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Article / Book Information

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## 論文要旨

THESIS SUMMARY

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要旨 (英文 800 語程度)

Thesis Summary (approx.800 English Words )

The thesis is entitled “**Integrated School-Community Functions -A planning framework for rural schools in Nepal-**” and consists of six chapters.

In chapter 1, literature review, background, aims and objectives, methodology is described.

With public schools (primary and secondary) facilities, functions such as local-residents gathering place, and community-based services can be seen integrated in many countries. This study is aimed at rural areas of Nepal and investigated the actual situations and problems of integrating school-community functions in schools. Especially in rural areas, daily lifestyle functions, social spaces for gatherings, small shops for everyday essentials, clinics, and temples are commonly featured integrated school-community functions in schools, while residents also get involved in school management, creating a school as the centre of the community. Therefore, this study on integrated school-community functions proposed the planning framework for rural schools on three aspects; community funding, community management, and place, which blends the learning and community services.

In Chapter 2, “**characteristics of community funding in rural schools of Nepal**”, we focused on the “community funding” of 21 public schools located in the Baglung municipality. Due to the community school system of Nepal, additional funds were collected by schools from individual donations, cultural and religious programs, and revenue from school’s resources. Schools used such income to pay locally appointed teachers’ salaries and to build facilities for classrooms as well as community services. Schools that were actively collaborating with the local community have succeeded in enriching the learning environment through social, cultural and community services, events and activities. However, the study revealed the actual situation of integration and complexities due to characteristics and diversity of each region, especially in school districts having less-active communities.

In chapter 3, “**integration of school-community functions and community involvement in administration**”, we focused on “stakeholders” to clarify the management potential of the School Management Committee (SMC) under the decentralized education reform of public schools. A total of 45 public schools were surveyed and classified by their management types and physical facilities. We found that schools actively collaborating with communities managed to increase their facilities. Some schools responded to the integrated spaces for social, cultural, community services, and events and activities within their limited resources. However, there was a significant disparity between individual schools due to their location, management capacities and diversity in the village. Schools dependent on government funding had less concern in preserving the traditional rural places integrated within the school.

In chapter 4, “**stages of development of schools and their planning priorities in relation to the diversity of the school districts**”, we focused on the “Place” from the field survey of 45 public schools, discussions with the School Management Committee, and the use of report School Improvement Plan (SIP). We analysed the prospects of the physical facilities, traditional community spaces such as chautara (multi-functional space under a big tree with a platform for recreation, meeting, and events) and temples which are directly related to the learning environment. Furthermore, we found that the planning priorities of each school extracted from their school improvement plan still focused on the classroom functions and academic facilities. Although facilities were increased and integrated, chautara were less preserved, and facilities in the large school districts less reflected the idea of a traditional place. Besides, the majority of schools gave priority on the boundary walls, which contradicts the concept of integration.

Hence, issues related to improvement of learning environment while considering rural characteristics were clarified.

In chapter 5, **“Discussion”**, based on chapters 2, 3 and 4, the relationship between learning environment, integrated functions and need of schools are summarised by the planning requirement for funding, stakeholder, and place. In this chapter, the planning framework for the rural schools in Nepal and general public schools is discussed. A) In case of Nepalese rural school, the planning approach in rural schools suggests the active community collaboration in funding, stakeholders, and active retention of community places. Particularly in rural areas, it is important to retain and maintain traditional spaces in schools to continue them as a unique feature of the local community. Rural schools are the centre for education as well as the centre of community life. Therefore, keeping tradition of collaboration in funding and management of Nepalese rural schools, and creating places that contributes in learning as well as community functions is necessary. B) In the case of general public school, funding might be taken as balancing the resources, stakeholders as diversity in participation and place as combined school-community functions. Based on the different needs of the community, the requirements are different; hence the diversity in participation is important to promote the schools in rural areas.

In chapter 6 of the thesis presents the conclusion of the study.

備考：論文要旨は、和文2000字と英文300語を1部ずつ提出するか、もしくは英文800語を1部提出してください。

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