

Community Participation in Education

Role of Stakeholders Specially the Head Teacher and SMC

A Case Study

Shibram Model Government Primary School



Campaign for Popular Education (CAMPE)
Bangladesh

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Roushan Jahan
K M Enamul Hoque
Md. Abdur Rouf
Shamson Nahar



Campaign for Popular Education (CAMPE)
Bangladesh

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5/14, Humayun Road, Mohammadpur

Dhaka-1207, Bangladesh

Phone: (88-02) - 58153417, 58155031, 9130427

Fax: (88-02) - 9123842

E-mail: info@campebd.org

Website: www.campebd.org

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Foreword

Campaign for Popular Education (CAMPE) is facilitating exposure visit to Shibram Model Government Primary School engaged in capability enhancement of Teachers Union Representatives since 2010 under the Civil Society Education Fund (CSEF) project. Considering the high level of interest of the teachers and subsequent recommendations, CAMPE felt the need to document some of the lessons learnt by the Shibram Model Government Primary School, particularly the role of Head teacher in school level improvement by ensuring active role played by the School Management Committee (SMC) and local community.

In response to continuous demand of the stakeholders CAMPE has published this booklet -Community Participation in Education: Role of Stakeholders Specially the Head Teacher and SMC. It has emphasized on community participation in education governance for transforming schools towards ensuring quality education. Major objective of the publication was to introduce the teacher association representatives with the good practices and experience of Shibram Model Government Primary School interims of ensure enrolment, reduce dropouts and absenteeism, and continuous improvement of students learning. It has also tried to capture the process how the Head Teacher and SMC have ensured community participation in school management.

A consultative process was followed to develop this publication which was initially developed in Bangla and later on translated into English. We are grateful to Mr. Md. Nurul Alam and Mr. Md Mannan who are the former and current Head Teacher of the Shibram Model Government Primary School along with Mr. Golam Mortuza Tutul, one of the active SMC members for sharing their experience, thought and insights. Mr Sirajud Dhahar for preparing the Bangla version of the document which was the basis for this publication.

Ms. Roushan Jahan, Advisory Board Member of the Education Watch has played the key role in developing the English Version of this report. We are indebted to her. In addition, K M Enamul Hoque, Md. Abdur Rouf and Shamson Nahar Begum of CAMPE who played important roles at various stages of the study deserve a lot of appreciation.

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We believe, this publication will contribute to enhancing the level of understanding of the teachers and educators about emerging need of the community participation and its process. It will also contribute to enhancing advocacy effort by building capacity of the Teachers Association members. Our efforts will be worthwhile if this report could serve as a useful input for the teacher association, community and local education administrators for improving basic education in Bangladesh. Let us all work together for building a better future, a beautiful Bangladesh.

Dhaka, Bangladesh
20 December 2015

Rasheda K. Choudhury
Executive Director (CEO), CAMPE

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1. Introduction

Shibram model Government primary school, located in Sundarganj upazila of Gaibandha district may be regarded as a worthy example to be followed by other primary schools. The school has won national recognition



by winning awards at the local and national level several times in different categories: (best head teacher, the best primary school) best SMC and the highest attendance rate of students. While the leadership qualities and innovative strategies and steps adopted by the head teacher raised the awareness of both the learners and their guardians about the value of education, the effective participation of the SMC and close monitoring by the community ensured quality management of education at Shibram school.

CAMPE had undertaken the CSEF project in 2010 with the objective of involving civil society effectively in advocacy at the decision making level and to help



create an enabling environment for quality education. As a part of this project, CAMPE decided to arrange exchange visits to Shibram School by the representatives of teachers' associations, SMC representatives and members of Community Education Watch groups from different areas of Bangladesh. The major objective of the planned exchange visits to Shibram School was to acquaint the selected visitors with the innovative management, administration and teaching methods necessary to run a model school, so that they may apply the lessons learnt from the experience in running their own schools later. Some example of follow-up interventions carried out by participants of Exchange Visit have been annexed to this report (Annexure –1).

The teachers participating in these exchange visits acquired first-hand experience about class-room teaching, teaching-learning methods and co-curricular activities along with the role teachers should play in the process of improving the school, school management, community participation, motivating all learners to attend school regularly and ensuring the quality of education through the active participation of SMC. More



than one hundred and fifty members of Government and non-Government primary and secondary teachers' associations took part in this program. Many of them have adopted various activities in their own schools, following the example of Shibram School. Teachers from various schools not only expressed their own interest in visiting this school but also recommended their colleagues and others for similar visits.

Bearing in mind the wide-spread interest of teachers to learn at first-hand about the all-round improvement of school and teaching standard, the importance of community participation and strategies and steps for facilitating such participation and the role teachers should play in ensuring quality education as exemplified by Shibram school, CAMPE has undertaken to publish a booklet about the school under the CSEF project.

The major objective of this publication is to highlight the importance of community participation in ensuring quality education. It is expected that this will contribute



to the enhancement of the skills of teachers and their associations to muster a strong advocacy effort for quality education.

2. From Ruins to National Recognition

A. Establishment and gradual deterioration

Shibram Model Government Primary School is located in Shibram, a village which is only five kilometres away from Sundarganj. The school, which is now the “pride” of the village, was established in 1916 by a local rich person. The community ran it but with the passage of time, the school environment degenerated, due to lack of proper care and maintenance. The main building became dilapidated, surrounded by bushes and weeds. Though the large ground was used by local people for



various activities such as seasonal games and cultural programs, sometimes anti-social activities also took place which further affected the school environment adversely. Even the nationalization of the school in 1973 did not bring much improvement in the situation. At the beginning of the 80's, a prolonged absence of any head teacher resulted in further deterioration of the educational standard and management of the school.

B. Transformation begins

In 1984; Mr. Nurul Alam, the immediate past head teacher, joined the school. He was already well-known as a very able teacher. He had a vision and also had the necessary leadership qualities to translate the vision into reality.

He knew and believed strongly that running an excellent school requires the active participation and support of all the stakeholders: the teachers, the learners, their guardians, the members of the school management committee and the whole community. His reputation made many members of the community eager to meet him. He met them and took the opportunity to solicit their help. The very next day after joining the school, he



started school cleaning operation with the help of the students, who worked during tiffin period and for one hour after school. He also concentrated on helping the students of class (v), for their final examination, holding special classes in the evening and during weekly holidays. His enthusiasm and hard work soon motivated the community to donate materials and offer voluntary



help for improving the physical facilities of the school. Positive change followed soon.

In the primary scholarship examinations of 1985, the students of the school won scholarship in every category reserved for the upazila. This success attracted attention from every section of the community. At the same time, students were encouraged to participate in co-curricular activities e.g. physical training, games and cultural programs. In 1986, the head teacher won the national award for the best teacher in Bangladesh. Encouraged by

all this, the community eagerly offered support and the process of transformation speeded up.

বৃত্তিপ্রাপ্ত শিক্ষার্থীদের সংখ্যা তালিকা
The Students' list of the number of getting Scholarship

সংগতিতে বিভাগ
Year by Year

সন Year	উচ্চাধ্যক্ষ Subsidiary	সাধারণ General	মোট Total
১৯৭৭ 1977	০২ 02	০১ 01	০৩ 03
১৯৭৮ 1978	০১ 01	০২ 02	০৩ 03
১৯৭৯ 1979	০১ 01	০২ 02	০৩ 03
১৯৮০ 1980	০১ 01	০২ 02	০৩ 03
১৯৮১ 1981	০১ 01	০২ 02	০৩ 03
১৯৮২ 1982	০১ 01	০২ 02	০৩ 03
১৯৮৩ 1983	০১ 01	০২ 02	০৩ 03
১৯৮৪ 1984	০১ 01	০২ 02	০৩ 03
১৯৮৫ 1985	০১ 01	০২ 02	০৩ 03
১৯৮৬ 1986	০১ 01	০২ 02	০৩ 03
১৯৮৭ 1987	০১ 01	০২ 02	০৩ 03
১৯৮৮ 1988	০১ 01	০২ 02	০৩ 03
১৯৮৯ 1989	০১ 01	০২ 02	০৩ 03
১৯৯০ 1990	০১ 01	০২ 02	০৩ 03
১৯৯১ 1991	০১ 01	০২ 02	০৩ 03
১৯৯২ 1992	০১ 01	০২ 02	০৩ 03
১৯৯৩ 1993	০১ 01	০২ 02	০৩ 03
১৯৯৪ 1994	০১ 01	০২ 02	০৩ 03
১৯৯৫ 1995	০১ 01	০২ 02	০৩ 03
১৯৯৬ 1996	০১ 01	০২ 02	০৩ 03
১৯৯৭ 1997	০১ 01	০২ 02	০৩ 03
১৯৯৮ 1998	০১ 01	০২ 02	০৩ 03
১৯৯৯ 1999	০১ 01	০২ 02	০৩ 03
২০০০ 2000	০১ 01	০২ 02	০৩ 03
২০০১ 2001	০১ 01	০২ 02	০৩ 03
২০০২ 2002	০১ 01	০২ 02	০৩ 03
২০০৩ 2003	০১ 01	০২ 02	০৩ 03
২০০৪ 2004	০১ 01	০২ 02	০৩ 03
২০০৫ 2005	০১ 01	০২ 02	০৩ 03
২০০৬ 2006	০১ 01	০২ 02	০৩ 03
২০০৭ 2007	০১ 01	০২ 02	০৩ 03
২০০৮ 2008	০১ 01	০২ 02	০৩ 03
২০০৯ 2009	০১ 01	০২ 02	০৩ 03
২০১০ 2010	০১ 01	০২ 02	০৩ 03
২০১১ 2011	০১ 01	০২ 02	০৩ 03
২০১২ 2012	০১ 01	০২ 02	০৩ 03

C. A Dream comes True

At present, the school has a total of 1,420 students. The results of the primary final examinations have been very satisfactory. The school now has several buildings to house classrooms and other facilities. Surrounded by flower gardens, tended by the students, the environment is very attractive. It has a children's park, rooms, housing, historical and geographical materials of interest, a science corner and a rich library. The boundary wall has contributed to enhanced safety and security of the school campus, discipline, and congenial learning environment and less noise.

In addition, it boasts of seven computers, several laptops, overhead projectors, multi-media facilities.



Noticing the interest shown by learners of other localities to enrol in the school, the community has donated funds to build a hostel. At present about 300 students are staying in this hostel. The school pond is full of fishes, tended by the students.

To ensure adequate light and other enabling conditions, the school has rural electricity connection and 2 generators for providing alternative power sources. There are a total of 23 toilets, 5 urinals, 6 bathrooms, 4 tube-wells along with one hand pump and two water pumps in the school. Both the school building and the hostel have large fields in front of them. Parades, marching, games and sports take place in these two fields.

The school maintains on an average 36 students per classroom which ensures group learning. Consequently,

there are several sections for each grade. Teachers come to school with adequate preparation based on the lesson plan and use number of teaching aids to enhance students learning. The school is a bright example of the inter-relationship between the teachers and the students. Every teacher knows the name of every student and follows an appreciative enquiry method to keep students' morale up.

In addition to the 15 teachers employed by the government, about 140 locally recruited volunteers teachers and functionaries are working to keep the school running efficiently. In short, the school has

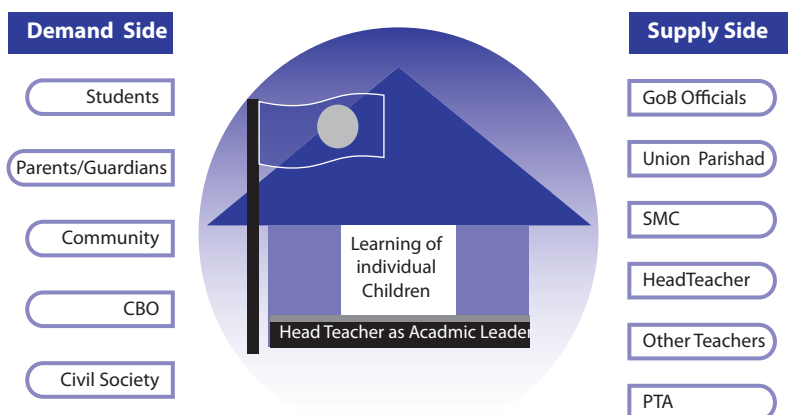


become the 'pride' of the community. A remarkable transformation, indeed! Who made this possible? What did they do to achieve this magical transition?

3. The Transformers: Role played by the Head Teacher and SMC to ensure community participation

As mentioned briefly in the previous section, the change was the result of the collective efforts of various stakeholders.

Figure-1: Stakeholders Participation in Primary Education



However, in case of Shibram Model Government Primary School the major ones for influencing the change are:

- i. The head teacher
- ii. The SMC
- iii. The other teachers
- iv. The students
- v. The guardians
- vi. The community

While all these players are important, in this presentation we intend to highlight the role played by

the head teacher and the SMC in ensuring the participation of the community in the management of the teaching-learning process and the physical and cultural environment of Shibram School.

A. Role of the Head Teacher: Leading others to achieve a collective goal

As the head of the institution, the role of the head teacher is of tremendous significance. As mentioned briefly before, the current head teacher was a man with a vision who was endowed with the qualities necessary for translating the vision into reality. He knew and believed strongly that one person, no matter how capable she/he is, cannot bring about a notable change in the local scene by lone effort. His dream project of



running successfully a model school in the village would require a collective effort from all the stakeholders. Therefore, he set about to motivate all of them in joining

hands together in the difficult task ahead. The strategies and the steps he took show this clearly. Some of the important ones are:

- Establishing a regular chain of free and personal communication with all the stakeholders on all school-related issues
- Infusing a sense of ownership and pride in all the stakeholders where the school is concerned
- Bringing demonstrable positive changes in reasonably quick time
- Taking a pro-active stance setting a personal example through dedicated hard work
- Facilitating the participation of all by creating space and soliciting help from every quarter
- Creating additional resources (Financial/Human) beyond those supplied by the Government.

i. How did he do all these: leadership at work

- *Approaching all groups to make a wish list:* Students are the most important agents of bringing a change in a school. Therefore, he first asked them to make a 'wish list' about the school--what they would like to have in the school and what they would dislike. By encouraging them to have a free discussion and taking notes, which were discussed again, the 'wish list' was finalized by consensus. This exercise was repeated with all the other stakeholders- the

teachers, the SMC, the guardians and finally the whole community. To get this 'wish list', he had to



establish a free line of communication and get acquainted with all the stakeholders. So he set his priorities - first the students and the teachers whom he met every day. Then the guardians whom he met by visiting the homes of the students and discussing the strengths and weakness of the learners with their guardians. His personal interest in helping the students to learn better and obvious willingness to give time, opened all the doors and hearts very soon. This step also worked effectively where the SMC and the rest of the community were concerned.

- *Ownership:* This close personal interaction and consultation with everyone before making any important decision about the school soon infused a

sense of ownership in every body. Growing interest in the school and its management and administration motivated everyone to participate in school affairs.

- *Prioritised action:* To bring about positive changes which would attract attraction the head teacher put priority on two inter-related activities - a) improving the physical facilities and environment of the school and b) focussing on the success of the students of class v (final year) of the school in the scholarship examination and schools finals to be held soon.
- a) He started the cleaning operation of the school grounds the day after he joined. The students worked with him during the tiffin period in cleaning the grounds and laying down flower gardens. Pretty soon, the community donated materials and voluntary help required for building necessary structures to house additional classes. Soon, the school had a new, inviting, healthy look and a congenial learning environment. This positive and pleasant change was noticed and welcomed by all, especially by the students and the teachers.
- b) He held special classes for students of class (v) in after-school hours and on weekly holidays, after consulting the students, the teachers and the guardians. In the scholarship examination, the students of the School won scholarships in every category reserved for the upazilla. This unprecedented success astounded the

community and everyone felt proud. This, of course, increased their willingness to help the school authorities in bettering the condition of the school.

- *Collective Action:* That the head teacher was the major driving force which brought these positive changes was evident to the whole community. His dedication, tireless work, personal involvement in all the activities and ability to lead without throwing his weight around won all the stakeholders over to join him in achieving his goal which has become their goal also.
- *Formal and Informal gatherings:* As has been mentioned before, he facilitated the participation of everyone in running the school through free discussion. He created space for himself and others by organizing formal gatherings as well as utilizing informal ways of exchanging information and views. The important formal activities organized by him were special discussion meetings, parent-teacher meetings, mothers' meetings and community meetings held in a member's courtyard. The informal ones were- home visits, exchanging views in teashops, local bazar, talking on education in general and the school in particular in social gatherings on various 'special' occasions such as milad mehfil, pujas, weddings etc. He also encouraged students to form groups, known as the student brigade, to accompany him on home visits, so that they can acquire first- hand knowledge about giving and receiving information on various aspects of education management. In a similar fashion, he encouraged the

teachers and the SMC members to participate in all these activities. In the following section, a detailed description of how the head teacher proceeded to elicit effective performance from the SMC and the ensuing results, would throw light on the leadership qualities of the head teacher.

- *Resource Mobilisation:* It was soon evident that the activities undertaken to improve the standard of the school (physical/intellectual environment) would require much more funds than that sanctioned by the government. To increase the human resources, the head teacher started recruiting volunteer teachers (part-time) from the educated but unemployed young persons of the locality. For increasing the financial resources, he requested the community (SMC members, guardians, teachers included) to donate money for creating a 'school fund'. He set an example by donating first.
- *Transparency and Accountability:* He also informed everybody that decisions on spending any amount from this fund would follow a transparent procedure-consultation and consensus. Thus transparency and accountability was practised from the very beginning, winning the trust of every donor.

ii. What the SMC did and how the Head Teacher motivated them

The SMC members, who are well-known members of the community, can play a very important role not only in increasing the quality of school administration and performance of students but they can also motivate and facilitate the guardians and the rest of the community to participate in the school affairs. Guided by this notion, the head teacher took some steps to ensure the



efficacy of the SMC itself. The steps taken by the head teacher to elicit effective and efficient performance from the SMC members and the ensuing results throw light on the leadership qualities of this head teacher. The important steps were:

- Reorganizing the SMC when he took charge. While selecting new members, he took special note of two characteristics - genuine interest in education and sincere wish to work for the betterment of the institution;

- Organizing workshops to inform the SMC members of their duties and responsibilities;
- Assigning specific duties and responsibilities to each member and following up the progress carefully. If and when any member faltered, he would point it out taking care not to hurt any feelings;
- After reorganization of the SMC, he made a 'wish list' by asking the members what they expected from the school and the head teacher. This was followed by a frank and open discussion on how the SMC can help to realize the wishes;
- Whenever a member missed a meeting he would visit his/her home. He encouraged the spouses also to take an active interest in the school and requested them



to motivate their spouses to attend meetings and discharge their duties efficiently;

- He would send the student brigade to the house of each member, an hour before the scheduled meeting



was to begin. They would go to the houses of the members, chanting slogans such as ‘please come and join, come and join, come and join the meeting today’. This tactic created a public pressure on the members and they felt an obligation to attend the meetings;

- At every fund-raising event, the head teacher was invariably the first donor. Naturally, the SMC members felt obliged to follow the example;
- He encouraged the SMC members to participate in monitoring the teaching-learning methods followed in class;
- He also reminded the SMC members to put priority on repairing and maintenance of class-room, building new structures when the need arose and provision of furniture’s (table, chair, benches etc.) and ensured their contribution in providing financial and physical help;

- He was able to create a congenial working relationship between the teachers and the SMC members. The head teacher's public recognition to the role played by the SMC gave them much encouragement to be active;
- He sent letters to members when they missed meetings. If a member failed to respond, he notified the member that the next SMC meeting would be held in his house;
- At SMC meetings, in case of differences of opinion, he advised the president to listen to both sides patiently and take a decision on the basis of consensus;
- He would arrange picnics and visits to other educational institutions and request SMC members to participate in these activities;
- He avoided throwing his weight around and carefully cultivated an environment where democratic values, transparency and accountability prevailed.

All these tactics and steps taken by the head teacher not only made the SMC keenly aware of their role in ensuring quality education but also heightened their sense of responsibility to play that role consistently and conscientiously. This is reflected in the round of activities discharged by them. The major ones are:

- The SMC members formed 3 groups and assigned one specific area to each group. Each group took steps to motivate the community of the particular area assigned to them to participate in the school affairs. They went to each household to invite the



householders to attend school functions. They also helped the head teacher organize gatherings of guardians, mothers, observance of various '*special days*', the annual sports and other cultural functions.

- Following the example set by the head teacher, they also discussed various aspects of running the school with people in tea shops, market place, ground etc.
- By discharging their duties consistently and effectively they won the trust of the community and the people willingly joined them in their efforts to improve the standard of the school.
- The SMC members also followed the example of the head teacher in utilizing the opportunity of reaching the people whenever it arose. For example, they spoke and informed the community on education-related issues in events organized by themselves or by others.

- Exchange of opinion with guardians in the school and informing the guardians about the duties of various school committees.



- Organizing processions and rallies with slogans.
- Speaking on education-related issues in gathering on the occasion of milad, puja, weddings, shalish meetings etc.
- Requesting the Imam to let them speak on the importance of community participation in ensuring quality education, before the Friday Jumma (congregation) began.
- Holding open discussions with the guardians at the picnics organized in the school grounds.
- Offering help to the community whenever the need arose.
- Maintain relationship with Union Parishad, Upazila Parishad and local education administration to update the status of students performance and place demands in case of need.

B. The Role of the Stakeholders

Of the other stakeholders, the teachers and the guardians play key roles as they not only control the learner's environment and the motivation of students to learn to a great extent but also can mould the attitude of the community to the school. The teachers and the guardians of Shibram School played their role very effectively to a positive end.



i. Contribution of the teachers

Motivated by the example set by the head teacher, the teacher of Shibram tried earnestly to ensure excellent performance from the learners in scholarship examinations. At the same time, they also tried to strengthen the linkage between the school and the guardian and the community at large. Some of the steps taken by them:

- Raising the standard of their own classroom performance. They improved their teaching skills through training organized by the head teacher and applied new teaching learning methods and



approaches which were student centred, participatory, enjoyable and informative. They focused on the learning needs of each student through careful and regular monitoring and evaluation. The positive results were evident in the excellent performance of their students in scholarship examinations. This at once attracted community appreciation and fostered willingness to help the school.

- Beside regular meetings with the guardians to appraise them about the performance of the learners of each class, they visited family homes regularly. They invited comments from the guardians about the

school. At the same time, they tried to raise the awareness of the guardians about the necessity for ensuring a congenial and supportive environment at



home to strengthen the student's motivation to learn.

- They took care not to over- burden the students with too much home work but requested the guardians to monitor the study pattern of the student at home and ensure regular attendance at school.
- The teachers encouraged the student brigade to accompany them on home visits. This facilitated face to face exchange of opinions between the teacher and guardians.
- The Assistant Teacher and Para Teachers working for Shibrum Model Government Primary School perform duties in addition to their regular obligations as per government rule that include supplementary class

after regular class time and after suspension of classes and on holidays. In the past, many teachers were not interested about the school because of overload which has changed over the period. The assistant teachers consider these duties as part of the teacher's accountability to ensure learning, make-up the shortage of contact hours and improvement of the school performance.

- The teachers solicited help and support from the guardians and requested their involvement in school affairs.

ii. Role played by the guardians

The guardians of Shibram also played their role



positively and effectively. Infused with a sense of ownership and motivated by the tireless efforts of the



head teacher and the other teachers to ensure best positive education for their children, they tried to help by providing support to their children at home and to



act as a link between the school and the rest of the community. Some of their activities were:

- Publicising the success of their children and highlighting the merits of the school-excellent teaching-learning methods, inclusive and transparent management etc. These attracted the attention of the community at large and



brought positive response to the plea of teachers for help and involvement.

- Helping the teachers to keep up the standards of student performance by monitoring study habits at home and attendance rate at school. At the same time they tried their best to create a supportive environment at home for their children to study. Though poor, they did not withdraw their children from school. This also motivated the rest of the community to support the school.
- The members of PTA attended the SMC meetings and discharged the duties assigned to them.

4. Lessons Learnt

The success story of Shibram offers some important lessons to be learnt by those who run and manage primary schools, especially in the rural areas. Of special interest should be the strategies, tactics and steps taken to motivate the community to participate and help in managing a school. Of these, the major ones are:

A. For the head teacher

1. Remembering and reminding oneself of the leadership role expected to be played by the head teacher in motivating and facilitating the full participation of all stakeholders, especially the community in running an excellent school.
2. Believing firmly that the school belongs to the community and conveying this conviction to all the stakeholders.
3. Establishing and maintaining a smooth, transparent and accountable working environment in all aspects of school administration.
4. Adopting appropriate strategies, tactics and steps to meet the 'felt' needs of the stakeholders. The precondition for this is, of course, to encourage everyone to voice their needs and wishes freely.
5. Assessing the abilities and potentials of individual stakeholders and combining these in a seamless collective effort to achieve the goal.

6. Constant effort for self-improvement through acquiring knowledge, sharing experiences with experts and applying the knowledge through well-thought-out planned activities.

B. For the SMC members

1. Realizing the importance of creating a 'school fund', setting example by donating money first and encouraging the rest of the community to help and support.
2. Discharging their duties, especially in monitoring the school activities, as representatives of the communities and apprising them regularly.
3. Above all, motivating the rest of the community to participate by offering necessary help and support to the school.

5. Conclusion

Finally, one can say that it is possible for any primary school to reach the excellent standard of Shibram if all the stakeholders work as tirelessly and earnestly as in the case of Shibram. The head teacher, as the leader of the collective action, needs to have a vision and a goal, the will to succeed and the leadership qualities as demonstrated by the head teacher of Shibram School. However it is obvious, that though Shibram is held as a model others need not follow this blindly. Difference in the context (location, class stratification and other distinction of the locality and community) should determine the specific steps and strategies which would lead to success in establishing and running a model school.

Experience of CAMPE

Community Education Watch used Lessons Learnt from Shibram Model Government Primary School

CAMPE is a national coalition of more than one thousand NGOs, dozens of teacher unions and hundreds of researchers working in the basic education sub-sector in Bangladesh. It works very closely with the concerned government agencies, education NGOs and other interested civil society organizations. It has three major roles that include (i) policy advocacy, (ii) research and documentation, and (iii) capacity building of constituency members and stakeholders.

As part of the mandate, CAMPE tried to document some lessons learnt from the Shibram Model Government Primary School along with facilitating replication of good practices towards improvement of school level governance. CAMPE has facilitated about 20 learning visit to Shibram Model Government Primary School during 2009 to 2014 where a total of 387 people including head teacher/principal, assistant teacher, SMC member, Community Education Watch Group Member, Union Parishad representatives (both Chairman and members), sub-national level education officials, representatives from downstream partner & member NGOs and representatives of development partners among others.

A systematic effort was given to selected communities, particularly in 32 unions in 8 districts through downstream partners to replicate some of the lessons from the above-mentioned school. These include mobilizing people from the local community for performing citizenship role and work as pressure group. They helped schools in improving teachers and students attendance, ensure timely enrolment, improve teacher-student contact hours, promote co-curricular activities for enhancing learning and oversee the governance issue and lobby with the local government and upazila administration for addressing the needs of the school including infrastructure development and other financing education issues. List of Community Education Watch Groups and some of the examples of interactions carried out in selected communities are listed in table-1 in next page.

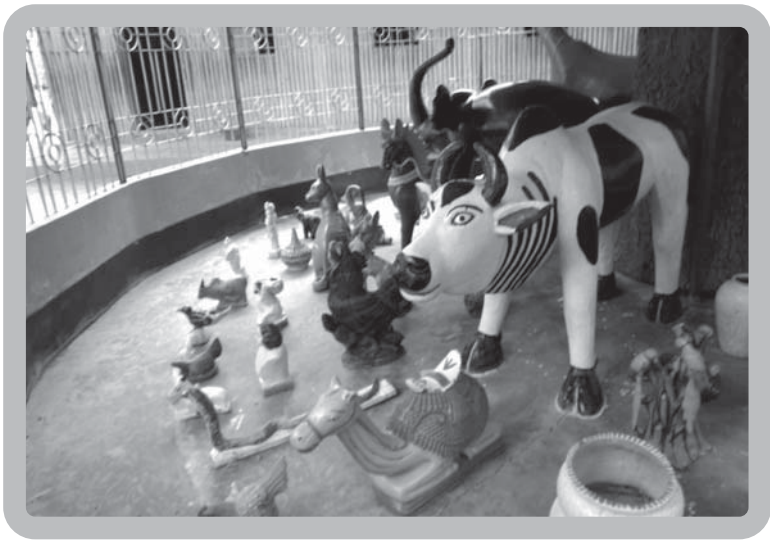
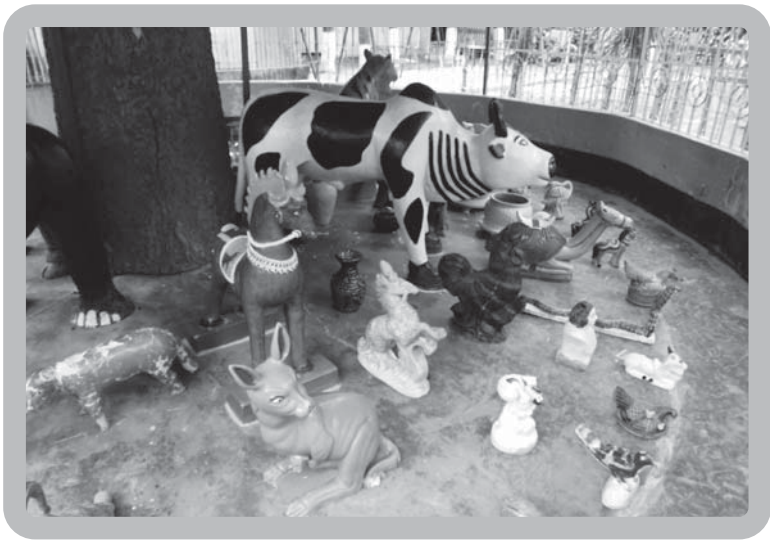
Table -1: List of Community Education Watch Groups

Sl. No.	Union	Upazila (Sub-district)	District	Downstream Partner Organisation	Year of Establishment
1.	Amjhupi	Meherpur Sadar	Meherpur	MUK	2009
2.	Muktinagar	Saghata	Gaibandha	USS	2009
3.	Birisiri	Durgapur	Netrokona	SERAA	2010
4.	Tegoria	Hobijong Sadar	Habiganj	ASED	2010
5.	Chanchra	Tujumuddin	Bhola	GJUS	2012
6.	Sedhuli	Madarganj	Jamalpur	APUS	2012
7.	Agia	Purbodhala	Netrokona	SERAA	2013
8.	Amdaha	Meherpur Sadar	Meherpur	MUK	2013
9.	Amirpur	Batiaghata	Khulna	Asroy Foundation	2013
10.	Baliadanga	Batiaghata	Khulna	Asroy Foundation	2013
11.	Bhadraghat	Kamarkhand	Sirajganj	NDP	2013
12.	Bheduria	Bhola Sadar	Bhola	GJUS	2013
13.	Char Syamaia	Bhola Sadar	Bhola	GJUS	2013
14.	Dariapur	Mujibnagar	Meherpur	MUK	2013
15.	Dhali Gaur Nagar	Lalmohon	Bhola	GJUS	2013
16.	Dhangara	Raiganj	Sirajganj	NDP	2013
17.	Durgapur	Durgapur	Netrokona	SERAA	2013
18.	Fulchari	Fulchari	Gaibandha	USS	2013
19.	Fulchocha	Malendha	Jamalpur	APUS	2013
20.	Gazoria	Fulchari	Gaibandha	USS	2013
21.	Ghoserpara	Malendha	Jamalpur	APUS	2013
22.	Gopaiya	Hobijong Sadar	Habiganj	ASED	2013
23.	Hogla	Purbodhala	Netrokona	SERAA	2013
24.	Jhawail	Kamarkhand	Sirajganj	NDP	2013
25.	Jorkhali	Madarganj	Jamalpur	APUS	2013
26.	Laskarpur	Hobijong Sadar	Habiganj	ASED	2013
27.	Monakhali	Mujibnagar	Meherpur	MUK	2013
28.	Nizampur	Hobijong Sadar	Habiganj	ASED	2013
29.	Pangashi	Raiganj	Sirajganj	NDP	2013
30.	Saghata	Saghata	Gaibandha	USS	2013
31.	Sahosh	Dhumuria	Khulna	Asroy Foundation	2013
32.	Sarabpur	Dhumuria	Khulna	Asroy Foundation	2013

List of Major Interventions by Community Education Watch

- Preparatory Work for Community Education Watch Groups
- Formation of CEW group
- Baseline development
- Orientation on Good governance (basic course and refreshers)
- School Level Annual Accountability Plan
- Social Audit SLIP and UPEP
- Issue based campaign by the Community Education Watch Groups
- Enrolment, Retention and Completion (ERC) Campaign
- Review and Reflection of Community Education Watch
- Partnership Management
- Community News letter
- Sharing session/orientation of SMC, PTA and UP standing committee
- Meeting with local authority
- Popularize Joyful Learning
- School based sports and cultural campaign
- Books we want to read Campaign
- Consultation on Teaching-learning Process
- Good Practices on learning achievements
- Community Report Card
- Policy Dialogue on Teaching and learning

Photo Galary



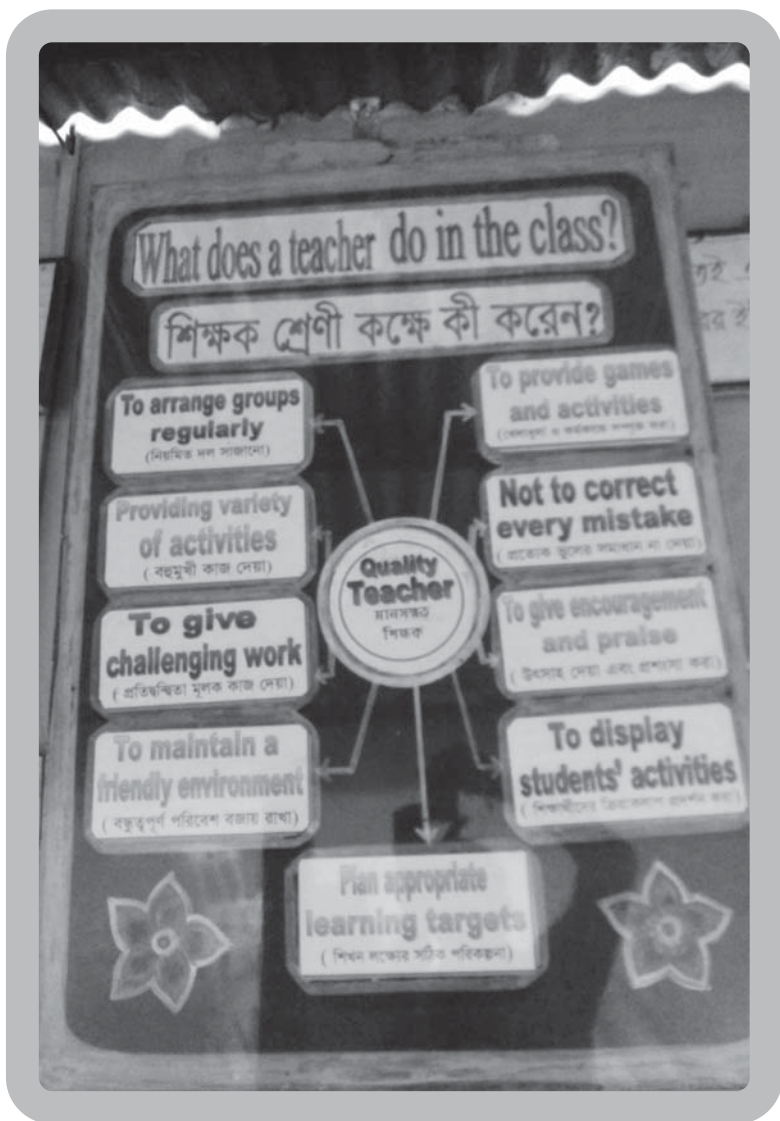


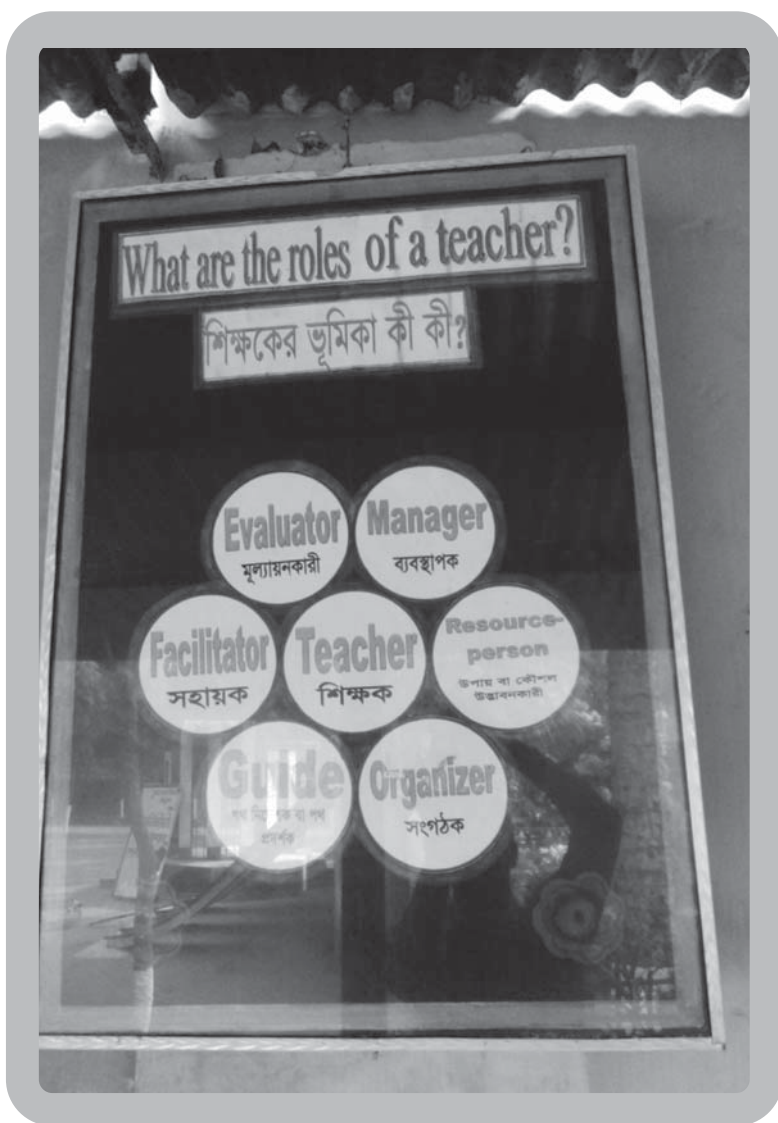


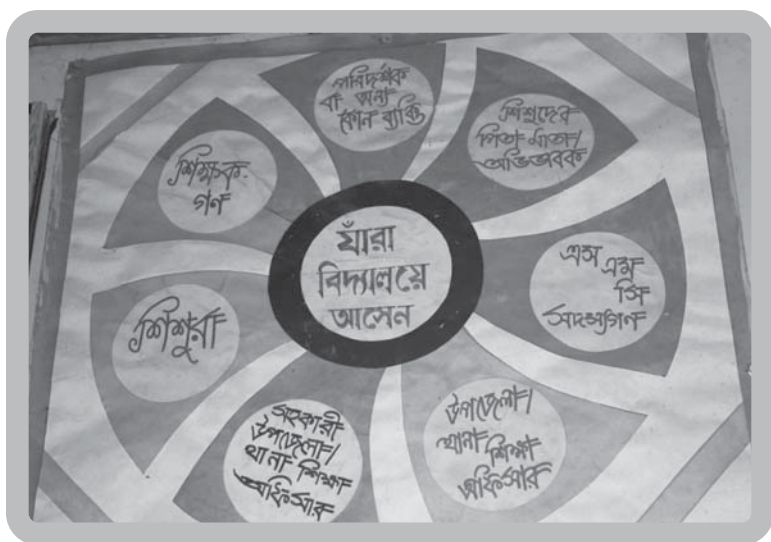
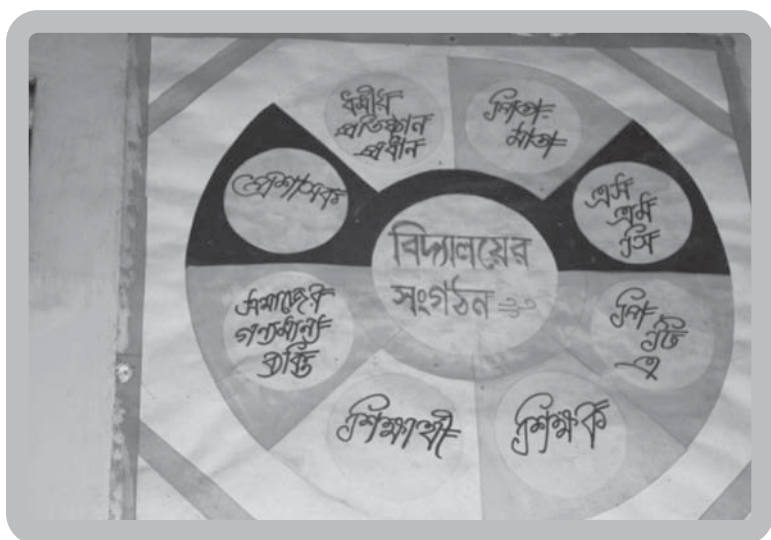


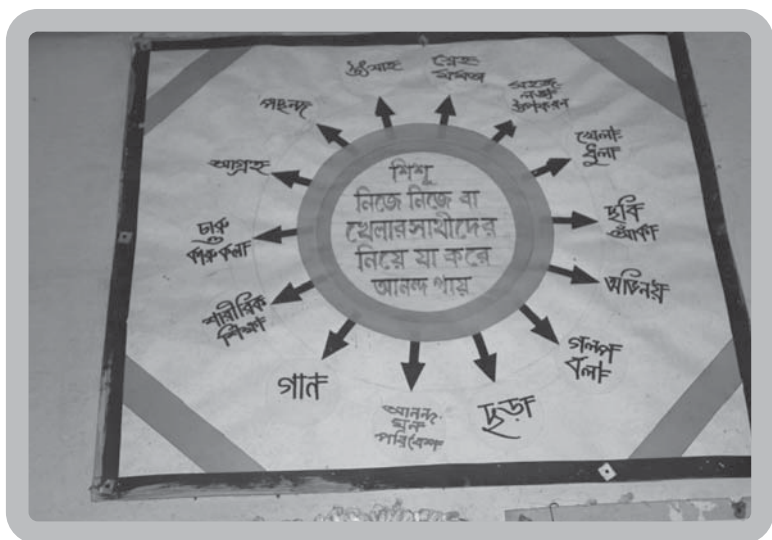
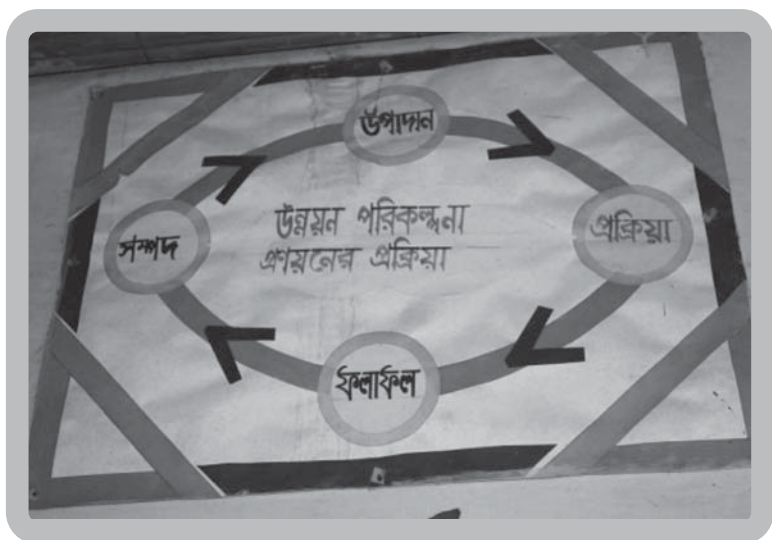






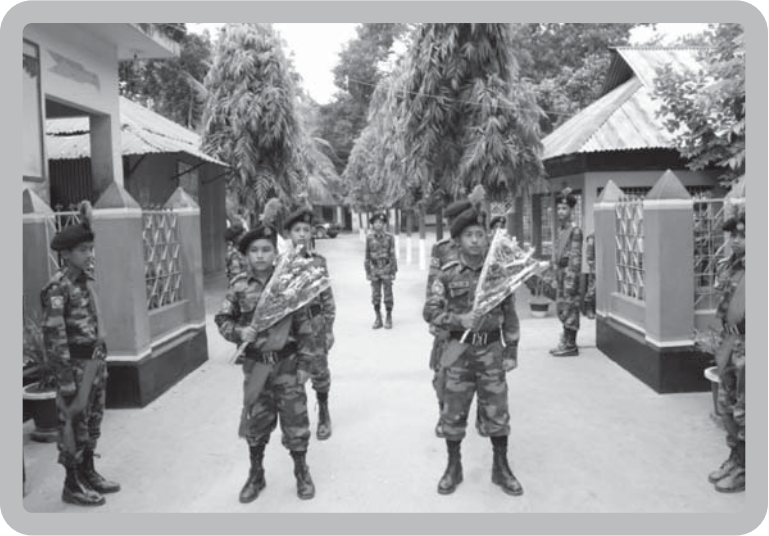




























গণসাক্ষরতা অভিযান

Campaign for Popular Education (CAMPE)

5/14, Humayun Road, Mohammadpur, Dhaka-1207, Bangladesh

Phone: (88-02)- 58153417, 58155031, 9130427; Fax: (88-02)- 9123842

E-mail: info@campebd.org, Website: www.campebd.org

In Cooperation with: Civil Society Education Fund (CSEF)

