

# Deped School Based Management Manual

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Globalization of Management Education - AACSB International 2011-02-09

In this comprehensive report, the AACSB Task Force explores broad globalization trends in management education that command the attention of any individual or institution striving to navigate in today's environment.

*The Quick-Reference Handbook for School Leaders* - The National Association of Head Teachers 2007-01-24

'It's the type of useful self-help text that promises practical and easy-to-read guidance to help you manoeuvre round the enquiries and problems that litter your school's otherwise smooth journey to an A-judgement from Ofsted inspectors!' - Ldr 'This is a handbook to have available as a first source to consult when an issue first arises. It combines legal advice, information, suggested activities and a series of tips from headteachers who have dealt with such issues before. New headteachers in particular would be well-advised to read the section on media interviews before they are rushed into statements they later regret. 'Looking after Yourself' is a section that leaders would be well-advised to skim through periodically as a reminder as it is the kind of advice that gets forgotten in the hurly-burly of school life' - Brian Fidler Professor of Education Management, University of Reading Distilled from years of NAHT (National Association of Head Teachers) experience of providing advice and guidance for its members in the UK, The Quick-Reference Handbook for School Leaders is a practical guide that provides an answer to the questions "Where do I start?" and "Where do I look for direction?" Written in an easy-to-read, bulleted format, the handbook is organised around key sections, each part includes brief overviews, checklists and suggestions for further reading.

- o Organisation and Management - the role of the Headteacher, negligence and liability, media relations, managing conflict and difficult people, effective meetings, inspection, resource management, records and information.
- o Teaching and Learning - curriculum, learning communities, special education, evaluation, staff development, unions, celebrating success.
- o Behaviour and Discipline - safe schools, code of conduct, exclusion, search and seizure, police protocols.
- o Health and Safety - child protection issues, occupational health & safety, risk assessments, emergency preparation, medical needs, health & safety resources.
- o Looking After Yourself - continuing professional development, and work-life balance.

This handbook is an excellent resource for all current and aspiring senior school leaders.

Making every school a health-promoting school - UNESCO 2021-06-23

*Handbook of Research on Student Engagement* - Sandra L. Christenson 2012-02-23

For more than two decades, the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive, emotional, and behavioral components that embody and further develop motivation for learning. Similarly, the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning. This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement. The Handbook guides readers through the field's rich history, sorts out its component constructs, and identifies knowledge gaps to be filled by future research. Grounding data in real-world learning situations, contributors analyze indicators and facilitators of student engagement, link engagement to motivation, and gauge the impact of family, peers, and teachers on engagement in elementary and secondary grades. Findings on the effectiveness of classroom interventions are discussed in

detail. And because assessing engagement is still a relatively new endeavor, chapters on measurement methods and issues round out this important resource. Topical areas addressed in the Handbook include: Engagement across developmental stages. Self-efficacy in the engaged learner. Parental and social influences on engagement and achievement motivation. The engaging nature of teaching for competency development. The relationship between engagement and high-risk behavior in adolescents. Comparing methods for measuring student engagement. An essential guide to the expanding knowledge base, the Handbook of Research on Student Engagement serves as a valuable resource for researchers, scientist-practitioners, and graduate students in such varied fields as clinical child and school psychology, educational psychology, public health, teaching and teacher education, social work, and educational policy.

**Educating the Student Body** - Committee on Physical Activity and Physical Education in the School Environment 2013-11-13

Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

*Philippine Human Development Report* - 2008

School-based Management - Ibtisam Abu-Duhou 1999

This book begins with a review of 'decentralisation' in schools, highlighting the problem of how to increase school-level autonomy while ensuring an orderly delivery of high quality education for a whole country that is equitable across geographic, socioeconomic and cultural divisions. Case studies of school-based managed

models in six countries are described, focusing on a radical system in place in Victoria, Australia. Leadership is a key function in school management reform, especially with respect to the delegation of financial management.

Handbook on Family and Community Engagement - Sam Redding 2011-12-01

Thirty-six of the best thinkers on family and community engagement were assembled to produce this Handbook, and they come to the task with varied backgrounds and lines of endeavor. Each could write volumes on the topics they address in the Handbook, and quite a few have. The authors tell us what they know in plain language, succinctly presented in short chapters with practical suggestions for states, districts, and schools. The vignettes in the Handbook give us vivid pictures of the real life of parents, teachers, and kids. In all, their portrayal is one of optimism and celebration of the goodness that encompasses the diversity of families, schools, and communities across our nation.

*Making Schools Work* - Barbara Bruns 2011

"This book is about the threats to education quality in the developing world that cannot be explained by lack of resources. It reviews the observed phenomenon of service delivery failures in public education: cases where programs and policies increase the inputs to education but do not produce effective services where it counts - in schools and classrooms. It documents what we know about the extent and costs of such failures across low and middle-income countries. And it further develops the conceptual model posited in the World Development Report 2004: that a root cause of low-quality and inequitable public services - not only in education - is the weak accountability of providers to both their supervisors and clients. The central focus of the book, however, is a new story. It is that developing countries are increasingly adopting innovative strategies to attack these problems. Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries, this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment, completion and student learning. The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability. It provides the rationally and synthesizes the evidence on the impacts of three key lines of reform: (1) policies that use the power of information to strengthen the ability of clients of education services (students and their parents) to hold providers accountable for results; (2) policies that promote school-based management?that is increase schools? autonomy to make key decisions and control resources, often empowering parents to play a larger role; (3) teacher incentives reforms that specifically aim at making teachers more accountable for results, either by making contract tenure dependent on performance, or offering performance-linked pay. The book summarizes the lessons learned, draws cautious conclusions about possible complementarities across different types of accountability-focused reforms if they are implemented in tandem, considers issues related to scaling up reform efforts and the political economy of reform, and suggests directions for future work."

**Science Teaching Reconsidered** - National Research Council 1997-03-12

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

*School-Based Management* - Susan Albers Mohrman 1994-10-14

"Mohrman and Wohlstetter have written the most important volume on school-based management to date... a significant contribution to the school reform literature." --Joseph Murphy, professor and chair, department of educational leadership, Vanderbilt University This book examines the school-based management strategies that hold the most promise for increasing organizational effectiveness.

**Making Schools Work** - Eric A. Hanushek 2010-12-01

Educational reform is a big business in the United States. Parents, educators, and policymakers generally

agree that something must be done to improve schools, but the consensus ends there. The myriad of reform documents and policy discussions that have appeared over the past decade have not helped to pinpoint exactly what should be done. The case for investment in education is an economic one: schooling improves the productivity and earnings of individuals and promotes stronger economic growth and better functioning of society. Recent trends in schooling have, however, lessened the value of society's investments as costs have risen dramatically while student performance has stayed flat or even fallen. The task is to improve performance while controlling costs. This book is the culmination of extensive discussions among a panel of economists led by Eric Hanushek. They conclude that economic considerations have been entirely absent from the development of educational policies and that economic reality is sorely needed in discussions of new policies. The book outlines an improvement plan that emphasizes changing incentives in schools and gathering information about effective approaches. Available research and analysis demonstrates that current central decisionmaking has worked poorly. Concentrating on inputs such as pupil-teacher ratios or teacher graduate degrees appears quite inferior to systems that directly reward performance. Nonetheless, since experience with such alternatives is very limited, a program of extensive evaluation appears to be in order. Attempts to institute radical change on the basis of currently available information involve substantial risks of failure. Many people today find proposals such as charter schools, expanded use of merit pay, or educational vouchers to be appealing. Yet there is little evidence of their effectiveness, and widespread adoption of these proposals is sure to run into substantial problems of implementation. Instead of choosing the "right" approach, this book advocates a more systematic approach of experimentation, evaluation, and change. In addition to Hanushek, the contributors are Charles S. Benson, University of California, Berkeley; Richard B. Freeman, Harvard University; Dean T. Jamison, UCLA; Henry M. Levin, Stanford University; Rebecca A. Maynard, University of Pennsylvania; Richard J. Murnane, Harvard University; Steven G. Rivkin, Amherst College; Richard H. Sabot, Williams College; Lewis C. Solmon, Milken Institute for Job and Capital Formation; Anita A. Summers, University of Pennsylvania; Finis Welch, Texas A&M University; and Barbara L. Wolfe, University of Wisconsin.

*The Staff Development Program* - Texas. State Department of Public Welfare 1946

Improving America's Schools - National Research Council 1996-11-15

Reform of American education is largely motivated by concerns about our economic competitiveness and American's standard of living. Yet, few if any of the public school reform agendas incorporate economic principles or research findings. Improving America's Schools explores how education and economic research can help produce, in the words of Harvard's Dale W. Jorgenson, "a unified framework for future education reform." This book presents the perspectives of noted experts, including Eric A. Hanushek, author of Making Schools Work, on creating incentives for improved school and student performance; Under Secretary of Education Marshall S. Smith on the Clinton Administration's reform program; and Rebecca Maynard, University of Pennsylvania, on the education of the disadvantaged. This volume explores these areas: The importance of schooling to labor market success. The prospects for combining school-based management with teacher incentives to gain the best of both approaches. The potential of recent innovations in student achievement testing, including new "value-added" indicators. The economic factors involved in maintaining an adequate stock of effective teachers. The volume also explores why, despite similar standards of living, France, the Netherlands, England, Scotland, and the United States produce different levels of education achievement. Improving America's Schools informs the current debate over school reform with a fresh perspective, examples, and data. This readable volume will be of interest to policymakers, researchers, educators, and education administrators as well as economists and employers--it is also readily accessible to concerned parents and the larger community.

*Servant Leader* - Ken Blanchard 2003-03-11

Best-selling author of The One-Minute Manager, Ken Blanchard, along with Phil Hodges, reveals the meaning of servant leadership modeled after Jesus Christ. Based on Blanchard's and Hodges' Faith Walk seminars, business leaders come to realize that teams are more powerful than the sum of the individuals and to recognize their people as appreciating assets. Servant Leader summarizes the Four Dimensions of Leadership: the head (leadership assumptions and methods) the hands (application and leadership

behavior) the heart (edging God out) the habits (solitude, prayer, study of scripture, unconditional love, etc.) The thousands who have attended his seminars witnessed the transforming power of this unconventional approach. Readers seeking to grow as leaders and business executives will find Servant Leader nothing short of life-changing.

*School-Based Management* - Lori Jo Oswald, Ph.d. 2014-09-25

School-based management (SBM), the decentralization of decision-making authority to the school site, comes in many variations. However, all forms of SBM require a rethinking of how and where budgeting, curriculum, and personnel decisions are made. This book provides an overview of what SBM is and how it is implemented by summarizing some of the educational research in this area. Throughout, examples are provided from Oregon schools, particularly the Salem-Keizer Public Schools, which implemented SBM in 1989. Interviews with 14 administrators and educators supplement the literature review. Chapter 1 provides definitions and an overview of SBM philosophy, with a list of advantages and disadvantages. Chapter 2 explains the change in roles and responsibilities of the "stakeholders": the school board, superintendent and district office, principal, teachers, parents and community members, and students. In each section, a list of concerns about the role transition is included. Strategies for enlisting stakeholder involvement in the successful implementation of SBM are discussed in the third chapter. Chapter 4 explains the function of the school council, with particular attention to Oregon site-based councils. The fifth chapter lists additional implementation guidelines, focusing on budget, personnel, and curriculum. Chapter 6 discusses issues related to and methods of determining SBM success. Finally, recommendations and conclusions are made in the seventh chapter.

*International Handbook of Educational Leadership and Administration* - Kenneth A. Leithwood 2012-12-06  
EDITORS This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters. A synopsis of the contents of those chapters is also provided.  
SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail. After all, there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years. Such a view is captured, for example, in Bennis' observation that: Of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for top nomination. Probably more has been written and less is known about leadership than any other topic in the behavioural sciences. (1959, page 259) We do not find this state of affairs discouraging (nor entirely accurate) and, of course, it did not prevent Bennis from proceeding either. One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory, a theory which applies to all or most domains of organized human activity. This aspiration inevitably produces decontextualized and, therefore, abstract categories of practice. Howard Gardner's (1995) depiction of leadership as story telling is a case in point.

**Deconcentration and Decentralization Reforms in Cambodia** - Tariq H. Niazi 2011-06-01

This study analyzes strategic and programming issues arising from the emerging deconcentration and decentralization reforms in Cambodia and informs the debate on the pace and strategic direction of these reforms. The study looks at the evolving legal and regulatory framework pointing to the gaps and inconsistencies that need to be addressed for a coherent framework over time. The study elaborates on the large cast of complex, and sometimes competing, institutions and the challenges of setting up an equitable and transparent intergovernmental financing system. Evaluating the strengths and weaknesses of the government's 10-year national program, the study suggests some critical steps for successful implementation of the reforms, including the need to develop a clear reform policy framework, obtain better coordination among government agencies and between the government and development partners, clarify uncertainties in the assignment of functions between tiers of government, design a robust system on intergovernmental financing, and develop capacities to implement the reforms. The study also suggests some important considerations for ADB programming, including how to best support the deconcentration and decentralization reforms at the central, subnational, and sector levels.

Disaster risk reduction in school curricula: case studies from thirty countries - 2012

**Educating One and All** - National Research Council 1997-06-27

In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. *Educating One and All* examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilitiesand identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

**Financial Management** - Ernel Merano PhD 2020-05-05

A professional teacher raised from the Philippines and graduated with degrees in Doctor of Philosophy in Education major in Educational Programs Management at Eastern Visayas State University, Tacloban City last March 29, 2017. Master of Arts in Education Major in Administration and Supervision at Western Leyte College of Ormoc City last March 21, 2012. Bachelor of Science in Industrial Education in Elementary at Southern Leyte State University, Main Campus, Sogod, Southern Leyte last March 24, 2006. Passed the Licensure Examination for Teachers last August 2007 at South Western University, Cebu City. Presently working as a Teaching Faculty in A'soud Global School, Duqm, Sultanate of Oman.

Qualities of Effective Principals - James H. Stronge 2021-04-28

This book shows principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills.

Making every school a health-promoting school - UNESCO 2021-06-23

**Distance Education for Teacher Training** - Hilary Perraton 2002-03-11

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

**Successful School Leadership** - Christopher Day 2017-12

Managing the Curriculum - David Middlewood 2001-05-28

Each chapter in the book is firmly rooted in research and is well referenced as one would expect of such a book. It will be of particular use to people with an academic interest in this aspect of school management but will also be thought-provoking for those who are involved in the development of the curriculum within their institution' - escalate This book explores many of the new aspects of the core business of schools and colleges, that is, the curriculum. Keeping the focus clearly on learning and teaching, the contributors explore the practical issues for managers at institutional level, within the context of their need to understand and analyze key educational values and principles. Part One presents overviews of theories and models of curriculum, while Part Two examines how these are applied through planning, monitoring and evaluating. Part Three explores in detail the various managerial roles within schools and colleges from leaders to those responsible for cross-curriculum work and special educational needs. The fourth part discusses the importance of effectively managing resources for the curriculum - the environment, support staff and finance. Contributors use empirical research evidence to analyze current curriculum trends whilst proposing various new models which are likely to emerge in the 21st century.

**Learning to be** - Edgar Faure 1972-01-01

**Setting Up and Running a School Library** - Nicola Baird 1994

Diagrams and practical examples from teachers' experiences around the world illustrate the advice given.

Shows how to choose books, a room and resources. Explains how to establish a simple classification and cataloguing system. Shows how to encourage active teacher and student involvement. Explains how to make the most of limited resources. Ideal for teachers and others who are not trained librarians.

The Talking Hands - Angela Arellano Ababat 2011-01-28

There is no available information at this time.

**Training Manual for Organic Agriculture** - I. Gomez 2017-09-01

The production of this manual is a joint activity between the Climate, Energy and Tenure Division (NRC) and the Technologies and practices for smallholder farmers (TECA) Team from the Research and Extension Division (DDNR) of FAO Headquarters in Rome, Italy. The realization of this manual has been possible thanks to the hard review, compilation and edition work of Nadia Scialabba, Natural Resources officer (NRC) and Ilka Gomez and Lisa Thivant, members of the TECA Team. Special thanks are due to the International Federation of Organic Agriculture Movements (IFOAM), the Research Institute of Organic Agriculture (FiBL) and the International Institute for Rural Reconstruction (IIRR) for their valuable documents and publications on organic farming for smallholder farmers.

**Learning disabilities screening and evaluation guide for low- and middle-income countries** - Anne M. Hayes 2018-04-29

Learning disabilities are among the most common disabilities experienced in childhood and adulthood. Although identifying learning disabilities in a school setting is a complex process, it is particularly challenging in low- and middle-income countries that lack the appropriate resources, tools, and supports. This guide provides an introduction to learning disabilities and describes the processes and practices that are necessary for the identification process. It also describes a phased approach that countries can use to assess their current screening and evaluation services, as well as determine the steps needed to develop, strengthen, and build systems that support students with learning disabilities. This guide also provides intervention recommendations that teachers and school administrators can implement at each phase of system development. Although this guide primarily addresses learning disabilities, the practices, processes, and systems described may be also used to improve the identification of other disabilities commonly encountered in schools.

**Leadership and Learning** - Jan Robertson 2011-03-14

Bringing together internationally recognised scholars this book focuses on the relationship between leadership and learning for the education community. It draws together a wealth of knowledge and research in the field across a variety of contexts, such as system leadership, professional learning communities and leading different cultures. Themes covered include: - exploring models for leadership and improvement - challenges in developing learning-focused leadership - broadening ideas of learning and knowledge work. This book will be of interest to educational leaders at all levels and in all sectors, as well as consultants, academics and those who wish to extend their knowledge in educational leadership whether engaging in further academic study or in reflective practice around the ideas presented. This book is essential for anyone taking advanced programmes in educational leadership and management.

**A New Agenda for Research in Educational Leadership** - William A. Firestone 2005-11-12

This book, the product of the task force on research co-sponsored by the American Educational Research Association Division A and the University Council on Educational Administration, sets an ambitious agenda for research in educational leadership. Prominent scholars in the field review current knowledge about leadership, frame new questions to generate important research in the field, and direct researchers and

policymakers to rethink how educational administration, leadership, and policy should be understood. Covering a broad range of topics, from accountability systems and school-community relationships to the education of students from diverse backgrounds, the authors submit current research to critical scrutiny in order to develop frameworks for new research that can have a significant impact on policy and practice.

*The School Accountability Framework* - Western Australia. Education Department 2002

A Comparative Analysis of School-based Management in Central America - Emanuela Di Gropello 2006-01-01

This paper provides a comparative analysis of school-based management reforms in four Central American countries (EDUCO in El Salvador, PRONADE in Guatemala, PROHECO in Honduras, and Centros Autonomos in Nicaragua). It starts by providing a characterization of the models and then reviews how they have expanded community participation and empowerment and school decisionmaking autonomy. It then continues by analyzing the impact of community and school empowerment on the teaching-learning process, including measures of teacher effort. The paper assesses the impact of the models on several educati.

Instructional Supervision - Sally J. Zepeda 2011-01-11

First published in 2012. Routledge is an imprint of Taylor & Francis, an informa company.

*Planning Guide for Maintaining School Facilities* - Tom Szuba 2003

This title is no longer available in print. However, please visit the NCES website at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003347> to view an electronic version of the text. As America's school buildings age, we face the growing challenge of maintaining the nation's education facilities at a level that enables our teachers to meet the needs of the 21st century learners. This tool has been developed to help readers better understand why and how to develop, implement, and evaluate a facilities maintenance plan. It focuses on: maintenance as a vital task in the responsible management of an education organization, the needs of an education audience, strategies and procedures for planning, implementing, and evaluating maintenance programs, a process to be followed, rather than a canned set of "one size fits all" solutions, and recommendations based on "best practices", rather than mandates. The document offers recommendations on the following important issues, which serve as chapter headings: Introduction to School Facilities Maintenance Planning Planning for School Facilities Maintenance Facilities Audits (Knowing What You Have) Providing a Safe Environment for Learning Maintaining School Facilities and Grounds Effectively Managing Staff and Contractors Evaluating Facilities Maintenance Efforts

**Education Management Information Systems (EMIS)** - Tegegn Nuresu Wako 2003

*Decentralized Decision-making in Schools* - Harry Anthony Patrinos 2009

An increasing number of developing countries are introducing School-Based Management (SBM) reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of ownership of the school. Many of these reforms have also strengthened parental involvement in the schools, sometimes by means of school councils. SBM programs take many different forms in terms of who has the power to make decisions as well as the degree of decision-making devolved to the school level. While some programs transfer authority only to school principals or te.

**Cohort Default Rate Guide** - 2001