

Collaborative Study on School Governance in Kapilvastu

An evaluative report submitted to Save the Children

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Executive Summary

Save the Children implemented this collaborative project in Kapilvastu and Pyuthan districts of Nepal in 2009. This decade long project has both the government and nongovernment partners to implement the project. But this study was conducted only in Kapilvastu with the aims of (a) exploring the reasons for being best and/or worse schools from governance point of view (b) documenting the best practices (if any) of individual school for wider sharing (c) finding out the level of understanding and practice of SMC member's about their roles and responsibilities for better school governance, and (d) identifying the required knowledge and skills of SMC and PTA for the full functioning of future intervention, this study was undertaken in 40 schools of Kapilvastu district of Nepal. This collaborative study had constituted a Steering Committee in the district. District Education Office chaired the committee that had representatives from Save the Children and its Partner agency, Teachers' Union, and the research team. This committee decided the sample schools, identified the district level researchers for field survey, monitored the field activities, regulated the study team from Kathmandu, and also organized debriefing session with district level stakeholders of education from both the government and nongovernment agencies.

Four persons, including two females comprised the study team for this study. Upon request of the study team from Kathmandu the Steering Committee added five more members as district level field researchers. These district level researchers were trained in the field and asked to fill the form from the Head Teachers of 30 schools. They too were asked to hold group discussion with different stakeholders of education in each school for their views on the project activities. The Kathmandu team conducted in-depth study in other 10 schools. Head teachers, teachers, SMC/PTA, students, and I/NGO personnel were the informants of the study. Guidelines were developed to solicit the information from these stakeholders of education. Apart from it, the study team observed the classes and cross checked the data available from different sources through their daily reflective sessions.

The Kathmandu team compiled the filled data obtained from both the district level researchers and their own. They treated the data thematically and presented them analytically to come up the findings. Once the report was prepared by the Kathmandu team it was shared with the members of the members of the Steering Committee for their comments and suggestions. By

incorporating their comments and suggestions the Kathmandu team submitted the final report to Save the Children.

This study found that there were the best and worst performing schools in the project locations. Head teachers' dynamic leadership, team spirit of the teachers, and push force of the SMC/PTA had showed the better performance in school. In contrary to it, the low performing schools had the negligent head teachers, divided and lethargic teachers, and indifferent SMC/PTA members. In addition to it they had blaming culture.

The inputs of the project was not following the egalitarian justice rather it was all fit approach to orientation, training, and many more. PTA/SMCs understood their roles limitedly as they were paying less interest in educational performance meaning that it is teachers' and head teachers' business. In this sense, students were compelled to be victims of different levels of governors who shape them in one or in other way.

The findings suggested that there is a need of inter-governors' interface at school level; exchange of students, teachers, parents, head teachers, SMC/PTA members from best to the worst performing schools; differential project inputs for individual schools; and encouragement of the teachers to be creative deliverers of their lessons in a contextualized manner.

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List of abbreviations

BSBP	Baikalpic Shiksha tatha Bikas Pratisthan
CAS	Continued Assessment System
CASP	Common Approach to Sponsorship Funded Program
CBO	Community based organizations
CFS	Child Friendly School
DEO	District Education Officer
DOE	District Education Office
ECD	Early Childhood Development
FGD	Focus Group Discussion
HSS	Higher Secondary School
KSSC	Kalika Self Reliance Social Centre
LIDO	Lumbini Integrated Development Organization
NGO	Non Governmental Organizations
PS	Primary School
PTA	Parents Teacher Association
RP	Resource Person
SC	Save the Children
SG	Seto Gurans Child Development Service
SIP	School Improvement Plan
SMC	School Management Committee
SSDP	Sunshine Social Development Organization
SS	Secondary School
VEC:	Village Education Committee

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Introduction

Background:

Self governance, regulated governance, and governed by others are three terms in the field of governance. The first makes people self disciplined. The second regulates people to be participatory for their own governance. The third uses external forces of varied forms to govern others. This shows that governance is the core to make people dutiful no matter it is familial, communal, institutional, cultural, political, and many other forms of governances. With this understanding, Save the Children (SC) has implemented Common Approach to Sponsorship Funded Program (CASP) in 141 schools of 23 VDCs and one municipality of lowest HDI district Kapilvastu of Nepal. This decade long project was incepted in mid 2009 with its self willing working partners like Sunshine Social Development Organization (SSDO), Kalika Self Reliance Social Centre (KSSC), Lumbini Integrated Development Organization (LIDO) and Seto Gurans Child Development Service (SG) and Government partners District Education Office, District Health Office and District Child Welfare Board. This collaborative partnership aimed to capacitate school level student- governing bodies such as Child Club, School Management Committee (SMC), Parents Teachers' Association (PTA), teachers, parents, community leaders, Resource Person (RP), and District Education Office personnel of different capacities. It also aimed to provide school renovation support; teachers' capacity strengthening support for active teaching learning; students' reading skills improvement thereby improved learning through the effective implementation of continuous assessment system. This project also aimed to provide support for the development and implementation of school improvement plan (SIP), monitoring the schools management, social audit, child participation in School Management Committee (SMC) and resource management.

The concept of CASP came out of the situation analysis of the schools in 2008. Apart from Kapilvastu this home grown model for school improvement has been experimented in two VDCs of Pyuthan district as well. Prior to implement CASP a baseline survey was done in the project districts; baseline information was drawn from District Development Committees (messo governance of the political unit) and I/NGOs working there. CASP focused more on early childhood education, basic education, school health and nutrition, and adolescent development in terms of gender and HIV/AIDS awareness. Target groups, complementary programs and viable

strategies were also chunked out in collaboration with the then government and the nongovernment partners. The CASP aimed to attain three goals viz., children learn and develop to their full potential; parents and teachers help improve their children/students' health and nutrition status; and adolescent contribute positively to their wellbeing and betterment of the society. As compliance to these aims, this study was designed to identify the reasons why some school functioning very well and some others are not functioning well.

Keeping the aforesaid aims CASP in mind this study has set the following specific objectives:

- To explore the reasons for being best and/or worse schools from governance point of view
- To document the best practices (if any) of individual school for wider sharing
- To find out the level of understanding and practice of SMC member's about their roles and responsibilities for better school governance.
- To identify the required knowledge and skills of SMC and PTA for the full functioning of future intervention

Methodology

Study Procedure:

In order to generate field information this study applied the following procedures.

Formation of study team

Baikalpic Shiksha tatha Bikash Pratisthan (BSBP) constituted a four persons' study team that comprised two ladies and two gents. This gender balance was deliberately done to generate adequate information from both the male and female stakeholders of education from the gendered communities of project district. This team visited for a week in 10 schools of the district and generated information through in-depth study. The study team also took help of 5 members' district level researchers' team (appendix, 2) that was constituted by the Steering Committee members.

Constitution of steering committee

The collaborative nature of this project demanded ownership of this study at the district level. Following this nature SC suggested forming a district level Steering Committee of 4 members under the chairpersonship of the DEO (appendix 3). This committee comprised Program Officer of DEO, SC representative, and representatives of Teachers' Union which identified the district level researchers and sample schools, regulated the study team, shared their understanding during the field work, participated in the debriefing session, reviewed the draft report for their comments, criticisms, and suggestions, and organized district level dissemination session of the project report.

Locating the sample schools

Upon arrival from Kathmandu to the district headquarter of Kapilvastu called Taulihawa the study team held meeting with Steering Committee. The committee identified criteria for the selection of sample schools. The criteria included (a) representation of all ten Resource Centers of the district (b) representation of all SC partners' working VDCs (c) best, medium, and worse performing schools of the project area (d) female head teacher led school (e) schools with or without teachers on its payroll. Following these criteria the Steering Committee identified 40 schools, 4 from each Resource Center for study. Out of them 30 were considered as survey schools and 10 were identified as in-depth study schools. The table below displays the numbers of studied schools.

Table 1: Sample schools

SN	Resource Center	Number of schools	Nature of study	
			In-depth	General survey
1	Taulihawa	4	2	3
2	Parsohiya	4	1	3
3	Pakadi	4	1	3
4	Gajehada	4	1	3
5	Maharajgunj	4	1	3
6	Chandrauta	4	1	3
7	Bahadurgunj	4	1	3
8	Gorusinghe	4	1	3
9	Ganeshpur	4	1	3
10	Odari	4	1	3

The map below gives VDCs and municipality that the study team visited. The red star indicates the schools of the particular VDCs/municipality that were visited by the district level researchers for general survey. The blue star shows the school areas of the specific VDCs/municipality studied by the study team from Kathmandu for in-depth understanding. Since the name of the VDCs is written in Nepali, it will just indicate the coverage of the study area for the English readers.

Chart 1: Map of Kapilvastu showing study area



Preparing the district level researchers:

Once the Steering Committee identified the district level researchers (appendix 2) the study team from Kathmandu oriented them. After orientation they were given the tools to study and then they were taken to one of the sample schools for field level experience. The district level researchers filled the form, discussed with the teachers, students, and parents as well. The team from Kathmandu discussed once again for conformity whether the district level researchers collected/generated the desired information or not. After this conformation meeting they were allowed to do survey of the stipulated schools for data collection.

Monitoring the district level researchers:

The study team from Kathmandu monitored the district level researchers through telephone and SMS. They were asked whether they had any difficulty to administer the study tools or not. If some researchers had problems they were resolved immediately. Steering Committee members also provided suggestions as per the need of the district level researchers.

Collecting the filled tools before dissemination session

The study team collected the forms from the district level researchers. The Kathmandu and the district level teams shared their learning and come up with common understanding before they were supposed to join in the dissemination session.

Organizing the dissemination session

Teachers, parents, SMC/PTA members, DEO personnel, Save the Children staff, NGO representatives, and district level researchers attended the dissemination session. There were 31 people in the dissemination session (appendix 4). Kathmandu team shared the preliminary findings of the study and asked the participants to challenge the findings, study procedure, and the suggestions. The intent of this session was to inform the ongoing situation and also cross check the result obtained from the district and the Kathmandu level researchers.

Study Population

In course of the study the team met number of people from among the SMC, PTA, Teachers, and Student of 40 Schools. The table below shows the number of the consulted groups of people by resource center.

Table 2: Number of consulted people during the course of study

Resource center	Head teachers	students	parents	SMC/PTA	VEC	VD C	RP	Teachers union	Teacher
Taulihawa	4	24	12	16	3	5	2	1	25
Parsohiya	4	30	15	18	2	6	1	3	23
Pakadi	4	25	19	13	4	8	2	2	19
Gajehada	4	19	17	16	3	4	0	1	27
Maharajgunj	4	39	13	14	4	2	1	4	26
Bahadurgunj	4	33	11	17	2	7	2	1	22
Gorusinghe	4	24	20	16	1	1	1	3	17
Ganeshpur	4	20	22	14	2	3	1	2	33

Odari	4	27	19	13	4	6	0	3	35
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Study Tools

The study team prepared study tools for different stakeholders of education. These tools were shared with the members of the study team and the Save the Children personnel for their comments and feedbacks. By incorporating their comments and feedbacks the tools were finalized for data collection/generation (appendix 5). The finalized tools were:

1. tools for head teachers
2. guideline for dissemination seminar
3. guideline for Focus Group Discussion (FGD) with the SMC/PTA/Parents and members of the VDC/VEC
4. guidelines for focus group discussion with students
5. guidelines for focus group discussion with teachers
6. informal discussion framework with DEO/NGO personnel as they were also the members of the steering committee

Approach to Data Collection

Both pre-informed and uninformed visits were made by the study team to generate data and information from the field. In the pre-informed school the head teachers called parents and other stakeholders of education to facilitate the process of study. In the uninformed visits the study team went to the doorsteps and/or invited different stakeholders of education for research. But in both the cases, the study team did window observation of the classroom, informal sharing of the intent of study, and administered the tools with different stakeholders of education informally. The intent of the study team to do so was to let schools function regularly. In other words the study team tried not to disturb the students and teachers at their study hour. In order to do so the study team administered the tools with the students and teachers in their leisure hours and/or before and after school hour. The team also tried to find out the natural answer from different stakeholders of education while they were in their workplace. However, it was not always so, because the pre-informed stakeholders had artificial setting as well. In such setting the study team verified the same information from different sources and came to the consensual as well as departed understandings.

In each evening the members of Kathmandu team reflected over the days' findings and revised the strategies if found necessary for field work. The information of the district level researchers were also solicited and discussed through telephone and personal visit with someone during the reflection session. The session also devised the data treatment and reporting frameworks during the process of the fieldwork.

Data Treatment

The Kathmandu team analyzed both the survey and intensive study data and information. In the beginning each member of the team prepared individual report of his/her intensive study. In the second step they analyzed the data/information obtained from the district level researchers. By amalgamating the data and information from different sources, team leader prepared the draft report, shared it with the members of the Kathmandu team for their comments and criticisms. Upon incorporating the comments and criticisms of all the team members the report was sent to the members of steering committee for their feedbacks. The feedbacks were incorporated and prepared the draft report to be shared with Save the Children. By introducing the comments and concerns of Save the Children personnel the report was finalized.

Discussing the Field Reality

This result section encompasses comprehensive assessment of disposition of school governance in the community schools of Kapilvastu. The assessment was done with the intent to identifying strengths and loopholes of targeted community schools of Kavilvastu vis-à-vis school governance. The assessment was centered around identifying (a) Collective participation and collective accountability of stakeholders, (b) Communication between different stakeholders (c) Effectiveness and efficiency of governance framework and school improvement plan (SIP) in achieving the strategic objectives and continuous development of the school (d) Transparency regarding dissemination of information about school performance and operation and its progress (e) Effectiveness of code of ethics and control mechanism for integrity and performance of every member of the school and (f) Effectiveness in conflict management mechanism.

As the study team found, SC partners were in frequent communication. Their communication was hovering around the DEO and SC programs. In this sense both the partners were taking MOE agendas for compulsory, free, and quality education for all. But the approaches were different. For example, DEO was expanding its program in all the schools of the district as it is obliged for. SC partners on the other hand were confined to their specific VDCs. Apart from it one of the SC partners Seto Guras Kapilvastu was focused more on facilitators' training and monitoring the ECD classes only. The other partners were taking care of their specific programs such as literacy boost, active teaching, capacity development etc. In other words each SC partners were confined to their assigned programs. Here the question is how to fit the assigned and or proposed programs of the SC partners including that of DEO's with the dyer needs of individual school. Despite this unanswered question the study team found the following strength of the collaborative program.

Governance in Practice

SC partners including DEO have been capacitating the school level stakeholders of education for collective participation and accountability towards their expected and/or assigned task through training and exposure visits. But these partners were not documenting the individual school's stakeholders' prior capacities to perform the anticipated/assigned tasks to ensure quality education for all. In the absence of this information the capacity development

orientation/ training/workshop was found as "one fits all" initiative. However the study team noted that all stakeholders of education were in favor of and were concerned with:

- free and compulsory quality education for all
- compulsory ECD program in school and/or community as annex program of school
- adult literacy program for all adults to promote learning culture among children
- students' and teachers' regularity in school
- child friendly school, home, and the community
- school as zone of peace
- absence of political interference, nepotism, and favoritism in recruiting teachers, promoting and rewarding them
- improved early grade reading ability of the students
- improved students' learning achievement

In order to address the above concerns Save the Children applied school governance reform as a means to an end. How has been the situation of the governance on the ground was the question to the study team. In order to find out the answer of this question, the study team documented the understanding, practice, roles, and responsibilities of the students' governors of 40 studied schools. It also explored the required knowledge and skills of SMC and PTA for ensured quality education for all. In this process the study team analyzed the survey form of 40 schools to find out the factual information hold by the head teachers to validate the information obtained from the in-depth study (appendix 6).

Table 3: **Inputs of Save the Children, DEO, and other government partners**

Inputs of Save the Children	Inputs of DEO and other government partners
<p>Apart from its partner agencies' planned activities SC provided the following support to the schools of Kapilvastu district:</p> <p><i>In partners' area:</i> there is VEC matching fund in 7 VDCs and education material supply in 11 VDCs</p> <p><i>In non-partners' area i.e. total schools of the district:</i> teacher training, SMC/PTA training, school monitoring training, calendar distribution, EMIS strengthening workshops, CAS training in 5 RCs, CEMIS in 40 school catchment areas, school health and nutrition including de-worming and health check-up</p>	<p>gender training, scholarship support, health and nutrition education training in collaboration with District Health Office, Teachers' Professional Development Training, SMC/PTA orientation on social auditing and accountability,</p>

Below is the table that gives the result of this collaborative project in relation to local planning and right to information.

Table 4: Local planning and right to information

Aspects of governance	Understanding	Practice on the ground	Performed roles	Shouldered responsibility
SIP	SIP was regarded as an essential document to be prepared. So all the schools have SIP but the review of SIP shows that they were almost the same in terms of their program type, activities, and strategies. The given training and the format had contributed to be so	It has been used as a "Salary Insurance Plan" for the school teachers, SMC and PTA. Because there was no connection between SIP stated plan and the schools' ongoing initiatives	Head and other teachers including SMC/PTA were informed of their roles to prepare SIP. But once this one shot business was completed none of them were taking it as a program of the school for the stipulated timeframe	None of the Head teachers, teachers, SMC/PTA was referring to SIP for the development of school. They were participating in SIP preparation process but in implementation they were not that concerned
Right to information for the stakeholders of education	All deserve the right to information. This understanding was there with all types of stakeholders of	The information that they received from different sources had made the stakeholders aware of their rights; code of conducts for all the stakeholders have been prepared and pasted on	Very few were using the information for the improvement of teaching learning	Social auditing and financial auditing has been ritualized; child friendly school, home, and community has

on	education	the walls of school	situation in school. For majority, the right to information had become a "talk of the day" to assess each other	been a "talk of the people"; code of conduct has been a document to be shown to the outsiders
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The table above shows that planning process for SIP has been institutionalized in all 40 schools as an essential component. During the course of planning different stakeholders of education were also reported to be involved. But the problem was that SIP was not followed by the schools as they had envisaged in the plan document, SIP. RCwise learning achievement of the students is an example of it that the table elsewhere displays it. The succeeding table below shows the stakeholders' involvement for quality education.

Table 5: Quality education and stakeholders' involvement in it

Aspects of governance	Understanding	Practice on the ground	Performed roles	Shouldered responsibility
Discussion on quality education	Quality education is the talk of all stakeholders of education. But the focus of their talk varied. Some thought it as fluency in English and others talk on the ability of the learners to read, write, comprehend, and show skill to transfer their learning into action	Teachers were trained for quality education; they were encouraged to use educational materials; check homework; develop lesson plan; and ensure the regularity of teachers and students in schools	Some head teachers supervised fellow teachers; so did some PTA and SMC members; The minutes of the SMC/PTA shows that they discussed on (a) budget (b) scholarship support (c) teachers' recruitment (d) renewal of bank account (e) equipment purchase (f) organization of school functions. But there were no discussion about quality education per se	Except teachers and head teachers of some schools others had their grouses against the teacher preparation scheme, promotion and reward system, socio-cultural and political favoritism. Some schools had avoided such grouses and others were thinking to do so
SMC/PTA for quality education	SMC/PTA and DEO system talks about the need of quality	Very few schools have been practicing it. The analysis of the learning achievement of grade 5	Classroom setting has been changed; SMC and PTA have been aware of the need of	Energetic teachers and head teachers of some schools

on	education; teachers, the key actor understood it as others agenda: they were still in the process of owning this agenda	shows that even the best category of schools were not scoring up to fifty percent	quality education. But the minute analysis of SMC and PTA showed that SMCs do not talk much about quality education and PTA talks but does less in quality education: they were like managers rather than implementers	have been shouldering it as their role; with some exceptions SMC/PTA were thinking more on construct, teacher recruitment, and scholarship distribution programs
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From DEO authorities to the parents and students of all the 40 schools were found talking the need of quality education. Their concerns varied as stated elsewhere in the table above. But the analysis of SMC/PTA meeting minutes did not show that schools were taking this issue seriously: none of the decisions were referring to SIP strategies as solution and no immediate actions were taken to ensure quality education except the recruitment of teachers. But the trend was evolved to emphasize English as medium of instruction and additional textbooks for the students. In the words of teachers of those schools, "English has been used as medium of instruction to compete with the culture of private schools because they do so and parents expect it to be done".

Information on school wall

- A good teacher must know the nature of student and treat accordingly
- Teacher is not only a presenter but also a model/an example to his/her students
- Put on old coat and buy new books

Excerpt of one of the best school's culture

All teachers including the Head are females. They come to school at 9.30 in the morning and work there up to 4.30 compulsorily. They have prepared their family members to realize them that way. Students do come with the teachers with lunch box in their bag pack. This school has everything intact; there is library for the students, first aid kits to the emergency health care, educational materials, computer lab, and students' collection center. Students do not go out of class, they learn with their peers and the educational materials available in their class. Teachers go to class on time and teach students for the 45 long periods. They also support students on the way to home, in school, and even at their home free of additional tuition. In return the students collect the garbage for teachers and help them prepare educational materials with them. Child cub members and class monitors also support this activity along with many more mentioned in the code of conduct. Because of this the teachers and students feel them as mother and children.

SMC/PTA members are of different religious values and political beliefs. They are consensually elected from the parents. They too always promoted the culture of consensus in school affairs. Head teacher also follows the same tradition.

Excerpt of one of the worst school's culture

Office Assistant (Peon) rang the school bell at 9.30 knowing that visitors are there. About 10 students showed up at 10 am, as it is considered as the beginning of school hour. Before 10 two teachers showed up, both of them from Primary Grades. This process of coming teachers and students continued to come up to 11 am. Out of 700 reported students about 150 were present. So was the case of teachers, out of 11 teachers 6 showed off. The present teachers went to the classroom with no plan and no educational materials with them. The classrooms were filthy and some students were making them clean when the teachers were there to teach.

Among the teachers some were the son of the SMC Chairperson, and grandson of the head

teacher. Some teachers and Head teacher were forming their sub groups. They were arguing against each other even in the presence of the members of the study team. SMC Chairperson was instructing to the teachers and head teacher. The head teacher was taking note and saying "yes, sir and yes sir"

The child club as one of the stakeholders of education was found concerned with quality education. But their faint voice (*differant* voice in the words of Derrida) was inadequately heard by the school governors of different capacities because with some exceptions, none of these stakeholders were organizing cross-sectional discussion about this issue and finding the local solution. The reason is that quality education has always been a local issue at least in the countries of the West. The experience of Kapilvastu also confirms the same result if we analyze the information given in the box above. The table below provides the performed roles of the child club to ensure quality education for them through improved teaching learning situation.

Table 6: Child club for improved teaching learning situation

Aspects of governance	Understanding	Practice on the ground	Performed roles	Shouldered responsibility
Child club	For students it is a venue to develop leadership in them; for teachers it is a forum to discipline students; for SMC/PTA it has been a source of information; and for parents it has been a	Child clubs have been active in organizing extracurricular activities; regulating students for specific task; some of the schools have involve them in SMC/PTA meetings as observer and/or participants as	In some schools child clubs have been the vehicle of disseminating the messages to different stakeholders of education	Be active partners to organize fairs and festivals in school and in the community; They have been responding the concerns of the head teachers

	place to show the ability of their children	well		and teacher in charge
Improvement in teaching/learning	classroom pedagogy should be changed to make the learning contextual	Parents pressure teachers for giving the homework to their children; Some of them look for strict discipline and few of them subscribe the idea of corporal punishment free schools but many of them prefer the use of stick to tame students for better learning	Teachers argue against the applicability of continuous assessment system and liberal promotion policy; in their view this practice encouraged students not to be studious and disciplined	With some exceptions teachers and head teachers have not been able to improve teaching learning situation though they have library at school; educational materials in the classroom; and talk in the market about the need of quality education for all

Adult stakeholders of education conceived child clubs as an agent of their interests and deeds. Even the child clubs prepared them as the vehicle of the adults. This indicates that there is a need of research on children and the intent of clubbing them in different age groups. But because of the lack of such basic research, one can argue that child clubs are made for their spontaneous growth and/or for making the miniature adults. This argument requires empirical evidence based discussion before clubbing children for adults' interests. Keeping this situation in mind, the study team tried to figure out their role in paradigm shift from teaching to learning. As we found, very few schools were heading towards learning: majority of them were again persuading the teaching paradigm. Learning paradigm encourage students for independent and

group reading. Teaching paradigm on the other hand makes teachers active for teaching. In this sense teacher training that insisted more on learning paradigm was questioned.

The analysis of child club's minutes also shows that they were concerned more with teaching rather than the promotion of self learning and peer learning: the minutes provides more information on raising child clubs' fund, involving their fellow students in cleanliness, extracurricular activities, and regularizing students by imposing absentees' penalty. The minutes of the child club of one of the schools below is a testimony of it.

क्र.सं.	क्रियाकलाप	कक्षा सं.	कॉडिंग	आ. व्यय	निदेशावली	सदस्य
1	वाले दिवस	विद्यालय	2060/02/188	200/-	विद्यालय	विद्यालय
2	मिने पत्रिका प्रकाशन	"	2060/06/99	300/-	स. शि.	विद्यालय
3	देउसी भेलो	लघुगणना	2060/07/15-29	200/-	अध्यक्ष	विद्यालय
4	कक्षाई प्रति-मिति	विद्यालय	2060/07/06	200/-	विद्यालय	विद्यालय
5	कक्षाई प्रति-मिति	"	2060/07/09	200/-	स. शि.	विद्यालय
6	मिने पत्रिका प्रकाशन	"	2060/08/12	300/-	अध्यक्ष	विद्यालय
7	कक्षाई प्रति-मिति	"	2060/09/26	300/-	स. शि.	विद्यालय
8	कक्षाई प्रति-मिति	"	2060/09/29	300/-	अध्यक्ष	विद्यालय
9	कक्षाई प्रति-मिति	"	2060/09/29	300/-	विद्यालय	विद्यालय
10	कक्षाई प्रति-मिति	"	2060/09/29	300/-	अध्यक्ष	विद्यालय
11	कक्षाई प्रति-मिति	"	2060/09/29	300/-	अध्यक्ष	विद्यालय
12	कक्षाई प्रति-मिति	"	2060/09/29	300/-	अध्यक्ष	विद्यालय

Governance in Coordination

Schools witnessed many forms of governances to support students, teachers, parents, and SMC/PTA. But there was no documentation of who did what in a particular school; when did they do: what was the reaction of the beneficiaries; and how the service providers can benefit from the institutional memories. This could be done by keeping a log of the support receiving schools, teachers, parents, children, teachers, and many more. The excerpt of a head teacher is enough to assess the nature of coordination among and between governances.

In fact we don't know which agency plans for our students, teachers, parents, SMC/PTA, head teachers and any other stakeholders of education. They just come, ask us to provide the students of particular age, grade, and sex. They do the same thing with the teachers and other stakeholders of education. Sometimes we ask them to show us the authorized

letter of DEO. But they respond us that we are from central office, indicating district headquarter and/or Kathmandu.

The response of the head teacher was endorsed by the DEO officials as well. This "stand alone" nature of service providers has raised the question like who comes to school and why they do come. But interestingly all of these service providers disturb the stakeholders of education basically they thief the time of the students. This means there was no logbook of the persons who came to school and what they did to the school level stakeholders of education. The study team also studied visitors' book of the individual school and found that there were the words of appreciation and suggestions and most of them were written by RPs and NGO visitors/evaluators. But unfortunately these suggestions were not discussed in SMC/PTA meetings and referred into actions. The table below gives the types of the governance and the response of different stakeholders of education of the 10 in-depth study schools.

Table 7: Local governors and their reflections

School Governance	Local Governance	NGO/INGOs	VDC/VEC and DEO
<p>In most of the schools, monitoring and supervision of teachers were not found satisfactory.</p> <p>Although SMC had an authority to recruit teachers, it did not have authority to fire them. Because of</p>	<p>Community people donated public pond to Krishna Dharmik Secondary School. They also rendered their labor during the construction of school's building.</p> <p>In Madarasa Darul Kitab Sunna, the school is run by <i>Zakat</i> (compulsory donation), besides DEO's PCF. Muslim community</p>	<p>NGOs or INGOs have provided their support of different kinds. For instance, Red Cross Society has provided first aid training to the students of Shree Higher Secondary</p>	<p>In context of Shree Gautam Buddha Higher Secondary School, SMC chairperson informed that policies are promising. But, whenever it comes to implementation in community schools, they lag behind. The SMC chairperson also complained that the PCF that DEO used to provide to the school has been continuously reducing.</p>

<p>it, schools had problem making teachers professional.</p> <p>In most of the schools, “physical force” was taken as the best means of improving students and maintaining discipline. However, most of the students as well as parents detested teachers using “physical threat” to discipline the students.</p> <p>Students were engaged by the supplementary teachers in the absence of class/subject teachers</p>	<p>members give their harvest share to the Madarsa. For every 20 kg produce, community members donate 1 kg of it to Madarasa.</p> <p>In remaining schools viz., Ratna Rajya Higer Secondary School, Shree Gautam Buddha Higher Secondary School and Shree Higher Secondary School, local people used to provide financial as well as labor support (<i>Shramdaan</i>) in the past for the construction of school building. But they are not continuing it any more.</p>	<p>School. UNICEF has provided “reproductive education” to the girls of Madarasa Darul Kitab Sunna.</p> <p>Some NGOs and INGOs have provided training programs to school teachers.</p> <p>In some schools, GIZ has provided drinking water facilities in schools.</p>	<p>SMC chairperson complained that DEO wants community schools not to take fees from the students but expects schools to deliver quality education similar to that of high fee charging private schools. With the small amount of money that DEO has provided, should community schools provide study materials to the children or invest in the construction of school building?</p> <p>VDC and VEC personnel mentioned that because of DEO’s indifferent nature, community schools are compelled to seek for alternative ways of sustaining their schools. DEO personnel said that schools use non-salaried fund elsewhere</p>
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Regarding the relation between different governances as mentioned above, most of the studied schools tend to reveal some kind of gaps between these governances, for instance, (a) Shree Higher Secondary School informed that the school was unable to maintain sound coordination with local body as well as NGOS/INGOs (b) Shree Gautam Buddha Higher Secondary School mentioned that the school had no NGO/INGO support hitherto. The only external organization that supported the school was Indian Government. Even the local bodies don't seem to have good coordination with the school. They further said that community people used to be supportive once, but now, they feel that there are sufficient NGOs and INGOs to support community schools (c) In schools, where NGOs have provided their support, their programs overlap with the programs of GOs and INGOs. They provide teacher training on the similar area resulting in duplication of projects. NGOs and INGOs do not run as schools' priorities but the priorities of funded programs (d) SMCs of public school and that of Madarasa were not only skeptic about each other but they also found each other troublesome. The reason is that Madarsa students attend both Madarasa (in the morning) and government school (in the noon time), and hence DEO personnel do not provide fund in two places. But the same personnel encourage Madarasas for mainstreaming their curricula (e) DEO personnel mentioned that they provide training to the teachers, infrastructure support to the schools, and regular salary of the teachers. I/NGOs do on top and highlight their doings through research which government does not do. This has helped government to complement each other (f) Apart from the I/NGOs, Community Forestry Groups, Mothers' Groups, political groups and clubs were contributing to community schools in one or the other ways. In some places, community itself was running "*Sishu Kakshya*" in collaboration with DEO. Community members had provided their house to run such ECD classes.

The points above show that local governors were inadequately coordinating with each other: they were overlapping somewhere, competing elsewhere, and deserting in other locations. This imbalance was the felt understanding of the stakeholders of education.

The Rays of Hope

In about four years long intervention the collaborative education project has shown some rays of hopes. These rays of hopes, the reasons behind these hopes, and the required knowledge as well as skills of different stakeholders of education are given below:

Table 8: Hopes, reasons, and requirements of stakeholders of education

Hopes: the best practice	Reasons for being the best	Stakeholders' requirements		
		Of the students	Of the teachers	of the SMCs/PTAs
From severe discipline to loving school environment; from social discrimination to social inclusion; from teacher absenteeism to teachers' regularity thereby students' regularity;	SMC/PTA and Mothers' group monitored schools turn by turn; training on social inclusion and child friendly teaching prepared teachers to be loving to the students; code of conducts worked to regularize students and teachers in school; teachers call monthly meetings of the students and collect feedback for improvement; presence of outsiders like NGO/DEO personnel made all the stakeholders accountable for their job; teachers' non-involvement in a political party; mixed society competed to each other for the betterment of school; dedicated head teacher; team spirit among the teachers;	comfortable sitting arrangement; library or book corner; regular and dedicated teachers; non-disturbing school environment; use of educational materials while teaching; linkage of the learning at home with schools and vice versa	serve guarantee; similar facilities for all types of teachers; equitable facilities for professional updating; peaceful environment in school; well disciplined students; timely election of the SMC/PTA; unbiased reward and punishment	minimum level of physical facilities for students and teachers; life related education for all; political consensus among the teachers; competent students as that of private schools;

The table above shows that the stakeholders were looking for (a) cross sectional discussion in every month (b) dynamic head teacher in leadership (c) team work of the teachers (c) depoliticized and/or politically consensual programs for school (d) mothers' involvement in school affairs (e) exchange visit of the teachers, students, parents, SMC/PTA in the best doing schools followed by the post visit cross-sectional reflection sessions, and (f) regular supervision and monitoring by SMC/PTA. The table also indicates that the stakeholders have limited requirements. These requirements can be discussed in every school to make the governance effective for educational reformation/transformation.

What did this collaborative project do to materialize the ideas occurred from the table above? In order to find out the answer of this question, the study team generated information from different sources, crosschecked them and came up the following findings:

- enabled head teachers to be dynamic leaders through workshop, training, and visits
- trained teachers for child friendly active teaching
- oriented SMC/PTA and mothers group for regular monitoring and supervision of their school
- represented students in SMC/PTA and also encouraged them to compel teachers to be regular in their classes through code of conduct

Despite the aforesaid efforts of the project, things were not moving as they were supposed to be. This situation demanded public notice of the best doing head teachers, teamed teachers, professionally dedicated but individual teachers, active SMC/PTA members, supportive mothers' group, self disciplined students, and supportive political leaders. Such public notice can be helpful to improve the current learning achievement given below to the extent of anticipated level.

Table 9: Learning achievement of the forty studied schools (in percentage)

Resource Center	Girls	Boys	Total
Pakadi	37.41	38.52	37.96
Parsohiya	44.05	39.68	41.86
Taulihawa	40.43	41.41	40.92

Odari	41.18	41.11	41.15
Gajehada	46.31	47.56	46.93
Gorusinge	38.33	36.3	37.31
Maharajgunj	41.38	39.53	40.47
Chandrauta	42.04	42.17	42.1
Bahadurgunj	46.75	45.08	45.92
Ganeshpur	40.5	40.15	40.32

Though this is not the standardized learning achievement of students it shows that there is ‘miles to go to achieve the desired result’ because all of the RCs were obtaining less than 50% meaning that students know less than half of the taught contents. Governance reform along with teacher support is one of the proven alternatives to improve this score as conceived by Save the Children and its partners including DEO. This also demands the network of the best doing schools and their collaborative undertakings which is yet to be thought out by the SC partners including the DEO personnel. This network can be used to help low performers of their vicinity.

Issues on the Ground

This section basically highlights upon the key issues confronting school governance from the vantage point of educational stakeholders. Some of the issues emerged during the assessment of the studied schools were as follows.

Table 10: Grassroots' issues in school education: the stakeholders' perspective

students and child clubs	teachers and teachers unions'	parents	SMC/PTA, VEC, and VDC	I/NGO and SC partner agencies	DEO personnel	Head teachers
teachers are irregular; sitting arrangement is not good;	students are irregular; they are not studious; undisciplined students;	irresponsible teachers and head teachers for their duties;	financial hardship to run school; inadequate or poor infrastructure	lack of students and teachers' meetings; school	Lack of coordination with GOs and I/NGOs work; politically	absence of monitoring and supervision in school; overly

lecturing and explaining the books while teaching; corporal punishment by teachers or peers; lack or inadequacy of computers and educational materials in school; no discussion with SMC, PTA for child club and educational improvement; course book is not complete; less attention to weak	large classroom; large class size; discrimination in salary and other facilities; unaware and indifferent parents for educational and other forms of improvement in school; careless parents to prepare their children for public education; lack of supervision and monitoring by DEO personnel; misuse of	favoritism in teachers' recruitment and facility giving; over participation and/or politicking in school affairs; frequent school closure; lack of unity among teachers in school; absence of peaceful endowment in school; less belief of teachers in their school and hence they send their children in	re facilities; parents believe on teachers for the progress of their children but teachers disbelieve parents; less attention of the teachers in earlier grades; inadequate attention of the government for its monitoring and supervision	closures for no reasons; mug up teaching techniques; less or no use of teacher trainings; inadequate use of library if available and in many cases no library for the students; inadequate ly followed SZOP policy in action; poor learning achievement of the students;	motivated teachers for their party work than their assigned duty, teaching; recruitment of political party aligned teachers by the SMC/PTA; poor learning achievement and reading ability of the students; inadequate capacity of the teachers to teach students in a child friendly way; stakeholders of education value more to the inputs of the I/NGO	politicized teachers; noncooperation and/or indifferent teachers for educational improvement; no adequate support for students' sitting arrangement;
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students; language problem for L2 students;	power by SMC/PTA; indifferent head teachers;	private schools; overly politicized teachers to give up their assigned task that they are paid off by the governmen t;		transparent problem in school; unaccount able bureaucrat and non contextual technocrat s	than the huge investment and efforts of the government; I/NGOs are agenda specific and school authorities are need specific	
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The table above shows couple of things. One, teachers and their unions of different names are to be made accountable for their assigned duty i.e. teaching in a child friendly manner. Two, they are supposed to be prepared in such a way that they will teach students to be critical about the political parties rather than make them the mouthpiece of a political party. Three, students are to be made disciplined, studious, regular, and every day learner from the class, peers, library, and project work. Four, parents are supposed to be re-schooled to be attentive to the education of their children. Five, SMC, PTA, VEC, and VDC structures should be prepared to work collaboratively for both infrastructure support and quality education. Six, NGO/INGO and SC partners are to be developed in a way that they can go in between all stakeholders of education for improved learning and reading habits. Seven, DEO personnel are required to be compelled to create model school, model classroom, model library at least in the schools of their vicinity.

Eight, head teachers are supposed to be made accountable for monitoring and supervising classroom activities; exchanging their teachers with the teachers of best doing schools for shared learning; organizing cross sectional discourse sessions in and out of school for harmonizing different discourses of education; enabling teachers to be creative for their assigned task; and helping students to be assertive for their rights to study in a peaceful and joyful environment.

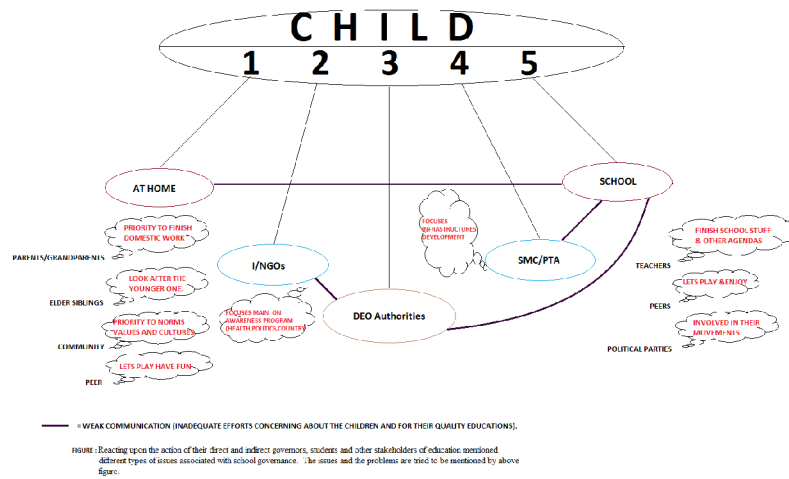
The same table indicated that stakeholders put blame on each other. For instance, students blamed teachers for their irregularity and unaccountability; teachers blamed students for their reduced interest in learning and thereby indiscipline; parents blamed teachers for their negligence in paid and assigned task; they also blamed teachers for their dedication to the non-paid political parties' job than their paid teaching job; SMC/PTA, VDC and VEC members blamed teachers for their dishonesty against the belief of the parents. Teachers' union and head teachers blamed SMC/PTA, VDC and VEC members for their discriminatory behavior towards teachers of different political beliefs.

NGO partners put blame on government personnel and the teachers for their inability to guarantee minimum level of learning among students. DEO personnel put blame on NGO/INGO and CBOs for their huge expenditure over the small work. They also blamed that these agencies do little and make massive publicity of their tiny inputs.

Governances to Address the Issues

A student in school is governed by his/her peer, the monitor. In the same class, child club regulates them. Class teacher, subject teachers, and head teacher are the other governors for them. At the periphery, SMC/PTA is the other group of the persons who govern the students indirectly. At home students are governed by their parents, grandparents, elder siblings. In the community they are governed by the elites and other leaders. At the macro level, the same student is governed and /or regulated by the DEO authorities and I/NGOs. Below is the chart that displays the governors of the students.

Chart 2: Direct and indirect governors of students



The analysis of the experience of the students shows that some of them are formally recognized the governors and others were indirectly governing the students. But the record of the school (SMC and PTA minutes) shows that these governors were not discussing with each other. Because of this students confuse in their commands as well.

Non-recorded Governors of the study schools

- SMC Federation
- Forest Users Groups
- Local Clubs
- Mothers' Group
- Kulapani Groups
- Individual's Sport
- District Drinking Water Office
- District Health Office
- Community Vigilance Groups
- UNICEF
- Sahaj Nepal

The gist of the discussion with students of the child clubs below gives a clue of it.

Parents ask us to complete *ghardhanda* (domestic work) first; teachers ask us to complete homework, class work, and their agendas first; friends ask us to play first; political parties ask us for their movement first; elder siblings ask us to take care of the younger siblings and other activities that they ask to perform first; I/NGOs ask us for their social awareness program first; community people ask us for fairs, festivals, and marriage ceremony first; community leaders ask us for their order first; what should we do? (Gist of the students' discussion in different schools)

Who is supposed to be made first? The amalgamated questions and the concerns of the students of Kapilvastu show that there have been inadequate efforts to bring all the stakeholders of education for cross-sectional thematic discussions by keeping the students at the center. The discussion with the I/NGOs and DEO personnel also justified the concerns of the students. The blame game of different stakeholders of education also required cross-sectional thematic discussion of the students' governors to solve the problem and address the issues (refer to table 3) at the local level.

Reacting upon the action of their direct and indirect governors, students and other stakeholders of education mentioned different types of issues associated with school governance. The issues and the problems that they mentioned were as follows:

Table 11: Grassroots issues in school governance

Monitoring	Infrastructure	sitting arrangement	teaching	discipline	financial support	teachers' motivation
no/inadequate monitoring by the DEO authorities; SMC/PTA, political parties, local elites;	Some schools have inadequate furniture, classrooms, library room, and toilets	Students of some schools have been sitting in a cold floor as if they are defecating;	Teachers of some schools have been working as cheaters of the students' time and resources	use of physical force to control students;	Almost all schools have been facing financial hardship because of the inadequate number of teachers on payroll	Most of the observed and discussed teachers are not enthusiastic for their profession; they have been working as non-professional beings

The tables 10 and 11 give the shopping list of the problems and issues of most of the visited schools. How to address them is the million dollar question to the project implementing partners. Below are the inputs of this collaborative project to address the above problems and the issues.

Table 12: Inputs of the collaborating partners to address the grassroots' educational problems/issues

Inputs from DEO	Inputs from Save the Children
<ul style="list-style-type: none"> child health program for deforming health checkup 	<ul style="list-style-type: none"> capacity building of different stakeholders of education through training, orientation, plan preparation, roles and responsibility training,

<ul style="list-style-type: none"> • health education • quality education support like how to teach the same thing creatively and critically • capacity building of different stakeholders of education • EMIS strengthening • implementation of free and compulsory education • Madarasa mainstreaming program 	<ul style="list-style-type: none"> • code of conduct making with all the stakeholders of education • ECD expansion and strengthening • parenting education for the mothers • community involvement and students' participation in school management committee • support for infrastructure development • preparation of child friendly sitting arrangement and corporal punishment free home, school and community; and SZOP • disability friendly school and home • Madarasa mainstreaming program • improving learning achievement of the students through literacy boost, early grade reading program, and multilingual education program • local government fund to the schools • strengthening SMC
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If compared the nature of the grassroots problems and issues, inputs of the collaborating partners reach them indirectly. The reason is that school needed individualized inputs and the project partners went with their own structure and intent. The table also indicates that DEO personnel face what they call "techno-administrative problem" while SC partners face what they experienced "bureaucrats' unaccountability". This shows that there is a mismatch of the collaborating partners, individual schools' need, and the input of the collaborating partners. The SMC decision of the best and the worst schools of the project location give the testimony of it.



These two cases above provide a clue that this collaborative project aimed to achieve the national objectives at the grassroots. But at the grassroots the situation was to be dealt case by case. The recent finding of the CASP evaluation study also indicates to the same direction, meaning that schools should be handled case by case. It also points out that this collaborative project should be bottom up. The planning of the SC partners does not show it: they too were found to address the envisaged plan rather than the individual school specific issues and problems related to students' learning and improvement in school governance.

Findings and Recommendations

Based upon series of discussions (formal as well as informal), interviews and observations, the study team has documented the major findings along with recommendations for the improvement of community schools of Kapilvastu through governance reform. The following points can be taken as recommendations for effective governance to yield the desired result through this collaborative project. Since this is the collaborative project the recommendations are equally applicable to the DEO and the SC partners

Categorization of Schools

Since all community schools were not tend to reveal similar kinds of problems, there is need to categorize schools on the basis of their priorities like, construction seekers, quality seekers etc. It is essential for the SC partners including DEO to map out the priorities of individual school and provide the project support accordingly.

Building Interface between Different Governing Agents

Different organizations and educational stakeholders have their own approaches to developing quality education. To create consensual understandings among these different organizations and stakeholders of education, it is important to map their capacity and build interface among these governing agents at the individual school and at the RC levels for consensual understanding and implementation. Minutes of SMC, teachers, parents' groups, Child Clubs can be shared and additional contents such as quality education, school as zone of peace can be added as the agendas for the discussion. This interface also helps bridge SMC/PTA and teachers' differences like the first is looking for the power to exercise over the teachers and the second aiming to make them powerless to sustain their supremacy.

Record Keeping

In order to prevent duplication or overlapping of projects, it is essential for the schools to maintain records of the list of contributions provided by various organizations. Logbook keeping of the I/NGO support in each school will resolve the issue of duplication. It also prepares project implementers to develop differential treatment planning for individual school.

Breaking the Vicious Circle of Blaming Culture

There is a tendency among teachers to blame parents, parents to blame teachers, schools to blame political parties, students to blame teachers, one political party to blame another political

party etc. This vicious cycle of blaming culture needs to be broken in order to develop sound coordination among various development agencies. This demands the institutionalization of monthly/quarterly/weekly cross-sectional discussion sessions in each school for consensual learning and undertakings at the conceptual and operational levels. Such discussion sessions can bridge the gaps among different stakeholders of education and also generate synergy for collaborative actions in an individual school as well by (a) reviewing the rules and regulations of schools, DEO office, and Save the Children (b) reflecting over the manifestos of political parties and beliefs, values, as well as the ideals of their teachers and their politically aligned organizations (c) rethinking DEOs and SC's blame games for synergized undertakings (d) resolving the issues immediately that each other hold as their grouses. Such sessions should be organized at the school level; RPs and SC partners can facilitate the session.

Creating Alternative Approaches to Teaching

The analysis of the result of 40 studied schools shows that parents of many schools did not encroach upon teachers' regime believing them that they are dutiful to their assigned task. There the teachers did not invite them to observe their doings. Student did not challenge teachers to be different with new generations. In the same school the SMC/PTA could not convince teachers that the illiterate to the super highway users are equally important to transform the classroom instruction. Because of this and many other reasons teachers of such schools were found teaching the same book of the students and were found elaborating them with examples. This culture needs to be transformed by enabling students for questioning and encouraging teachers to blend textual knowledge with everyday common sense knowledge. This also demands teacher research on cultural study and thereby develop conceptual note to teach particular lesson with the embodied concept. It also requires student research of their cultural surroundings including that of parents' belief systems, teachers' mindset, and students' culture. The quote of a parent who said, *kahe hamar launde/laundeeko mari; kahe une fel banai* (why you gave corporal punishment and why you failed our sons/daughters?) is enough to create alternative approach to discipline children.

Providing Alternative Approaches to Discipline Students other than the Corporal Punishment

Over the project period teachers, students, parents, and SMC/PTA were oriented to avoid corporal punishment. But the presence of bundle of sticks reminded the Nepali proverb: *yo mero*

tekne, yo mero chhekne; pariayeko belama purpuro sekne (meaning that this stick is an aide to me for a walk, for defense, and for attack): teachers were using the sticks to discipline students. This situation demands alternative approaches to discipline students. This can be like refer to the consensually prepared stakeholders' code of conduct, self reflective approach to repentance and the likes.

Stakeholders' Exchange Program

SC and its partners were found responsible for the implementation of their programs. The schools on the other hand were concerned of their specific needs. In order to address this mismatch there is a need of exchange of thoughts between the school authorities and SC and its partners beyond the project agenda. Since this was not happening, the option left is to organize best doing school exchange programs because there are model schools for good governance in the project VDCs and municipalities. The learning and doing of different stakeholders of education was commendable. At the same location there were worst performing schools as well. In order to learn and teach to each other schools should organize reciprocal learning and teaching programs. This can be done by encouraging culturally inherited free-served-guest program meaning that students can be made free-served-guest of the students. Similar program can be done with the teachers, parents, and SMC/PTA followed by post visit initiatives. This will promote the learning of the mixed culture where schools were found relatively better.

Training's Implementation

The discussion with teachers and other stakeholders of education shows that they received different types of training. This means a training was not satisfying them because of its "one fits all nature". This demands self taught modular trainings to all. Such modular trainings should be developed out of the cultural context that can be easily implementable. These modules should consist of the answers of skill, orientation, ethics, incentive, and any other felt needs of the teachers in which teachers are not clear and materials are not available.

Schools as Role Models

Duty conscious social elites, committed politicians, team spirited teachers, career interested youths and dedicated SMC/PTA, and curious students were credited with best performing schools. Technically competency had additive value to it. The presence of any quality resulted to the best performing schools. This shows that there is a need to hold meetings among different

schools in order that the best practices of one school can be documented, replicated or emulated by another school. For instance, the practice of Zakat in context of Madarassa Darul Kitab Sunna can be replicated by other schools for sustained financial support.

Monitoring and Supervision

All the stakeholders of education were asking for regularized periodic monitoring and supervision system in school. This can be done by promoting the culture of reciprocal monitoring and supervision of students, teachers, parents, SMC, PTA, DEO and other organizations of the same schools and the schools at the vicinity in an unobtrusive way i.e. as a learning and sharing game.

Child Friendly Teaching Approach

All the stakeholders of education were oriented to create child friendly environment including that of teaching. This cultural orientation of the stakeholders of education requires role models at different levels to win the hearts of students. It means all stakeholders of education should learn to be childlike sometimes to bring the best out of them. They also should know to bridge alphabets to alphabets, words to words, and verb to verb to help students and teachers learn each other's language and create the culture of harmony in school. Development of multilingual at the local level with local wisdom can be of additive value.

SIPs in Operation

No matter SIP is Salary Insurance Plan or School Improvement Plan; they were not referred for the development of school. This demands in house review of SIP during the meeting of the cross sectional stakeholders of education preferably once in a month. It can be done as a part of Friday meetings as well.

Child Clubs in Forefront

Schools were found mobilizing child clubs to enhance their active participation in all kinds of activities ranging from sanitation programs and sports to intellectual activities. Almost all child club members of the studied schools informed that they all benefitted in some ways via participating in the programs of child club. Most of them informed that they have become active, outspoken and fearless. This finding requires to be made one of the agendas of cross sectional stakeholders' discussion sessions of the individual school. The child clubs and its activity should

thus be brought into forefront and remodeled as per the need of school, rights as well as interest of the children.

Use of Kitchen as Science Lab and Garbage as Library

Some schools have science lab and library. Others don't have the lab and library in a desired level. In order to provide lab and lib facility to the "destitute students" of these schools teachers and child clubs should be oriented to learn from the human lab and library of their lived community. This can be done by enabling students to generate lab knowledge from kitchen in which turmeric and salt creates new color and the likes. Similarly teachers and students can be encouraged to learn from the garbage like covers of the noodle, biscuit, medicine, and many more. The learning obtained from "garbage library" can be shared during students and teachers' assembly or in the classroom as well.

Overcoming Phobia in Computer Use

Fortunate students of selected schools had received computers from the government and/or I/NGOs. Even these schools were looking for trained human resource to operate these computers. But they were yet to be oriented that computer itself can teach through its "help operation" and it can be restarted if it does not function as anticipated. This implies that the users no matter who they are, require reorientation that computers teach to their operators themselves and are the self-correcting devices.

Rethinking the support mechanism

Prior to implement this collaborative project, Save the children conducted baseline survey. On the basis of this survey it devised and implemented educational programs to address the need of average schools. But this study team came to the understanding that local mapping of the strengths and limitation and school specific treatment are the required approaches to do justice to all the schools of project location. The best doing teachers, students, parents, SMC/PTA can be rewarded at the local level for their increased motivation.

Appendices

Appendix 1: Head teachers on school governance

(a) Head Teachers' Response on the Preparation of School Improvement Plan

	No. of HT				
Statement	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
SIP is prepared in the school	25	9	1		2
Responsibility is fixed while developing the plan	19	12	4	1	1
Discussion is made with all stakeholders while setting goals	25	8	3	1	1
Student achievement statistics is utilized during developing school's educational goal	18	18	1	1	
Assess and re-plan of the student achievement after implementing the plan	9	20	8	1	

(b) Head Teachers' Response on Information Flow at School

Statement	No. of HT				
	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
School informs to community about school's mission	14	19	3	1	1
Discussion at SMC and staff meeting about school mission	23	11	4		
There is inclusion of educational goal when you discuss with teachers about curriculum?	13	22	2	2	
School's educational goal is clearly presented through notice board, bulletin board, etc.	10	15	6	4	3
At the meeting of students or while talking to them, there is the practice of sharing about school's educational goal with relevancy to it	10	22	6		

(c) Head Teachers' Response on Quality Education

Statement	No. of HT				
	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
It is highly practiced to	16	20	1		

spend full time on teaching learning					
There is discussion among teachers and SMC regarding students learning achievement	18	15	4	1	
There is special effort for teachers professional development as well as the utilization of the skill	12	19	3	1	1
Students are participated at discussion on quality improvement	12	13	11	3	
Finding the weakest part of students, effort are put to improve it at individual level	10	20	4	3	

(d) Head Teachers' Response on Duty Bearers' Responsibility

Statement	No. of HT				
	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
SMC and PTA are made clear of their responsibility	23	9	3	2	
Teachers are assigned extracurricular tasks too	21	10	2	2	2
Monitoring is there to make sure if the assigned tasks are done	15	18	2		1
Students are participated on important discussions of school	9	18	6	3	1
In certain sector of school governance, student's responsibility is fixed	10	19	5	2	1

(e) Head Teachers' Response on Social auditing

Statement	No. of HT				
	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
Orientation is given on social audit describing what is it? How is it? Why is it? to all stakeholders	18	14	3	1	1

All stakeholders are participated on social audit	22	9	5		1
There is optimum utilization of tools that are developed for social audit	19	9	7	1	1
Details is publicized on school's physical and financial situation as well as infrastructure development	19	13	2	3	
The achievement and result of school is informed to all stakeholders through social audit	20	11	3	2	1

(f) Head Teachers' Response on Child Club and Student Participation

	No. of HT				
Statement	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
Child club is formed in the school	28	3	2		6
Special effort is put for child club capacity development	12	17	3	1	5
Child clubs are monitoring teacher's regularity and time table	10	10	9	3	5
Child clubs are involved in	18	12	3		4

making school neat and clean					
Child clubs are involved in school's important decisions	15	11	5	2	5

(g) Head Teachers' Response on Students' Motivation for Learning

	No. of HT				
Statement	Highly Agree	Agree	Undecided	Disagree	Highly Disagree
Best students are rewarded (either admiring in group or by publishing)	19	16		2	1
Assembly is used to respect educational achievement or other habitual achievement	10	16	8	2	1
Best student's works are visibly shown in the office	11	11	7	5	2
Genius students' parents are informed about their children performance	13	20	3	2	
Teachers who wants to reward the best students in the class are cooperated actively by school	20	14	1	3	

Appendix 2: Five members' district level researchers' team

1. Hariram Gupta, RP
2. Ramesh K. Pandey, RP
3. Parsuram Yadav, HT
4. Bikas Kumar Banjade, Teacher
5. Ishwar Pd. Gupta, RP

Appendix 3: Four-members District Level Steering Committee

1. Surendraraj Parajuli, DEO
2. Baburam Bhattarai, Under Secretary
3. Surya Pd. Bhusal, Under Secretary
4. Thaneshwar Ghimire, Under Secretary

Appendix 4: Participant of dissemination session at DEO Kapilvastu

1. Surendraraj Parajuli, DEO
2. Baburam Bhattarai, Under Secretary
3. Surya Pd. Bhusal, Under Secretary
4. Thaneshwar Ghimire, Under Secretary
5. Hariram Gupta, RP
6. Ramesh K. Pandey, RP
7. Parsuram Yadav, HT
8. Bikas Kumar Banjade, teacher
9. Ishwar Pd. Gupta, RP
10. Jagganath Marasithi, Chairman, Nepal National Teachers Union, Kapilvastu
11. Khemraj Paudel, HT
12. Narendra Bd. Kurmi, Chairman, Nepal Teachers Forum
13. Kanak Man Shrestha, Chairman, Nepal Teachers Union
14. Kiran K. Devkota, Chairman, All Nepal Teachers Union, Kapilvastu

15. Asok Lamsal, SSDO/EO
16. Basanta Giri, Journalist
17. Gopal Bhandari, Aveneus TV
18. Anita Sharma, Seto Gurans
19. Prakash Acharya, Save the Children
20. Manoj Paudel, President, Federation of Journalist
21. Subas Yadav, Save the Children
22. Chandra Kanta Acharya, Chairman, SMC Federation
23. Ram Chandra Dhakal, Section Officer, DEO
24. Sunita Belvase, PC, LIDO
25. Diwakar Pd. Chaudhari, HT
26. Bed Prakash Pandeya, Chairman, Nepal Teachers Council
27. Sharada nandda Yadav, Chairman, *Lo.Shi. Ka. Ka. Ba*
28. Banarasi Barma, PTA chairman,
29. Shiva Prasad Chaudhari, *Pracharya*
30. Trilochan Ghimire, SSDC
31. Ram Bhajan Raya, office helper

Appendix 5: Guidelines for the study

Guide for seminar cum workshop

Participants:

- Representatives from Teachers, Teachers union/ organizations
- Student of 40 Schools (4 in each Resource Center - RC),
- VEC, VDC,
- DEO staffs (RP, supervisors, planning officers)

Objectives of the workshop and potential questions for discussion

सहजकताले तलका मूल ??ह?तथा सा?दभिक अ?य पुरक ??ह? माफस वि?ालयको शासकिय ,
?ब?धमा सुधार गन?गरिएका ?य? बारे विचार स?कलन गन?तथा टिपोट गन?।

	Objectives	Potential questions
1	Situation update of school governance	<ul style="list-style-type: none"> • वि?ालय ?यब?थापन समिति)SMC) को गठनसबै ; (जनजाति ,दलित ;महिला) समुहको सहभागिता • PTA को गठनको अब?थायसबारे ;भुमिका ; शि? कह?को ??कोण • बाल ?लबको गठनगतिविधि । ,स?चालन ,
2 & 3	Roles they performed to improve school governance ; Nature of their participation in the improvement of school governance	<ul style="list-style-type: none"> • SMC को बैठकको नियमिततावि?ालय सुधारमा ; भुमिका • PTA को भुमिका;यसबारे शि? कह?को ??कोण ; • बाल ?लबको स?चालनयसबाट पुगेको योगदान । , • वि?ालय सुधारमा समुदायको योगदान । • वि?ालय सुधारमा शि? ण बाहेकका ?ि याकलापमा शि? कको सहभागिता
4	Activities they undertook to improve decision making at local level	<ul style="list-style-type: none"> • वि?ालयको निणस्त्र ??ियामा सुधार गन?भए गरेका रचना?मक ?यासह??यसका निमि? के ?के के गरिए ? क?ता बा? सहयोग ?ा? भए • ?यसबाट के के सुधार भए ? • वि?ालयको निणस्त्र ??ियामा समुदायको तथा अभिभावकको सहभागिताका ??ह?
5	Efforts they made to sustain	<ul style="list-style-type: none"> • भएकास सुधारलाई दीगो ?पमा कायम रा? भएका

	effective school governance	?यासह? • वि?ालय शि?ा सुधारका निमि? ?यब?थापनमा के क?ता सुधारह? गनु?उपयु? हुने रहेछ के कुरामा ?याल गनु? ? ?पन?रहेछ
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Guide for Focus Group Discussion (FGD) with the SMC/PTA/Parents and members of the VDC/VEC

- SMC / PTA ले आ?नो काम कसरी बुझेको छ ?
- काम कसरी निवाह्न गरेको छ ? के के गछ?
- चार ओटा रा?ा काम भ?न परे के भ?न हु?छ ?
- बा? सहयोगको असर के क?तो परेको छ? के फाइदा भएको छ ?
- ?यसो गदा वि?ालयलाई के फाइदा भएको छ भ?ने ठा?नुहु?छ ? कुनै काम गन?कठिन भएको छ ? ज?तै गन?ग्राहेको तर नसकेको ?
- कुनै काम गनाका निमि? आ?नो ?मता नपुगेको अनुभव पनि छ कि?
- भोलिका दिनमा के गन?सोच छ ? ?यसका निमि? बा? सहयोग पनि चाहि?छ कि ?
?चाहि?छ भने क?तो
- आ?नै सोचले गरेको नयाँ कामह? केही छन कितपाँडको वि?ालयबाट अ?ले के सि?न ?
?स?लान

Guide for Focus Group Discussion (FGD) with Students

- वि?ालयको नियमितता ; पढाई ,
- गत बषमा भएका देखिने सुधार ;
- वि?ालय कतिको मन पछ??
- वि?ालयमा बिभि?न छलफलमा वि?ाथ?को सहभागिताको अब?था क?तो छ ?
- ?लब वा अ?य मा?यमबाट वि?ालय सुधार मा वि?ाथ?का योगदान ;
- SIP बारे थाहा छ ? सो योजना तयार गदा?सो?ने गरि?छ ?
- सामाजिक परी?ण बारे उनका अनुभव ;
- अनुगमनमा उनका भुमिका ;

- ?त ?यब?थापनमा उनका भुमिका ;
- SMC बैठक बारे उनका अनुभव ;
- खासगरी उनीह?का उ?साह वा गुनासाबाट governance system को उपल?धिलाई ना?ने
- अब सुधार गन?के गनु?ला? सुझाव दिनुपरे के भ?नुहु?छ ?

Guide for Focus Group Discussion (FGD) with Teachers

- वि?ालय?तिको धारणा?यस वि?ालयको शि? क भएकोमा गव?गन?कुरा के छन :
- अ? वि?ालयले यसबाट के सि?न स?छन ?
- वि?ालय सुधार योजना तयार गदाका अनुभव क?ता छन?तपाँइको सहभागिता ?
- के यसले वि?ालय सुधारमा साँ?चकै सहयोग गरेको छ त?
- तपाँइको काममा यस योजनाले के माने रा?छयस योजनाका कारणले तपाँइले वा ?
?वि?ाथ?ले थप मेहनत गन?उ??रण ? भएको ठा?नुहु?छ
- SMC वा PTA को गठन?नयोगदान बारे के भ ,स?चालन ,ुहु?छ ?
- वि?ालय ?यब?थापनमा शि? क सहभागिताको अब?था क?तो छ?
- अहिलेको अब?था के क?तो सुधार होस भ?ने सुझाव दिन चाहनुहु?छ?

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