीर्ण हुनुहुन्छ ।

विद्यालयमा इसीडी कक्षा संचालित छ र यसमा जम्मा ४३ जना शिशुहरू अध्ययन गर्दछन् । यिनीहरूका लागि कक्षाकोठामा कार्पेट ओछ्याइएको छ । जुत्ता बाहिर फुकाली न्याकमा राख्ने र कक्षा प्रवेश गर्ने कुरा अन्य कक्षाहरूका लागि र कक्षा अवलोकन, निरीक्षण गर्न आउनेहरूका लागि पनि अनिवार्य छ । विद्यालय भवन चारै तिर रहेको खेतको धुलो माटोबाट केही मात्रामा भए पनि जोगिन यो व्यवस्थाले सघाएको छ भन्नु हुन्छ विद्यालयका शिक्षक हरिप्रसाद खनाल ।

विद्यालयले शैक्षिक स्तर सुधारमा प्रयत्न गरीरहेकै बेला २०५६ साल तिर प्राथमिक शिक्षा परियोजना संचालित भयो । स्रोतकेन्द्र र स्रोत व्यक्तिको अवधारणा लागु गरियो । स्रोत व्यक्तिको रूपमा काजीमान प्रधान आउनुभयो । उहाँले विद्यालयको 'केही गरौं' भन्ने भावनाको उपयोग गरेर शिक्षकहरूलाई आफूले जानेका शिक्षण विधिहरू, विद्यालयमा संचालन गर्नुपर्ने विभिन्न शैक्षिक क्रियाकलापहरू, अतिरिक्त क्रियाकलापहरू आदि बारे शिक्षकहरूलाई तालीम दिनुभयो । फलस्वरूप स्रोतकेन्द्र स्तरीय प्रतियोगिताहरूमा विद्यालय अब्बल स्थान प्राप्त गर्दै गयो । विद्यालयको नाम वरिपरिका विद्यालयहरूमा अग्रस्थानमा रहन थाल्यो ।

२०५९ सालमा शिक्षा मन्त्रालयले विद्यालय व्यवस्थापन जिम्मेवारी समुदायले लिई विद्यालय विकासमा सहूलियत प्राप्त गर्न सक्ने नीतिको जानकारी विद्यालयले स्रोतकेन्द्र मार्फत पाएपछि व्यवस्थापन जिम्मेवारी लिन शिक्षकहरूसँग छलफल गर्‍यो भन्नुहुन्छ अध्यक्ष खनाल । यो छलफलका कुराहरू लिएर विद्यालयले आफ्नो विकासका लागि प्राप्त गर्न सक्ने सहूलियत बारे विभिन्न स्रोत व्यक्ति, शिक्षा अधिकृतहरू तथा शिक्षा निर्देशकहरूसँग अझ थप जानकारी लिने क्रम जारी राख्यौं र व्यवस्थापन जिम्मेवारी लिने निर्णय गर्न ३ वर्ष लाग्यो भन्नुहुन्छ प्रअ खनाल । अध्यक्ष खनाल थप्नुहुन्छ 'राम्रो गर्ने हाम्रो चाहना थियो, सरकारको नीति राम्रै गर्नका लागि आएको हुनुपर्छ भन्ने हामीमा विश्वास जाग्यो र सम्झौता गर्‍यो ।' **यसरी २०६३/८/२२** मा सम्झौता गरियो ।

विद्यालयमा २०६२ देखि कक्षा शिक्षण प्रारम्भ गरिएको छ । क्रमशः कक्षा १ देखि कक्षा ३ र हाल कक्षा ४ र ५ मा समेत प्रयोगको रूपमा कक्षा शिक्षण छ भन्नु हुन्छ प्रअ खनाल । कक्षा शिक्षण गरिएका काभ्रे जिल्लाका ९ वटा विद्यालयहरू मध्ये २०६२ सालमा यस विद्यालयले उत्कृष्ट नमूना विद्यालयको स्थान प्राप्त गरी यूनिसेफको सहयोगमा जिल्ला शिक्षा कार्यालयबाट पुरस्कार प्राप्त गर्‍यो ।

विद्यालय व्यवस्थापन जिम्मेवारी लिने सम्झौता गरे पछि विद्यालयले पाएको १ लाख रुपैयाको व्याजबाट २ जना कर्मचारीहरू लाई तलब खुवाउन सिकिएको छ । १ जना राहत दरबन्दीमा शिक्षक प्राप्त हुँदा कक्षा शिक्षण गर्न सघाउ पुगेको छ । विभिन्न संघसंस्थाहरू सहयोग गर्ने र विद्यालयले अबलम्बन गरेका प्रविधिबारे थाहा पाउन विद्यालय निरीक्षणमा आउने क्रम बढेको छ र

हाल सहयोग प्राप्त भएको छ । २०६३ सालमा यस प्रकारका २० वटा टोली विद्यालयमा आएका छन् । वर्ल्ड बैंकबाट टोली प्रमुख राजेन्द्र ध्वज जोशी सहित ४ जनाको टोली हेलिकप्टर लिई विद्यालय अवलोकन गर्न आउनु भएको कुरा उल्लेखनीय छ भन्नु हुन्छ प्रअ खनाल ।

शैक्षिक सत्र २०६४ मा विद्यालयमै कक्षा शिक्षण तालीम संचालन गरियो । यूनिसेफको सहयोगमा जिल्ला खानेपानी कार्यालयबाट खानेपानी धारा निर्माण गरियो । ग्लोबल एक्सचेन्जका स्वयं सेवकहरु जोजी र रामप्यारीले ३ महिना पठनपाठन गरी पुस्तकालयका लागि नगद रु.१६ हजार आर्थिक सहयोग पनि गर्नु भयो । यूनिसेफ, विश्व बैंक, जिल्ला विकास समिति, जिसस काभ्रे, आसमान नेपाल, शिक्षा निगरानी संघ काभ्रे, ग्लोबल एक्सचेन्ज, रुम टु रीड, पत्रकार महासंघ काभ्रे, लव ग्रीन नेपाल, डकाउ कार्यक्रम र शैक्षिक तालीम केन्द्र सँग विद्यालयको साभेदारी रहेको छ ।

विद्यालयमा विद्यार्थीहरु ९:३० मै आई पुग्छन् । शिक्षकहरु ९:४५ सम्म आइ पुग्ने व्यवस्था छ । परीक्षा समयमा, वार्षिक कार्य योजना बनाउँदा वा भौतिक निर्माण आदि कार्य भइरहेको बेला थप काम गर्नु परेमा शिक्षकहरु अतिरिक्त समय सम्म बस्ने गर्दछन् । यसका लागि थप केही सहूलियत दिने केही गर्नु भएको छ कि भनी सोझा प्रअ खनाल भन्नु हुन्छ 'पैसा मात्रै सबै कुरा होइन, संतुष्टि र पाइने सम्मान ठूलो कुरा हो' । प्रधानाध्यापकले दैनिक कुनै कक्षा लिनु हुन्न तर कुनै शिक्षक अनुपस्थित भएको बेलामा उहाँले कक्षा लिने गर्नुहुन्छ । विद्यार्थीहरुको नवीन बाल समूह बनाइएको छ । यस समूहका लागि जोब चार्ट बनाइएको छ । विद्यार्थीहरु आफैले विद्यालय सरसफाई, कक्षा सरसफाई, ट्वाइलेट सरसफाई, खानेपानीको व्यवस्था आदि कार्य सम्पन्न गर्दछन् । परिचरको व्यवस्था विद्यालयमा गरिएको छैन । विद्यालयमा आईपर्ने सम्पूर्ण कार्य १४० जना विद्यार्थी, ६ जना शिक्षक, र आवश्यक भएमा १८९ घरघुरीमा रहेका अभिभावकहरु समेत मिली सम्पन्न गरिन्छ, भन्नुहुन्छ प्रअ खनाल ।

शैक्षिक सत्र २०६५ को वार्षिक कार्यतालिका बनाइएको छ । वर्ष भरिमा सम्पन्न गरिने कार्यहरु जस्तै वार्षिक पाठयोजना, परीक्षा नतीजा प्रकाशन, अतिरिक्त कार्यकलाप संचालन, सामाजिक कार्यहरु (सेवाक्षेत्र भरी सरसफाई च्याली आदि), घरदैलो कार्यक्रम, शैक्षिक भ्रमण, पर्व तथा दिवस मनाउने आदिको योजना कार्य तालिकामा देखिन्छ ।

शैक्षिक सत्र २०६३ मा यसै विद्यालयले कक्षा शिक्षण, कक्षाकोठा व्यवस्थापन र अफिस कोठा व्यवस्थापनमा सर्वोत्कृष्ट भई पुरस्कार स्वरुप यूनिसेफको सहयोगमा जिशिकाबाट रु.५० हजार प्राप्त गर्‍यो । गत २०६४ मा हाज्मा क्याम्प मार्फत जिविस बाट कक्षाकोठा व्यवस्थापन गर्नका लागि रु.५० हजार पुरस्कार प्राप्त गर्‍यो । तत्कालीन शिक्षा मन्त्री दिलेन्द्रप्रसाद बडु बाट विद्यालय प्रअ खनाललाई उत्कृष्ट काम गरी आफ्नो विद्यालयलाई नमूना विद्यालय बनाउन सफल भएकोमा प्रशंसा पत्र प्राप्त भयो । यस सम्मान कार्यक्रमको आयोजना खनालथोक सामुदायिक अध्ययन केन्द्रले गरेको थियो ।

२०६३ र २०६४ को परीक्षाफल हेर्दा कक्षा ४ र ५ मा शत प्रतिशत छ भने कक्षा १ देखि ३ सम्म ८०% भन्दा बढी छ । सिकाई उपलब्धि समग्रमा ५५ देखि ७० प्रतिशत रहेको छ । गणित, अंग्रेजी विषयमा ५०-६० प्रतिशत छ । यस विद्यालयका शिक्षकहरुले आ-आफ्ना छोराछोरी यसै विद्यालयमा पढाउने निर्णय गरिएको छ । विद्यार्थी संख्या प्रति कक्षा ३० जनाको हाराहारी भएकोले कक्षा शिक्षण गर्न प्रभावकारी भएको शिक्षकहरु बताउनु हुन्छ । २०६३ मा विद्यालय जम्मा २८० दिन खुल्यो र २३० दिन पढाई भएको तथ्यांकले देखाउँछ । खनालथोक गाविस को विद्यालय भर्नादर शत प्रतिशत रहेको कुरा प्रअ खनाल बताउनु हुन्छ । शै.स २०६४ मा विद्यालय छोड्ने दर ४% मात्र छ ।

२०६३ को वार्षिक आय-व्यय ६ लाख ७ हजार ४ सय ६६ रुपैया रहेको छ । पारदर्शिताका लागि विव्यस अध्यक्ष खनाल र प्रअ शिक्षाकार्यालयमा बजेट सम्बन्धी निकासाका लागि सँगै जानुहुन्छ । सामाजिक परीक्षण गरी शिक्षक अभिभावक संघ मार्फत वर्षमा १ पटक हुने अभिभावक भेलामा प्रतिवेदन पेश गरिन्छ । साथै विद्यालयको वार्षिकोत्सवको अलावा बाल दिवस, शिक्षा दिवस, सरस्वती पूजा, विश्व एड्स दिवस र लोकतन्त्र दिवस मनाइने कुरा प्रअ खनाल उल्लेख गर्नुहुन्छ ।

विद्यालयको भावि योजना विद्यालयलाई नमूना विद्यालयको रूपमा टिकाई राख्न पहिलो प्राथमिकतामा छ । विद्यालयका लागि नयाँ भवन बनाउने पनि योजना छ । साथै विद्यालय सम्म मोटर बाटोको सुधार गर्ने योजना छ । कुनै कक्षामा पनि कुनै किसिमको शुल्क लिइदैन ।

श्री शहिद भीमनारायण प्राथमिक विद्यालय
सतासी धाम - ६, भूपा
विद्यालयको प्रगति प्रतिवेदन कार्ड - २०६५

स्थापना : २०५०

कोड नं : ०४०४४०००३

सामुदायिक विशेषताहरु :

१. विद्यालयको सेवा क्षेत्रभित्र २६४ घरधुरीमा ५६४ जना पुरुष र ६२४ जना महिला बसोबास गर्दछन् भने ती मध्ये ३५५ दलित, २०५ जनजाति, २५५ बाहुन र २०५ क्षेत्री जाति रहेका छन् ।
२. समुदायका मानिसको मुख्य पेशा कृषि, कृषिजन्य व्यवसाय, मजदुरी र ज्यालादारी रोजगारी रहेको छ ।
३. सबै मानिसहरु हिन्दू धर्म मान्दछन् र सबै नेपाली भाषा नै बोल्दछन् ।
४. समुदायका मानिसहरुको अनुमानित औसत वार्षिक आमदानी १०,०००/- देखि १५,००० /- रहेको छ ।
५. २०६१ जेठ २० मा विद्यालयको व्यवस्थापन समुदायले लिए पछि विद्यालय सुधारात्मक दिशातिर उन्मुख छ ।

शैक्षिक लगानी र विद्यालय सञ्चालन प्रक्रिया :

६. २०६४मा विद्यालयमा वाल विकास केन्द्रमा १७ जना बाहेक ४२ जना दलित १०७ जना महिला सहित जम्मा २१२ जना विद्यार्थी भर्ना भएका थिए ।
७. विद्यालयमा ४ स्थायी, १ महिला दरवन्दी र १ वाल विकास सहयोगी कार्यकर्ता गरि जम्मा ६ जना शिक्षकहरु कार्यरत छन् भने ती मध्ये ३ जना पूर्ण तालिम प्राप्त र २ जना आंशिक तालिम प्राप्त छन् ।
८. सरकारी दरवन्दीका आधारमा शिक्षक विद्यार्थी अनुपात १ शिक्षक वरावर ४५ जना विद्यार्थी रहेको छ ।
९. विद्यालयको भवन संख्या ०३ वटा निर्माणाधीन भवन संख्या ०१ एक र शौचालय संख्या ०१ रहेका छन् । खानेपानीको व्यवस्था ट्युबवेलबाट गरिएको छ ।
१०. विद्यालयमा आवश्यक पाठ्यपुस्तक, पुस्तकालय र पर्याप्त शैक्षिक सामग्रीको पनि व्यवस्था छ ।
११. शिक्षकहरुले पठन पाठनमा पाठ योजना निर्माण गरी वार्षिक तथा साप्ताहिक विद्यार्थीको नतिजामा सुधार ल्याउन शिक्षण सिकाई क्रियाकलापलाई प्रभावकारी ढंगबाट गर्ने गरेका छन् ।
१२. विद्यालयले २०६४ सालमा दलित छात्रवृत्ति ४२ जनालाई वितरण गर्‍यो भने ५० जना विद्यार्थीलाई विपन्न ५० प्रतिशत छात्रवृत्ति वितरण गर्‍यो ।
१३. विद्यालयले छात्रवृत्तिका लागि रु. १८,६००। रूपैया खर्च गरेको थियो ।
१४. विद्यालयले आ.व. २०६३/०६४ मा जम्मा ५,४५,०८९ आम्दानी गरि रु. ५,१९,१७३। खर्च गरेको लेखा परीक्षणको प्रतिवेदनमा उल्लेख गरिएको छ ।
१५. विद्यालयमा विद्यार्थीहरुलाई सक्रिय उपस्थिति बनाई कक्षामा प्रभावकारी शिक्षण क्रियाकलाप गर्नका लागि शैक्षिक सामग्री निर्माण कार्यशाला सञ्चालन र व्यवस्थापन गर्ने गरिएको छ ।
१६. विद्यालयमा उपस्थित हुने सबै विद्यार्थीलाई विद्यालय ड्रेसको व्यवस्था गरिएको छ ।
१७. २०६४ सालको शैक्षिक शत्रमा जम्मा २०७ विद्यालय खुलेको दिनमा जम्मा १९७ दिन अध्ययन अध्यापन भएको छ भने विद्यालयमा विद्यार्थीको उपस्थिति दर ७० प्रतिशत भन्दा बढि छ ।
१८. विद्यालयमा हाजिरी जवाफ कार्यक्रम वक्तृत्वकला कार्यक्रम सांस्कृतिक कार्यक्रम, लघु शैक्षिक भ्रमण जस्ता अतिरिक्त क्रियाकलापहरु सञ्चालन हुँदै आएका छन् ।
१९. २०६२/१९/१८ गते निर्वाचन प्रक्रियाबाट विद्यालय व्यवस्थापन समिति गठन गरिएकोमा २०६४ मा १४ पटक बैठक बसेको थियो ।
२०. सोहि मितिमा नै २ महिला, २ जनजाति, १ दलित र ३ शिक्षक रहेको ११ जनाको शिक्षक, अभिभावक संघको गठन भएकोमा गतवर्ष ४ पटक बैठक बसेको थियो ।

विद्यालयले हासिल गरेका उपलब्धीहरु :

२१. २०६४ को वार्षिक परीक्षामा १-३ सम्म सतप्रतिशत कक्षा ४ मा ८० प्रतिशत र कक्षा ५ मा ९० प्रतिशत भन्दा बढि विद्यार्थी उत्तिर्ण भएका छन् ।
२२. २०६४ सालमा प्रथम पटक विद्यालयको स्तरीकरणमा जिल्लाको ९ औं स्थानमा रही द्वितीय श्रेणीमा मापन भएको छ ।
२३. स्रोत केन्द्र स्तरीय अतिरिक्त क्रियाकलापमा विद्यालयले पुरस्कार प्राप्त गर्ने गरेको छ ।
२४. शैक्षिक सामग्री निर्माण कार्यशालामा उत्कृष्ट सामग्री निर्माण गर्ने गरिएको छ ।
२५. वार्षिक परीक्षामा ८५ प्रतिशत भन्दा बढि विद्यार्थी उत्तीर्ण हुने गरेका छन् ।

विद्यालयका भावी योजनाहरु :

२६. विद्यार्थीहरुलाई रमाईलो वातावरण निर्माण गरी शिक्षण प्रक्रिया सञ्चालन गर्ने ।
२७. विद्यालयका अभिभावक र वरपरको समुदायलाई विद्यालयलाई सहयोग गर्ने तर्फ अभिप्ररित गर्ने ।
२८. खानेपानी, शौचालय र घेरा वाराको उचित प्रबन्ध गराउन सम्बन्धित संस्थाहरुमा योजना पेश गर्ने ।
२९. कम्प्युटर शिक्षा जस्ता आधुनिक तथा उपयोगी माध्यमबाट शिक्षण क्रियाकलाप गराउन योजना माग गर्ने ।
३०. विद्यालय सेवाक्षेत्रका विद्यालय उमेरका सबै बालबालिकाहरुलाई विद्यालयमा भर्ना गराउने ।
३१. विद्यालयमा उत्कृष्ट छात्रछात्राहरुलाई पुरस्कार तथा विपन्न छात्रछात्राहरुलाई छात्रवृत्तिको व्यवस्था गर्न पहल गर्ने ।
३२. समुदायसँग सुमधुर सम्बन्ध स्थापना गर्ने ।
३३. विद्यालयमा कक्षा दोहोऱ्याउने दर तथा कक्षा छाड्नेहरुको दर घटाउने ।
३४. विद्यालयलाई सामुदायिक विकास केन्द्रको रूपमा स्थापना गराउने ।
३५. पर्याप्त शिक्षण क्रियाकलाप गराउन शैक्षिक सामग्री निर्माण कार्यशाला प्रत्येक वर्ष गर्ने ।

अन्त्यमा, आदरणीय अभिभावकज्यू,

यस विद्यालयका हरेक पक्षसँग सम्बन्धित विषयहरुलाई समेटेर केलाई अभिभावकहरु प्रति विद्यालयको जवाफ देहिता दर्शाउन यो विद्यालय प्रतिवेदन काई तयार पारिएको छ । विद्यालयका कमी कमजोरीहरु पहिल्याई विद्यालयलाई अमूल्य सभावहरु प्रदान गरिदिनु हुन हार्दिक अनुरोध गर्दछौ ।

प्रभाकर भण्डारी
प्रधानाध्यापक

नारायण वजगाई
अध्यक्ष
विद्यालय व्यवस्थापन समिति

वैशाख, २०६५

Annex XIV : List of host schools of exposure visit

District	Best practiced schools
Morang	1. Hansha Bhaini PS, Karsiya
Morang	2. Saradha PS. Sorabhag,
Jhapa	3. Himali PS Charpane
Jhapa	4. Kanchanjanga PS Kakadbhitta
Jhapa	5. Bhirkuti SS Durgapur
Jhapa	6. Bhirkuti SS Durgapur
Rupendahi	7. Navin Youdhogik, Butwal, Rupandehi
Kavrepalanchowk	8. Navin Primary School Khanalthok
Chitawan	9. Dibya Jyoti PS Harnari
Nawalparasi	10. 2. Shahid Smriti SS Kawasoti
Banke	11. Sarswati PS Kohalpur
Surkhet	12. Kakre Bihar PS,
Kaski	13. Sitala LSS
Syangiga	14. Mahindra Janasahayog LSS

Annex XV : Estimation Projected CMS level by September,2008

S.N	Name of District	Dec-07	May-08	New add	Jul-08	New add	Dec-08	New add
1	Dhankuta	145	189	44	233	88	300	155
2	Terhathum	98	133	35	168	70	200	102
3	Udayapur	114	201	87	288	174	325	211
4	Jhapa	140	162	22	206	66	300	160
5	Sunsari	127	133	6	150	23	210	83
6	Dolakha	49	201	152	225	176	310	261
7	Shakhuwasava	43	55	12	80	37	130	87
8	Sindhupalchok	59	107	48	197	138	367	308
9	Rasuwa	2	2	0	10	8	50	48
10	Sindhuli	135	166	31	226	91	346	211
11	Nuwakot	75	109	34	179	104	380	305
12	Dhading	40	40	0	50	10	80	40
13	Makwanpur	106	118	12	142	36	212	106
14	Dhanusha	50	51	1	60	10	90	40
15	Parsa	38	47	9	65	27	119	81
16	Chitawan	34	41	7	55	21	97	63
17	Kathmandu	71	77	6	107	36	175	104
18	Lalitpur	12	22	10	35	23	85	73
19	Bhaktapur	20	22	2	30	10	50	30
20	Mustang	28	28	0	33	5	45	17
21	Gorkha	21	35	14	63	42	153	132
22	Lamjung	65	66	1	72	7	101	36
23	Tanahu	14	14	0	50	36	125	111
24	Syangja	105	118	13	144	39	224	119
25	Myagdi	148	159	11	180	32	244	96
26	Parbat	43	78	35	125	82	280	237
27	Arghakhanchi	22	22	0	30	8	50	28
28	Nawalparasi	20	20	0	60	40	140	120
29	Dolpa	1	10	9	30	29	60	59
30	Jumla	0	1	1	10	10	30	30
31	Mugu	0	12	12	25	25	45	45
32	Pyuthan	37	37	0	45	8	66	29
33	Surkhet	55	67	12	91	36	160	105
34	Dailekh	29	31	2	40	11	65	36
35	Banke	38	38	0	45	7	60	22
36	Bardiya	32	59	27	103	71	200	168
37	Bajura	15	47	32	111	96	200	185
38	Achham	19	29	10	49	30	200	181
39	Doti	27	64	37	100	73	200	173
40	Kanchanpur	3	5	2	10	7	30	27
	Total	2080	2816	736	3922	1842	6504	4424

Annex XVI: Resource persons, Experts,district coordinators and staffs involved in the program

Name	Organisation and position
1. Balananda Paudel	Secretary, MOES
2. Janardan Nepal	Director General, DOE
3. Mahashram Sharma	Director
4. Prakash Raj Pandey	Director
5. Hari Lamsal	Deputy Director, DOE
6. Babu Ram Paudel	Deputy Director, DOE
7. Neeva Raj Joshi	Deputy Director, DOE
8. Yam Bahadur Khadka	Section Officer, DOE
9. Dhruva Regmi	Section Officer, DOE
10. Yogendra Baral	Section Officer, DOE
11. Narayan Bhatta	Section Officer, DOE
12. Khim Bdr Bhugel	Section Officer, DOE
13. Om Sharma	Focal Person,CMSs section DOE
14. Dr. Shiva Raj Lohani	Technical coordinator, CPReC
15. Tri Bikram Pandey	Executive Director, CPReC
16. Uttam Prasad Upadhyay	Team Leader, CMSP, CPReC
17. Binod Kumar Guragain	Community mobilisation Specialist, CSMP, CPReC
18. Hem Raj Lekhak	Qualitative Study Specialist, CSMP,CPReC
19. Gyaneshwor Amatya	School Report Card Specialist, CSMP,CPReC
20. Ram Balak Singh	Resource Person
21. Jeevan Raj Lohani	Research Officer, CPReC
22. Pankaj Raj Joshi	District coordinator
23. Ramesh Thapa	District coordinator
24. Prasanta Sharma	District coordinator
25. Narendra Awasti	District coordinator
26. Mohan Pokharal	District coordinator
27. Sitaram Niraula	District coordinator
28. BishwoRaj Kadariya	District coordinator
29. Tilak Kunwar	District coordinator
30. Padam Raj Joshi	District coordinator
31. Shyam Karki	District coordinator
32. Ganesh Shrestha	District coordinator
33. BishowBandu Poudel	District coordinator
34. Heera Poudel	District coordinator
35. Roshan Dhakal	District coordinator
36. RamHari Panta	District coordinator
37. HarishChandra Yadhab	District coordinator
38. Laxmi Narayan Neupane	District coordinator
39. Pesh Nath Neupane	District coordinator
40. Mahendra Prakash Giri	District coordinator
41. Keshab Kandel	District coordinator
42. Rudra Prasad Pathak	District coordinator
43. Ram Chandra Subedi	District coordinator
44. Bharat Rokaya	District coordinator

45. Bhagawoti Prasad Bhatta	District coordinator
46. Kishor Acharya	District coordinator
47. Germa Nepali	District coordinator
48. Bharat Bdr Rokaya	District coordinator
49. Gagendra bdr Singh	District coordinator
50. Rehanindra Guragain	District coordinator
51. Keshav Ojha	District coordinator
52. Madhav Aryal	District coordinator
53. Thakur Khakural	District coordinator
54. Bhawan Shah	District coordinator
55. Bed pd Naupane	District coordinator
56. Chinta Mani Poudel	District coordinator
57. Yuva Raj Parajuli	District coordinator
58. Prem Poudel	District coordinator
59. Dambar Datt Oasthi	District coordinator
60. Prabin Karki	District coordinator
61. Ram Chandra Subedi	District coordinator
62. Navin Badal	District coordinator
63. Narendra Pandey	District coordinator
64. Radha Devkota	District coordinator
65. Dhurba Pant	District coordinator
66. Mohan Pokheral	District coordinator
67. Nim Bahadur Rigal	District coordinator
68. Man Bahadur Air	District coordinator
69. Yogesh Poudel	District coordinator