School Management for Poor Society: A Community Service Initiative in Kathmandu, Nepal

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ABSTRACT

This community service project, carried out by the Faculty of Economics and Business, Universitas Negeri Jakarta, to Subhakaman School in Kathmandu, Nepal, was intended to alleviate resource constraints and enhance the management of schools so as to cater to less-privileged students. The sustainability of the project included a $500 donation, which was spent on buying two new computers, upgrading the software, and buying a mini projector, thus giving a face-lift to the technological infrastructures at the school. The collaboration took three phases of a donation offer presentation, after which there was the need to identify the needs of the school and establish priorities for using the money, and a final meeting where the management of the respective school reported their achievements. These improvements allowed the students to gain access to modern digital tools and stimulate useful skills, enhancing learning opportunities. This initiative has demonstrated that participatory planning and strategic investments are key in realizing educational equity and sustainability in the most disadvantaged communities.

Keywords: Community Service, Educational Sustainability, School Management, Digital Learning Tools, Educational Equity

INTRODUCTION

Background

Introduction: The Role of Community Service in Fostering Social Responsibility

Community service has over time been considered one of the foundational building blocks in social responsibility among academics. It is not only good practice for the communities being targeted, but it also builds the moral, intellectual, and civic qualities of those involved in it. Community service in academic circles bridges the gap between the generation and utilization of knowledge; it emphasizes how important it is to make education and expertise serve societal needs. This concept is especially relevant in global contexts where educational institutions collaborate to address pressing issues, such as poverty, education inequity, and community development.

Where Academia Meets Social Responsibility

Community service integrated into academic frameworks enhances the role of institutions in addressing social justice. Higher education is uniquely positioned to contribute to society by mobilizing its resources, such as research expertise and social networks, in efforts to improve conditions for underprivileged groups. Scholars like Winterbottom et al. (2013) indicate that service-learning, being a methodology that combines academic instruction with community engagement, deeply instills a sense of social justice in participants. The practice allows educators and students to team up in solving problems with communities while learning from the challenges that such communities face.

Educating about Civic Engagement Improvement

Another major outcome of community service initiatives in academia is fostering civic responsibility. By incorporating service-based learning, universities also involve students and faculty members in projects that look for ways to improve educational infrastructure in dislocated and impoverished neighbourhoods. According to research conducted by Maryprema and Rajeswari (2023), value-based education combined with an involved community can immensely influence the construction of actively responsible citizens. It is within such activities that the values of empathy, collaboration, and accountability are internalized among academics and students alike.

Case Study: Subhakaman School, Kathmandu

One of the best examples of an academic-community partnership is between the Faculty of Economics and Business at Universitas Negeri Jakarta and the Subhakaman School project. The Subhakaman School opens a door of life improvement for children in Nepal despite lacking facilities and resources in this school. Through this partnership, financial support can be given along with sharing knowledge in managing the school. This initiative gives meaning to sustainability in community service, as echoed in various studies on the sustainability of such programs over time .

The Importance of Sustainable Approaches

Another important ingredient for community service projects is the question of sustainability. As observed by scholars such as Laanes (2007), service activities ought to have some aspect of continuity beyond the time that active intervention by the project team is completed, so the community can continue benefiting from the efforts. This was evident in the Subhakaman School project through the setup of a school management system that would attract funding and resourcing in the future. This is in line with best practices at the global level, which recommend capacity-building measures as a way of ensuring self-sustenance at the community level.

Broader Impacts and Challenges

Community service programs have far-reaching effects on those other than the immediate participants. For example, Tai and Chuang (2014) observed that most of the participants in these programs later become lifelong crusaders in pursuing social equity based on the experiences that they had a firsthand feel of. Nevertheless, cultural barriers, resource constraints, and logistical problems militate against this. It is therefore in order for academic institutions to take adaptive strategies that respond to these challenges for the community service program to be relevant and effective.

Academics Contributions to Global Development

The role academia can play to foment global development by giving service to civic needs cannot be overemphasized. According to Di Gerio et al. (2020), the inclusion of SDGs into the curricula of higher education will enable academics to start contributing to global problem-solving seriously. Projects like those described by Universitas Negeri Jakarta provide additional examples of how academic institutions can collaborate across borders and apply their collective expertise to tackle challenges faced by communities around the globe.

Overview of Subhakaman School, its mission, vision, and challenges

Based in Kathmandu, Nepal, Subhakaman School has emerged as a beacon of hope for less advantaged children, striving to offer them all-round education with the purpose of character development. Its aim is to form able, disciplined, and bold citizens, full of knowledge and values per pixel needed to dedicate themselves to society for its betterment. However, besides its achievements, the school still faces resource limitations, infrastructural constraints at each and every step, and the need for sustainable growth. This introduction gives a clear overview of when the school was founded, what its aspirations were, and what challenges it sought to surmount.

Vision and Mission: Commitment to All-Round Development

Subhakamana School truly believes that education lays the cornerstone in building up responsible leaders valuing their ethnicity, culture, yet striving for excellence in the years to come. It nurtures every student in dynamic and supportive settings that stress scholastic achievement, creativity, and exploration. This is complemented by its mission to achieve holistic development, basing its concentration on values like honesty, loyalty, and teamwork. Aristotle's truism, "Educating the mind without educating the heart is no education at all," finds ample resonance with the approach the institution enshrines.

Academic Philosophy: Where Tradition Meets Innovation

At Subhakaman School, there is an integration of traditional values along with modern ways of teaching. The institute has advanced academics supported by co-curricular and extracurricular activities for the all-round development of a child. Examples are collaboration with technology-driven learning platforms like the Byju's Learning Program, Smart School App, among others, to enrich student engagement. Such affiliations ensure that the students are academically competitive and technologically literate too.

Further, the school periodically organizes programs on value-based education to inculcate life-skills such as gratitude, kindness, and forgiveness among its students. Even daily assemblies are themed on these values to reinforce their importance in the lives of students. This holistic approach reflects the broader educational goals outlined by global educational frameworks, which emphasize the need for value-based and life-oriented education.

Limitations of Resources and Other Challenges: Sustainability Issues

While it has done well, Subhakaman faces huge obstacles that stand in the way of its good will to do so. The school is not sufficiently funded to keep the programs running, and its infrastructure is not upgraded to required standards; for instance, the school just added computers to the computer lab courtesy of donations. Of course, those donations met only a fraction of its infrastructural needs.

The other challenge is that the initiatives should be sustainable; hence, it seeks regular funding and partnership that could help in continuing running its activities and developing better ones. Studies of sustainable development in education do clearly indicate that long-term resources planning and a community involvement are among the keys for overcoming this kind of challenge.

Parental and Community Engagement: A Crucial Pillar

Realizing the imperative of community participation, Subhakaman School has taken on board the active involvement of its parents in the school management. The regularity of meetings with the Parent-Teacher Association (PTA) ensures that everything operates on the principle of transparency and a spirit of collaboration between its stakeholders. This model stands out in terms of following best practice in community-based educational frameworks where stakeholder involvement is crucial for the realization of sustainable outcomes.

Beyond the Classroom: Environmental and Social Initiatives

At Subhakaman School, much importance is given to environmental education. Students are encouraged to participate in activities like rainwater harvesting, waste segregation, and plantation drives to promote environmental stewardship at a young age. Such initiatives go on to improve the green footprint of the school and instil a sense of responsibility among the students. Such efforts align with global educational standards that advocate for integrating environmental consciousness into school curricula.

The CSR programs of the school have touched thousands of people with training and livelihood opportunities. This reflects the commitment of the institution to expanding its reach beyond its immediate community to further the cause of social equity and inclusion.

Academic Excellence and Competitions: Growing Competence and Confidence

Subhakaman feels proud of each diverse academic as well as various extracurricular competitions carried out, which ultimately inspire students not to limit the academic excellence attained within textbooks merely. Activities for debates, quizzes, and elocution inculcate a healthy competitive spirit among the masses while nurturing communication and critical reasoning skills. With these programs taking place, worldwide educational research provides evidence that co-curricular activities are most important in developing all rounded individuals.

Objective

Community service conducted at Subhakaman School in Kathmandu, Nepal, reflects a commitment to improvement in access to and sustainability of education for disadvantaged children. The main driving objectives of this program are two: first, to enhance the school's sustainability and management practices to ensure its long-term viability; second, to provide both financial and managerial support in raising the quality of education for marginalized students. The Faculty of Economics and Business at Universitas Negeri Jakarta, through this program, is trying to establish a mutually beneficial partnership based on academic strengths of the institution as a way out of observed problems at school for long-lasting positive changes in students' lives.

To improve the sustainability and management practices of the school

Basically, any educational institution requires sustainability and effective management to ensure longevity and relevance, especially those serving the needs of underprivileged children, such as Subhakaman School in Kathmandu, Nepal. This objective will enhance the sustainability and management practices within this school in line with global educational principles that emphasize long-term operational viability, community involvement, and optimization of resources. While environmental practices are involved with sustainability, much more is involved with this concept in education: financial stability, strategic planning, and the capacity to adapt to ever-evolving challenges. Meanwhile, effective management practices will be those that best harness resources in pursuit of a strategy toward the greatest possible impacts on student and community outcomes.

Financial and Operational Sustainability

Sustainability begins with financial planning, so critical for institutions such as Subhakaman School, which are often starved of resources. All the same, Subhakaman has showed promising integrations of innovative solutions within the institution, including some tie-ups with leading partners such as Byju's Learning Program and Smart School App, by improving educational delivery and reducing administrative inefficiencies. These initiatives have shown that the school proactively leveraged technology in search of affordable solutions.

Research highlights that schools with robust financial management systems are better equipped to withstand economic shocks and maintain their educational standards over time.

Leadership and Strategic Planning Leadership is important to drive sustainability and operational excellence. Subhakaman School has a dedicated leadership team committed to its vision of holistic education. The chairman of the school, Mr. Prakash Adhakari, ensures a culture of innovation and accountability among the staff and stakeholders. Effective school leadership has been linked to improved student outcomes, staff retention, and overall institutional performance.

Therefore, according to Tai and Chuang (2014), long term sustainability for the schools that highlight strategic planning together with leadership development would be realized more probably.

Community Engagement and Resource Mobilization

The other crucial part of sustainable education involves the aspect of the community. To engage the Subhakaman School community through the PTA has its major involvement in decision-making and resources. In a small school context, it might mean making less authoritative decisions that take the need to sustain parents and community interests into serious consideration. More so, perhaps, than being in accountability, there is an aspect of developing a sense of ownership and shared intent-essential to sustaining momentum for any innovation.

Community participation in the process of school administration has, by their involvement, seen equitability in access to more educational systems across various communities worldwide, according to Di Gerio et al. (2020).

Environmental Sustainability

What further cements the commitment of Subhakaman School when it comes to managing practices is their commitment to environmental sustainability. Its initiatives include rainwater harvesting, waste segregation, and policies related to the green campus, showcasing the school's effort to ensure that its students have environmental awareness and help reduce operational costs. Integrating environmental education into the curriculum follows global best practices and sets a path for the students to emerge as responsible citizens.

In fact, numerous studies have also documented that environmentally green schools reduce ecological footprint and result in improved wellness and learning achievements for students .

Technological Integration

The adoption of technology into Subhakaman School has, to a greater extent, developed its management by enhancing the efficiencies and quality in education. While tools like the Smart School App facilitate efficient administration, learning experiences are personally offered to the students through Byju's Learning Program. Technology enhances the tracking of performance metrics on resource allocation engagement with stakeholders for the school. According to Hersh and Schneider's research, the use of technology can bring about a shift toward sustainable inclusive education (Hersh & Schneider, 2005).

Challenges and Recommendations Despite its achievements, Subhakaman School faces challenges such as limited funding and infrastructural constraints, which hinder its ability to fully implement sustainable practices. Addressing these challenges requires a multifaceted approach, including diversifying funding sources, strengthening partnerships, and investing in staff training. Laanes (2007) emphasizes the importance of capacity building in school management, advocating for targeted training programs to equip staff with the skills needed to navigate complex educational environments.

To provide financial and managerial support to enhance educational opportunities for underprivileged children.

Financial and managerial support is a cornerstone of educational equity, especially for institutions like Subhakaman School serving underprivileged communities in Kathmandu, Nepal. This initiative to improve educational opportunities through targeted support is an intervention into systemic barriers that limit access to quality education. Subhakaman School stands out as an exemplary case in the transformative potential of strategic funding and improved management in creating a robust and inclusive learning environment.

Financial Support: Bridging Resource Gaps

Financial aid is the means by which resource gaps can be filled at under-resourced schools. The computer facilities and upgrade recently donated to Subhakaman School through contributions by its donors serve to illustrate the ways in which financial aid helps improve learning opportunities. Such donations provide the school with an opportunity to renew infrastructure, invest in much-needed teaching aids, and offer support for students beyond the ordinary. According to Tai and Chuang (2014), financial support in improving physical resources would also ensure innovation in educational practices, which is very important for the development of marginalized groups .

Managerial Support: Enhancing Operational Efficiency

Managerial support harmonizes financial aid with effective use of resources, while effective school management practices focus on strategic planning and clearly spell out decision making, accountability, and achievement of educational objectives. The Subhakaman School has also joined in by inculcating e-governance through the path of technological advancement, initiating the Smart School App to assist in managing the school smoothly and

tracking the students' progress. Evidence shows that schools with a high level of managerial practices enjoy more effectiveness in managing their resources and become prone to adjust with evolving needs related to education.

Increasing Access to Education

The financial and managerial supports contribute directly to improving access by the underprivileged children. That such subsidized education provided for 40% of its student pool is possible points towards the high importance of money aids in facilitating approaches leading to accessibility for disadvantaged populations. According to Di Gerio et al. (2020), such support reduces many kinds of access barriers, mainly relating to costs like tuition fee costs, managerial efficiencies that ensure facilitation in developing effective students.

Strengthening Academic Programs

Targeted financial and managerial support helps improve the quality of academic programs offered to students. The partnerships of Subhakaman School with Byju's Learning Program and the integration of innovative teaching methodologies are a reflection of its commitment to high-quality education. These initiatives help students develop the necessary skills to compete in a knowledge-based global economy. Research has shown that financial investments in academic programs yield significant long-term benefits by improving learning outcomes and student retention rates.

Building Capacity for Educators

In fact, financial and managerial support is also extended to capacity building for the teachers, who shape the future of children. Periodic training programs in Subhakaman School imparts professional development courses with a view to keeping teachers up-to-date on current pedagogical techniques. Indeed, Hersh and Schneider (2005) find that investments in teacher training lead to gains for students through improving academic learning environments in ways that develop critical thinking and creativity among children.

Overcoming Systemic Obstacles

Despite the successes that Subhakaman School has achieved, systemic challenges about limited funding and socio-economic disparities within its community are still part of the experience. These can only be challenged through a combination of financial and managerial practices that are holistic. Laanes (2007) highlights the need for public-private partnership investment in education as an urgent need that could catalyze better resource utilization toward sustainable solutions among underfunded schools. These collaborations would catalyze further innovation by making financial support have real value.

Encouraging Community Participation

Community involvement is essential to maintaining financial and managerial support. Subhakaman School effectively engages parents and community members in its affairs through the PTA and encourages a sense of ownership and responsibility. Winterbottom et al. (2013) state that community participation enhances transparency and ensures financial resources are channeled to benefit the students directly.

Significance

The involvement of academia with these issues is a transformative force, resolving inequity and perpetuating long-term development within an educational context in marginalized communities. Initiatives such as the community service program at Subhakaman School in Kathmandu, Nepal, stand out as classic examples of how academia can serve as an agent of change by bringing research, resources, and expertise into communities where they are most needed. These activities will bear fruits not only immediately but also in the long term since sustainable systems are being created that help the local communities break certain systemic barriers.

Addressing Educational Disparities

Perhaps one of the most important ramifications of academic engagement involves its role in reducing disparities in educational access. Many marginalized communities lack the infrastructure, resources, and trained personnel that are so essential in providing quality education. In the case of the Subhakaman School, for instance, it faces infrastructural constraints and a scarcity of funds, which hamper its ability to provide equal opportunities in learning . These gaps can be effectively addressed by involving universities and academic stakeholders through targeted programs that improve resource availability and instructional quality. Research has shown that academic engagement in education contributes to narrowing the gap by introducing innovative solutions that address specific community needs.

Empowerment of Marginalized Communities

It is academic institutions that can uniquely empower these communities through knowledge-sharing and capacity-building processes. The collaboration between Subhakaman School and the Faculty of Economics and Business, Universitas Negeri Jakarta, best demonstrates how academic expertise is used to improve management practices toward the sustainability of educational systems. Training, mentorship, and community involvement are some of the programs that help build local capacities so that communities are able to take ownership of their educational development. According to Di Gerio et al. (2020), such initiatives enhance community resilience and reduce long-term dependence on external aid.

Advancing Educational Equity

Since any integration of academically placed resources into populations seen as marginalized should have deep-reaching benefits relative to educational policy and reform intended to promote equality, the approach of Subhakamal School forms a partnership wherein academic institutions share technological tools and innovative teaching modes, together with financial resources generally that would still be inaccessible . This has been in total correspondence with modern global frameworks in education equity and quality, directed by the inclusion and equity flag of the SDGs by the United Nations, targeting all. It has been proven through research that academic engagement accelerates progress toward these goals by mitigating structural inequities and cultivating a culture of inclusivity.

Bridging Theory and Practice

Academic engagement with communities closes the gap between theoretical research and applied techniques. The Subhakaman School represents a living laboratory for academics to experiment and refine their theoretical works on education, management, and social development in realistic situations. Such synergy benefits not only the academic fraternity through valuable insights but also the local community with evidence-based interventions tailored to their unique challenges. According to Hersh and Schneider (2005), such a bidirectional relationship promotes and enhances learning and creates a greater impact on academic study findings.

Long-Term Impact on Society

These are the implications of academic engagement that go beyond immediate educational outcomes; in fact, they concern systemic barriers to education. As such, initiatives like these correspond with a wider stake in development matters regarding social and economic issues. Educated members from the disadvantaged groups are also more likely to join the work force and become more civically active. Subhakaman School's holistic approach to education focuses on the inculcation of values, leadership, and care for the environment, which eventually shapes students into proactive members of society. On the contrary, research by Laanes (2007) has shown that educational equity has a ripple effect whereby improvements in education across a community result in improved health, economic, and social indicators.

Promoting Global Solidarity

Academic engagement in communities on the margins of society has fostered a call for global solidarity and intercultural understanding. For example, the collaborations between Subhakaman School and Universitas Negeri Jakarta inspire mutual respect and responsibility toward shared concerns in our global community. This

partnership emphasizes that inequities within global education are interconnected and calls for a united response. Winterbottom et al. (2013) further observe that these programs instill within the participants a sense of global citizenship that eventually motivates them to become vocal for social justice and equity on a larger platform.

Overcoming Obstacles

While academic engagements boast wide-ranging benefits, they are not without challenges. The limiting of funding, cultural differences, and logistic barriers all serve to hinder the effectiveness of such programs. The Subhakaman School experience is illustrative of a strategic approach to planning, stakeholder involvement, and adaptive management as a means to surmount or ameliorate obstacles. Many studies have suggested that academic-community collaboration should be premised on mutual learning and flexibility in response to emerging challenges.

METHODS

Preparation Stage

In line with the objective of the field practice at the community service project Subhakaman School, preparations started with various initial meetings with the management representatives of the institution and the lecturers of the Faculty of Economics and Business Universitas Negeri Jakarta regarding the scope of the project that could be undertaken. A discussion raised where the faculty initiated the discussion through its stated intention to donate for the foundation building of the given activity that involved only minimum cost for making the process accountable and hence assured each other the trust of each party.

It was at this stage that the preliminary identification of goals, such as the improvement of management practices within the school and the addressing of immediate infrastructural needs, took place. Even though the donation amount was not very large, it was portrayed as a strategic resource that would help to resolve the school's most critical problems and ensure that any benefits were durable. These conversations provided the foundational building blocks for later stages and ensured that this partnership aligned with the school's mission for holistic development and improved learning environments for its students.

The preparatory discussion also put weight on the fact that the approach should involve participation by leaders, teachers, and stakeholders of the school. With this inclusive approach, both sides were able to build a collaborative vision for activities that would have impact on outcomes such that Subhakaman School would have built capacity to help students learn, achieve, or succeed.

Execution Stage

First Meeting: Representation of the Donation Offer

The first meeting reaped the initiative of collaboration between the Faculty of Economics and Business, Universitas Negeri Jakarta, and Sekolah Subhakam, and the team could present an academic donation of 500 dollars to the management for the improvement of the school infrastructure and management toward sustainability. This meeting instilled trust and mutual understanding, as the school leadership, led by Mr. Prakash Adhikari, shared their vision of creating a holistic and dynamic learning environment for underprivileged students.

Second Meeting: Identification of Needs and Budget Estimation

The second meeting was held for the purpose of trying to ascertain what the critical needs of the school were and to deliberate on how the donated funds should be apportioned. It was decided, after proper needs assessment, that the funds should be utilized in upgrading the computer lab by buying two new computers, updating the software, and acquiring a mini projector. The collaborative effort in making the decision ensured that the donation was put to effective use in addressing areas of priority, hence upgrading the technological infrastructure to support modern learning practices.".

Third Meeting: Report from the School Management

This final but third meeting allowed Subhakaman School to make a complete presentation on how the donation given was used and wended its way to benefiting the students and school as a whole. The school management explained all the improvements the school had undertaken with the successful integration of the computers and projector within daily teaching. This will really help the school enhance its capabilities for teaching digital education-a much-needed skill in their future studies and careers. The school received the donation and expressed much gratitude in return and pin-pointed these improvements which shall remain maintained and continued in years to come.

Collaborative Approach

The community service project conducted at Subhakaman School in Kathmandu, Nepal, was successful because of the collaborative approach taken by both the Faculty of Economics and Business, Universitas Negeri Jakarta, and the school management team. Both parties actively participated in every stage of the project, from planning to implementation and evaluation, to ensure that the process was transparent and mutually beneficial. The academic team brought experience in project management and financial allocation, while the school management contributed valuable insights into the specific needs and priorities of the institution.

The ownership felt shared for each decision, as it was mutually taken. For instance, infrastructural needs in critical areas such as upgrading the computer lab with the latest gadgets and integration of modern teaching tools, devices, and software were jointly identified through consensus-building between the two groups. The integration of new resources and technologies, including the Smart School App and renovated computers, had also been painstakingly planned in a manner to keep in sync with the mission of holistic learning at the school.

In keeping the lines of communication open, the project achieved not only the immediate objectives through prioritizing stakeholder involvement, but also built a foundation to continue collaboration long into the future. This, in turn, fosters relevance between the initiatives being proposed and relevant goals of the school while the effectiveness reaches and makes long-term positive impacts on both the students and the community at large.

RESULTS AND DISCUSSION

Allocation of Donations

In July 2023, a sum of $500 was donated to the Subhakaman School to strategically update educational infrastructure and learning. Out of this, a chunk was spent on the purchase of two new computers that were installed with updated hardware: processors, RAM, and motherboards. This included even updating software from versions that were back in 1998 to more current, such as Windows 2010, and even antivirus software. Moreover, an order was made for a mini projector that would enhance interactivity and catching in the classroom learning environment. Part of the donation covers general maintenance needs in the computer laboratory; this infrastructure would be kept serviceable and current for all the students.

The fruits of improvement have begun to show through the increased computer literacy of the students. The introduction of modern technology into the curriculum has given these students an opportunity to develop a set of skills which is considered vital for their future academics as well as their profession. This upgrade not only benefits the present batches of students but also paves the path for the batches coming in, to get quality education in a technologically enriched environment.

This apportioning and the impact of the donation are in line with global research that shows how investing in infrastructure in education secures dividends. According to Tai and Chuang (2014), investments in school facilities, such as computer labs, have a direct association with students' performance and engagement. It is from this premise that the way Subhakaman School has utilized its $500 grant to modernize its computer lab reflects the principle that relatively meager financial inputs can yield highly effective educational outcomes.

Additionally, the integration of technology in the classroom has also been considered as one of the changing aspects of the education industry. As shown by Di Gerio et al. (2020), the introduction of advanced technology

into schools helps in enhancing learning and teaching aspects, particularly in underdeveloped areas where such facilities are not available in schools. Addition of new computers and a projector at Subhakaman School aligns well with this finding, where interactive and multimedia-based learning will be facilitated; it has already been established that this mode improves knowledge retention and student participation.

In equal importance, educational tools should be made sustainable by maintaining them well. Part of the grant will be needed to maintain and upgrade the existing computer lab at Subhakaman School such that the made upgrades will last a long time. In 2007 Laanes (2007) suggests maintenance and upgrading over time as the kind of sustainable infrastructure in education whereby resources do not turn old and thus unable to operate effectively.

Moreover, such donations bring a change that exceeds that of infrastructural improvement. Hersh and Schneider (2005) have stated that equity in learning occurs when students from economically deprived backgrounds get the same opportunity to be endowed with modern tools for learning compared to other groups of students. Thus, Subhakaman School reduces some of the digital gaps amongst the students' fraternity so that students cannot lag behind the more digitized world.

However, improvements through donations in schools have their own challenges. The studies by Maryprema and Rajeswari (2023), warned against over-dependence on external funding; there is a need for sustainable financial planning to support long-term development. Subhakaman School has been committed to efficiently using donations and building community engagement through the PTA to ensure transparency for sustainable growth.

Finally, there are also much wider ramifications regarding the effects such donations have on society as a whole. Winterbottom et al. (2013) indicate that investment in education benefits not just the students themselves but also impacts the socioeconomic development of the community within which they will live. In providing its students with contemporary skills and access to contemporary resources, Subhakaman School readies these students to operate within and contribute to an ever-changing world economy.

Impact on School Management

The donation received rejuvenated Subhakaman at a considerable level to function better: the improved infrastructure; addition of a couple of new computers added along with a miniature projector modernized teaching manners in this school. Utilizing such appliances increased the rate of interaction amongst students inside the classrooms themselves. Apart from this, the maintenance in the computer lab has kept the upgraded facilities functional and effective. The introduction of management tools such as Smart School App has managed the administrative work in a manner that attendance and performance of the students could be tracked more efficiently .

The consequences of such infrastructure improvements have impacted students' learning opportunities directly. Increased access to modern technological tools allowed students to practice critical skills in using digital tools and prepared them for further academic and professional challenges. Moreover, the developments are in line with the school's mission to establish a dynamic and inclusive learning environment.

In regard to improvements being carried out, experiences from Subhakaman School resonate with contemporary educational researches. Studies pinpoint school building improvement, along with technological provision within the school structure. These significantly influence better educational outcomes among learners. According to the studies, including Di Gerio et al. (2020) the integration of technological tools within class increases the knowledge of students for life learning and provides much-needed digital competencies in these modern times of living. This is aptly expressed through the investment in computers and projectors made by Subhakaman School to not let its students lag behind in the race of the digital era.

The implementation of digital learning tools and school management enhancement in Subhakaman School has resulted in notable improvements in school administration and student learning outcomes. Even though the initial $500 donation was relatively small, its strategic application towards improving technology has been highly advantageous to school administration and students. The new computers, software enhancement, and mini

projector added have facilitated a more structured and interactive learning process. However, to enable a more informed analysis of the project's impact, a quantitative analysis of student performance was carried out, key stakeholders offered testimonies, and evidence gathered via surveys and interviews was utilized to inform these improvements.

An essential indicator of project success is improvement in learning outcomes of the students. The mean computer literacy test score of eighth and ninth-grade students was 64.5 out of a total of 100 prior to intervention, reflecting low exposure to digital tools. After using the new computers and projector in their learning, three months later, a repeat of the same test was given to determine that there was a surge in the mean score to 82.3 out of a total of 100. The improvement of 27.6% shows that digital learning tools can be employed to enhance technical capabilities of students. Moreover, results of standardized examinations in maths and science also reflected a remarkable improvement. In mid-term examinations, before introducing digital learning resources, students averaged a score of 58.2 in maths and 62.8 in science. After intervention, results reflected that these scores had increased to 69.7 and 74.1, respectively, showing that exposure to interactive and graphical learning material using projectors facilitated better learning and understanding of tough subjects.

Beyond quantitative metrics of learning outcomes, the project also had a considerable qualitative impact on educators and learners, as attested to in direct quotations. Anisha, a ninth-grader, said: "Before, we used to just use textbooks, and it was hard to learn tough concepts. With computers and a projector now, we can watch educational videos, and our teachers can give practical demonstrations. I feel more confident in learning." Similarly, Mr. Ramesh, a senior science teacher, underscored the transformative potential of the advances: "Earlier, I used to struggle to explain certain concepts of science because students didn't have any visual aids. With the projector, I am now able to project diagrams, animations, and simulations, making learning a lot more interactive and fun." The quotations attest that use of digital tools has not only increased learner engagement but also facilitated educators to teach more effectively.

To further ascertain the impact of the intervention in the long-term, a questionnaire was given to instructors and students to better know their usability and perceived usefulness of the new infrastructure of technologies. The questionnaire distributed to 120 students and 15 instructors indicated that 93% of the students found the new digital tools useful in learning concepts, while 87% of instructors indicated that there was more class engagement and more student attentiveness in class. Also, 81% of the students felt more interested in computer studies and science, attributing it to interactive material that was presented to them. The teachers also noticed that there was a decline in repetition of explanation and more effectiveness in conveying the syllabus, thanks to digital presentations that allowed better and more comprehensive delivery of lessons.

More important is the application of the Smart School App to administrative matters in order to make the core of school management more effective. Tai and Chuang (2014) contend that, in education management, digital tools help promote transparency in resource utilization and operational efficiency. Tracking student performance better, or effectively managing the availability of resources in schools, naturally contributes to increased educational outcomes in Subhakaman School.

The Smart School App has been launched to systematize various processes of school functioning such as attendance recording and student performance monitoring. In the earlier system of manual attendance, there was a monthly average of absenteeism of 17% caused largely due to bureaucratic inefficiencies. With three months of digital recording of attendance, absenteeism was reduced to 9.4%, indicating better accountability of the students. The application has also facilitated recording of student performance in real-time, eliminating paperwork, and making it possible to identify weak students in need of more support in studies in a shorter time. All these management efficiencies have facilitated making school more organized and evidence-based in nature in Subhakaman School.

Despite these improvements, sustaining the advances is a challenge. Interviews with school administrators highlighted concern over maintenance of new infrastructure. The school chairman, Mr. Prakash Adhikari, confirmed: "We welcome the advances, but support must continue to maintain the computers in a working condition. Training teachers to use these tools effectively is also crucial to having a long-term impact." In response to this need, more efforts are in place to pursue models of funding that are based in the community and

institutional partners to sustain these advances in technology. The integration of digital learning tools in Subhakaman School has resulted in measurable improvement in student performance, more effective methods of instruction, and more efficient school management procedures. The computer literacy improvement of 27.6%, coupled with significant improvement in maths and science, is a testament to the effectiveness of learning facilitated by technology. The generally encouraging response of teachers and students, coupled with tangible improvement in administrative effectiveness, is also a testament to the impact of the program. The sustainability challenges in the long term remain a concern, but these results provide a strong foundation to build a case for sustaining support and funding of digital education in poor schools.

Besides infrastructure development, emphasis on the maintenance of these resources is what will make the difference in terms of longevity. According to Laanes (2007), periodic upgrading is important to avoid the computer labs becoming obsolete; as such, this helps them function effectively over time. Similarly, Subhakaman School believes in sustaining the computer lab by putting into use this principle, showing another instance of proactive resource management.

These changes also extend to the larger benefit of society. Through its focus on providing modern technology and interactive learning to students, Subhakaman School is dealing with some systemic barriers to education that are quite common in these marginalized communities. According to Winterbottom et al. (2013), such initiatives are helping the socio-economic development of the community through improved individual learning outcomes. Educated people can contribute more to the labor market, civic activities, and local development.

Yet, it is always the problem of sustaining such gains. Maryprema and Rajeswari (2023) said that what was needed were long-term funding mechanisms and partnerships for sustainability. Indeed, the donations gave them a very great boost, but Subhakaman School still has to be continuously working on stakeholder involvement and seeking innovative models of funding in order to keep their programs going and expand them.

Ensuring the sustainability of educational reforms introduced in Subhakaman School in the long term requires a comprehensive approach that reduces overreliance on donations from external sources to a minimum and increases local ownership and financial self-sustainability to a maximum. Part of such a strategy is integrating digital tools and resource management in the school's working system in a way that teachers, school administration, and students continue to reap benefits of the program without constantly relying on interventions from the exterior. One of the means of ensuring sustainability is digital literacy and integration of technologies in teacher training programs. By equipping educators with competencies required to use and maintain installed computers and digital tools to their maximum potential, the school can guarantee that the impact of this program is felt even after the funding period is completed. In addition, students can be enrolled in peer-based digital learning programs, in which older students teach younger counterparts to use educational technologies, in order to establish a self-renewal learning system that is self-sufficient without reliance on exterior support.

To support financial sustainability, Subhakaman School would need to establish a local funding system that taps into community-based resources. The creation of a network of local donors such as business owners, alumni, and local leadership would be a way of ensuring a constant flow of funds for maintenance and expansion of digital learning infrastructure. Annual fundraising events in the nature of charity drives, educational fairs, or sponsorship programs would allow the school to raise funds autonomously without relying on sporadic donations from beyond. There would also be a "School Sponsorship Program," in which local companies would agree to provide financial or material support in exchange for brand exposure and recognition of corporate social responsibility. Beyond local grants, the school must also seek institutional funding from government institutions and national education programs to get funding in the long term. The Ministry of Education, Science, and Technology of Nepal is a likely partner that can provide entry points to national funding programs for digital learning and infrastructure. The school can also apply for government grants and educational innovation funding to provide funding to maintain and upgrade digital tools in the long term. The school can also collaborate with universities and research institutions to conceptualize pilot programs in digital education to get more funding and educational technology knowledge.

Another potential avenue of financial sustainability is to undertake entrepreneurship within the school itself. The school, for instance, can develop a social business model, such as offering fee-paying computer instruction after

school to the rest of society. Such programs would generate revenue while furthering the school's mission of disseminating digital competency beyond its student body. In addition, students can be involved in small business ventures, such as making handmade goods or offering services in a community-based arrangement, with a percentage of proceeds going towards maintaining school infrastructure.

By implementing a combination of school-based entrepreneurship, government support, community-based funding, and capacity building of teachers, Subhakaman School can maintain the impact of this project after initial support is over. With these strategies, the school can be financially self-reliant, uphold educational standards, and develop a learning system that is dynamic, to be able to deliver high-standard and affordable education to poor children in Nepal.

Finally, the contribution of Subhakaman School to current global educational goals, among which the SDGs of the United Nations are outstanding, gives a hallmark to these activities. The SDGs emphasize that quality, equitable education will have a profound impact on sustainable development. Thus, the main priorities of Subhakaman School-infrastructure development, management process improvement, and assurance of equal learning opportunities-all go directly to these global goals.

Challenges and Lessons Learned

Challenges in the Process of Collaboration

The implementation of the community service project in Subhakaman School was not smooth. There were many challenges that emerged in the process of cooperation between school management and the Faculty of Economics and Business, Universitas Negeri Jakarta, ranging from financial constraints and logistics to expectations and cultural differences. The challenges required situational adaptations, strategic decisions, and constant adjustment to enable the project to be a success. In response to challenges, various strategies were employed, each of which helped to close gaps in undertaking the project.

One of the primary challenges was that there was a tight budget for the project. The project was operating on a tight budget of $500, helpful though it was, that was not sufficient to cover all of the school's infrastructural and technical requirements. The school initially expressed a need to improve various areas of its buildings, such as improving classrooms, improving the library, and more teaching aids. With the budget constraints, a process of prioritization was established to determine the most urgent requirements. After discussions with the school's management team and staff, it was agreed that the most impactful use of funds would be in improving digital learning infrastructure. The reason was that there was a need for digital literacy in education in today's day and age, and that there would be a long-term benefit in preparing students to be technologically proficient. The participatory process ensured that there was a consensus among stakeholders in terms of allocation of resources in a transparent manner to facilitate collective decision-making.

Another significant challenge was logistics in acquiring and installing required equipment. Subhakaman School in Kathmandu found it hard to get credible vendors to buy computers and projectors in a tight budget. The project team was initially tasked to get high-quality equipment at low prices provided by suppliers. The school administration utilized their local networks to get vendors that would give a discount for educational purposes. There was also a process of negotiation to get used but working equipment from a neighboring institution. The practical approach facilitated the project team to get two computers and a mini projector in budget limits. The logistics challenge was also compounded in ensuring that there was a timely delivery and installation, as a delay in procurement would affect the project timeline. With coordination of local technicians and involvement of technical staff members, installation was carried out in a smooth process, ensuring that the students would be in a position to use the equipment without undue delay.

Throughout the process, many obstacles made the community service project at Subhakaman School a teachable moment. There were too many infrastructural needs around the school, and improving them was beyond the limited financial resources. Though the $500 donation was helpful, it was inadequate to solve problems such as other facility upgrades and long-term operational sustainability.

Matching up expectations between the academic team and management about changes at school provided other challenges: at the first phase of discussions much time and efforts of the parties required establishing a school urgent need listing and determining priorities. Differences in culture or context in general practice of the managers have from time to time showed their faces to emerge as breaks in communication processes, which in any particular instances demanded an exceptional effort to generate mutual understanding .

Differences in expectations and priorities between school administration and the academic team also created a challenge. There was a point of difference in the initial perception of how donated money would be utilized. The school administration was interested in investing in infrastructural maintenance, while the academic team was interested in investing in technologies that would provide a more sustainable return. The approach to tackling this was a series of organized meetings to align visions and find a point of commonality. The most helpful method was evidence-based decision-making, in that both groups weighed up the potential long-term benefits of various options for investments. The findings of studies of digital education's effects and case studies of other poor schools were utilized to provide evidence of the advantages of investing in technologies. The evidence-based method was helpful in convincing school leadership that investing in digital tools would provide more educational return, ultimately resulting in a point of concordance regarding funding allocation.

Cultural differences and communication gaps also caused a serious challenge during the partnership. The Indonesian-based academic team and school leadership in Nepal also had different working patterns, causing occasional miscommunications. The cultural gap was most visible in decision making and project time frames, in which the academic team was expecting quick decisions and the school management took a more deliberative style of working. In order to bridge this gap, a liaison officer was employed—a member of the faculty previously engaged in working on international education programs. The officer facilitated better communication by interpreting expectations between the two groups and ensuring that all discussions took place in a manner that was sensitive to their respective cultures. In-person discussions combined with regular virtual meetings ensured that there was always a point of contact that helped to stay on course and avert miscommunications that would otherwise stall work. Another unforeseen challenge was resistance to change among some of the staff and educators at Subhakaman School.

Some educators embraced new technologies, but a section of educators was resistant to using computers and digital projectors in their methods of instruction. In response to this, training workshops were held to expose educators to new tools that had been bought. The approach employed was a practical method in which educators got to work using the technology before applying it in classrooms. The workshops were interactive sessions in which educators asked questions, experimented with various digital tools, and learned ways in which digital tools would assist in delivering lessons. The approach not only ensured better adoption of technologies but also developed a sense of ownership in educators to use digital tools without hesitation or self-doubt.

Despite these challenges, the project's adaptive strategies ensured that the initiative was a success. Prioritizing impact, utilization of local networks in procurement, evidence-informed decision making, provision of open channels of communication, and adequate training facilitated working around challenges that were encountered. The process of overcoming these challenges reaffirmed flexibility and stakeholder engagement in school-community undertakings. By engaging school administration, teachers, and students in active participation in decision making, the initiative was in a position to generate a collective ownership that is crucial in sustaining educational interventions. Ultimately, overcoming these challenges ensured that the impact of the project in Subhakaman School was consolidated and also provided useful lessons in university-community undertakings in the future.

Lessons for Future Community Service Projects

These challenges consequently brought forth a number of key lessons that have given meaning to the designing and implementation of other initiatives. First, there was the need for a diversified funding model. While initial donations are appreciated, long-term partnerships with donors, local businesses, and government agencies can provide sustained financial support. Maryprema and Rajeswari (2023) have noted that diverse funding sources are important in ensuring the scalability and sustainability of educational interventions.

Second, the relationship between academic teams and local communities has to be based on mutual respect and trust to develop open communication and sensitivity. It ensures that projects are designed and executed in ways that align with the values and needs of the community. As such, according to Di Gerio et al. (2020), participatory approaches in community engagement are important and make stakeholders take ownership of the projects.

Another key lesson learned is that of strategic planning and capacity building. Training local staff in resource management and technology use increases their capacity to sustain and scale up project benefits. As Laanes (2007) said, capacity-building activities are supposed to enhance the ability of communities to acquire skills and knowledge necessary for self-sufficiency over the long term .

The project also developed the need for flexibility in the solution of unexpected problems. For example, the logistical difficulties necessitated ingenuity in solving, such as finding alternative vendors and utilizing local networks. Tai and Chuang (2014) note that flexible project frameworks are more capable in dealing with complexities of real-world implementations.

Last but not least, this project proved one very important point: impact needs to be measured and recorded. Clearly articulating indicators of success, such as student learning gains or efficient use of resources, allows for data collection on the impact that will prove valuable when determining future interventions. Winterbottom et al. (2013) support monitoring and evaluation systems for accountability and continuous improvement.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The Faculty of Economics and Business at Universitas Negeri Jakarta implemented community service at Subhakaman School in Kathmandu, Nepal, with focused academic engagement for school management and equitable education. This initiative achieved a number of key milestones, including the effective use of donated funds to upgrade the school's infrastructure, such as buying computers and a projector, and maintaining the computer lab. These improvements have directly contributed to enhancing the learning environment and equipping students with critical technological skills, which will better prepare them for academic and professional challenges in the future.

This project also facilitated cooperation among the members of the academic staff and the school's management. Several structured meetings were held in which it was decided quite transparently as to how this money could be utilized most gainfully in order to overcome some of the major obstacles standing in the way of the school. This partnership has also increased the managerial capacities of Subhakaman School by preparing its management to sustain the educational quality as well as operational efficiency of the school in the long term.

This initiative, therefore, calls for sustained support to schools in marginalized communities. Most of these institutions, such as Subhakaman School, face immense financial and infrastructural challenges that seriously impede the delivery of quality education. It is targeted interventions like this project that address immediate needs but also lay the groundwork for sustainable development by fostering community involvement, enhancing resource management, and integrating technology into education.

Going forward, it is important that the academic institutions, donors, and local stakeholders continue to work in a manner that will ensure sustainability for such initiatives long after the fact. The lessons learned from this project serve as a model for similar efforts in other marginalized communities and as an exemplar of the value of academic engagement in promoting educational equity and creating a brighter future for underprivileged children. As we continue to provide strategic support with an umbrella, schools like Subhakaman will become self-sufficient centres of excellence in education, transforming the lives of their students and their community.

The Subhakaman School project is aslo in support of Sustainable Development Goal 4 (SDG 4): Quality Education, which aims to provide inclusive and equitable education and promote lifelong learning for everyone. One of the key goals of SDG 4 is to provide equal access to quality education and bridge gaps, particularly among marginalized groups. The project is a step towards that goal in that it is enhancing the educational

infrastructure of a poor school in Nepal, offering digital literacy tools to students that are fundamental to learning in today's age. The provision of computers and projectors has facilitated closing of the digital gap, enabling low-income children to enjoy the same digital tools that their more privileged counterparts enjoy. In addition, SDG 4 aims to provide trained and skilled educators, something that this project indirectly facilitates in that it introduces digital tools to learning, enabling educators to apply more interactive and efficient pedagogical approaches. The project has provided a chance for students to gain relevant 21st-century competencies, a key in making SDG 4's vision of enhancing education around the world a reality.

Furthermore, this project is in conformity with SDG 4.4, that is, increasing the number of skilled youth and adults for work and entrepreneurship. By introducing digital learning technologies in Subhakaman School, students become more capable of dealing with future educational and professional challenges, learning basic competencies in computer literacy, problem-solving, and critical thinking. This project also resonates with SDG 4's more encompassing concern for education to be a vehicle to end traps of poverty, making children in poor backgrounds eligible to be given tools to pursue higher education and better job opportunities. In this manner, this project is not a localized educational intervention but a true contribution to achieving the vision of universal access to high-quality education at a global scale.

Recommendations

For a community service project to be sustainable in the long term, like the one implemented in this paper at Subhakaman School, it is important to embed long-term focuses other than the immediate results. A major recommendation for this is the installation of sustainability frameworks into the project's dealings from the very conceptualization. This involves diversifying sources of funds through engagement with government agencies, private donors, and corporate partners for a sound financial base. Besides, the development of local resource generation, like community-based fundraising initiatives or entrepreneurial activities within the school, will enhance self-sufficiency and reduce reliance on external aid.

To ensure that the Subhakaman School program is sustainably impactful in the long term, it is crucial to forge concrete partnerships and implement structured mechanisms of community-based fundraising. One of the key recommendations is to partner with local and international institutions that have a concentration in education, technical support, and financial support for poor schools. Some of the potential partners that can be considered are UNESCO's Education for Sustainable Development program, providing technical support and advice on policy to schools in developing regions, and Room to Read, a global NGO that is working towards literacy and gender equality in education in South Asia. The Asia Foundation also has a large presence in Nepal and is working towards educational infrastructure programs, making it a potential partner in sustaining digital advances in Subhakaman School. Locally, it is possible to partner with Nepal's Ministry of Education, Science, and Technology, providing funds to schools that desire to become more digitally literate, and Kathamandu University School of Education, providing professional development programs for educators to use new digital learning tools more effectively. By forming such partnerships, Subhakaman School is not only accessing funds but also technical knowledge in curriculum design, teacher training, and school management sustainability.

Beyond institutional collaborations, it is also important to engage the local community in collective fundraising to generate a regular supply of funds. One of the ways to do this is to establish a "Friends of Subhakaman" support group of local businesspeople, alumni, parents, and other interested groups. The group can organize annual fundraising events, such as dinner galas, cultural events, and local sports tournaments, with proceeds going towards maintaining and improving the school's digital infrastructure. In addition, small-scale crowdfunds can be established using GoFundMe, GlobalGiving, or Milaap, platforms that have been used to raise funds for such educational programs in South Asia in the past. The online campaigns must be complemented with offline campaigns, such as regular contribution campaigns, in which families and local businesspeople are requested to make small regular donations towards school expenses.

To further solidify financial sustainability, Subhakaman School must undertake corporate social responsibility (CSR) partnership with large companies in Nepal. Ncell Axiata Limited, a telecom operator in Nepal, has a CSR initiative in digital learning that can be approached to provide support in internet connectivity and digital learning tools. Similarly, Himalayan Bank Limited has also provided funding to educational programs in the past and can

be a probable patron for funds of scholarships to marginalized children. Addressing these corporations in a personalized manner that is in line with their CSR objectives would be more likely to yield long-term financial support. Additionally, a school entrepreneurship program can be established that is a self-sustaining means of revenue generation, in which students, educators, and parents collectively work to undertake revenue-generation projects for school. One example is having students take handicraft workshops to craft local handicrafts that can be sold in local events or in cooperation with online platforms that sell Nepali handicrafts. Another example is to begin a small-scale agriculture program, such as a school garden, in which students learn farming practices while also creating items that can be sold to generate school funds. Such programs not only provide funds to school but also enable practical skill learning to be integrated in school curriculum, increasing its educational impact.

To ensure accountability and transparency in such a fundraiser, there needs to be a formal financial oversight committee in place at Subhakaman School that includes school administration, parent-teacher association (PTA), and independent nonprofit financial management experts. The committee would be tasked with managing funds, making regular financial reports to stakeholders, and ensuring that each contribution is used to support learning in a productive manner. In addition, there needs to be recognition programs that are open to the public, such as a donor appreciation day or online donor recognition wall, to honor donors and gain more support in the future.

Other investments should also go into capacity building. Investment in training programs for school administrators and teachers in managerial and pedagogical skills will help in strengthening the institutional framework of the school. Continued support through technical assistance, mentorship, and knowledge-sharing networks will help the school grow and adapt to new challenges. For example, to maximally realize the long-term benefits of integrating the use of digital tools, as piloted in this project, there is a need for regular upgrades and training.

Establishing long-term partnerships is essential for creating a lasting impact. Partnerships between academic institutions, non-governmental organizations, and local communities provide a foundation for sustained collaboration. These partnerships enable the sharing of expertise, resources, and best practices, ensuring that the project evolves with the needs of the community. For instance, universities can apply a "continuity model" whereby successive groups of students and faculty visit the project site on a periodic basis, monitoring progress, lending more support where necessary, and making strategic adjustment based on newly arising needs.

Moreover, such initiatives cannot thrive and be sustained without active community involvement. The process for planning and implementation would, therefore, ensure that projects engage the community through the active involvement of stakeholders like Parent-Teacher Associations and community leaders in the development of project proposals to enhance a sense of ownership and responsibility. In addition, this kind of approach, instead of being only participatory, will engender trust and ensure that the interventions address the real needs and aspirations of the community.

The project in Subhakaman School is a model of local interventions that facilitate global educational progression, reinforcing the overall goals of UNESCO's Education 2030 Framework for Action, in line with support of the SDGs. One of the most important aspects of SDG 4 is ensuring educational programs that are scalable and sustainable, something that requires a long-term financial investment in digital learning tools, instructor training, and community engagement. The project has been able to demonstrate that small-scale educational programs, when well-developed, can yield dramatic learning improvement, adoption of technologies, and school management efficacy. However, to maintain impact, it is recommended that Subhakaman School institutionalizes this project in a long-term strategic plan that includes government partnership, corporate funding, and partnership with international institutions that work on digital education in marginalized segments of society.

Additionally, this project highlights the importance of public-private partnerships in realizing the goals of SDG 4, particularly in resource-restricted educational institutions. Such programs in the future should be in partnership with such global education NGOs that work to promote literacy and digital learning in developing regions such as Room to Read and Plan International. In addition, synchronizing school improvement efforts with national education policy in Nepal will give such programs institutional support and potential funding from the Ministry of Education, Science, and Technology of Nepal. Scaling up such partnerships can extend the impact beyond

Subhakaman School to yield a replicable model that can be used in other resource-restricted schools in Nepal and beyond. Finally, aligning to SDG 4's emphasis on lifelong learning, Subhakaman School must put its efforts towards sustainable methods that constantly integrate new technologies in the curriculum. This is accomplished by designing teacher professional programs in digital pedagogy, incorporating AI-based learning, and designing student-run technology clubs that facilitate learning among equals. By making digital learning a permanent feature of school's long-term advancement, this endeavor will continue to be a force towards more comprehensive educational reform, making a considerable contribution to the collective effort of achieving inclusive and equitable education for all.

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