

Access to Education for Disadvantaged Groups



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Acknowledgement

Incentive programs for the disadvantaged groups (or special focus groups) and alternative schooling are access-related activities of BPEP II. Effective mechanisms generate awareness in the disadvantaged for the education of their children is major challenge of BPEP II. The incentive program is the main intervening program to reduce the cost of schooling of the poor and disadvantaged families. Poverty of household is a great hindrance to the access to education of the disadvantaged children.

This study suggests future strategies for the education of the disadvantaged children in Nepal. The focus of the study is to find out the extent to which the program formulated by BPEP II for the SFG is being implemented and to what measure of successful.

The focus of the study was consorted on identifying the gaps existing between the programs designed for the educationally disadvantaged children. The study also intends to determine the measures for improvement in enrolment and retention. Information was collected to identify the motivating and de-motivating factors governing disadvantaged children in schools.

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Narendra Phuyal
Research

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List of acronyms

| | |
|--------|--|
| ASIP | Annual School Improvement Planning |
| ASP | Alternative Schooling Program |
| BASE | Backward Society Education |
| BPEP | Basic Primary Education Program |
| CAS | Continuous Assessment System |
| CBO | Community Base Organization |
| CERID | Research Center for Educational Innovation and Development |
| CMN | Compassion Ministry Network |
| COPE | Community Owned Primary Education |
| CSP | Community Service Program |
| DACAWE | Decentralized Action for Children and Women |
| DAG | Disadvantaged Group |
| DDC | District Development Committee |
| DEO | District Education Office/Officer |
| DOE | Department of Education |
| DPCP | Decentralized Planning for the Child Programme |
| EIP | Educational Incentive Program |
| ESFG | Education for Special Focus Group |
| FGD | Focus Group Discussion |
| FRP | Formative Research Project |
| FSP | Flexible Schooling Program |
| GER | Gross Enrollment Ratio |
| IMC | Incentive Management Committee |
| NEFC | Non formal Education Council |
| NER | Net Enrollment Ratio |
| NFE | Non formal Education |
| NGO | Non Government Organization |
| OSP | Out of School Program |
| RP | Resource Person |
| SAVE | Save The Children |
| SFG | Special Focus Group |
| SIP | School Improvement Planning |
| SMC | School Management Committee |
| SPIP | School Physical Improvement Program |
| SUS | Sukumbasi Utthan Samaj |
| VDC | Village Development Committee |
| VEC | Village Education Committee |
| WES | Women Education Section |
| WEU | Women Education Unit |

Executive summary

Special need education is the second component with the objectives of expanding access and improving retention under BPEP II. The major objective of this education is to bring children of the socially and economically disadvantaged to the mainstreams of formal schooling. It includes several sub-components such as Alternative Schooling Program, Education of Girls, Education of Special Focus groups and Special Education.

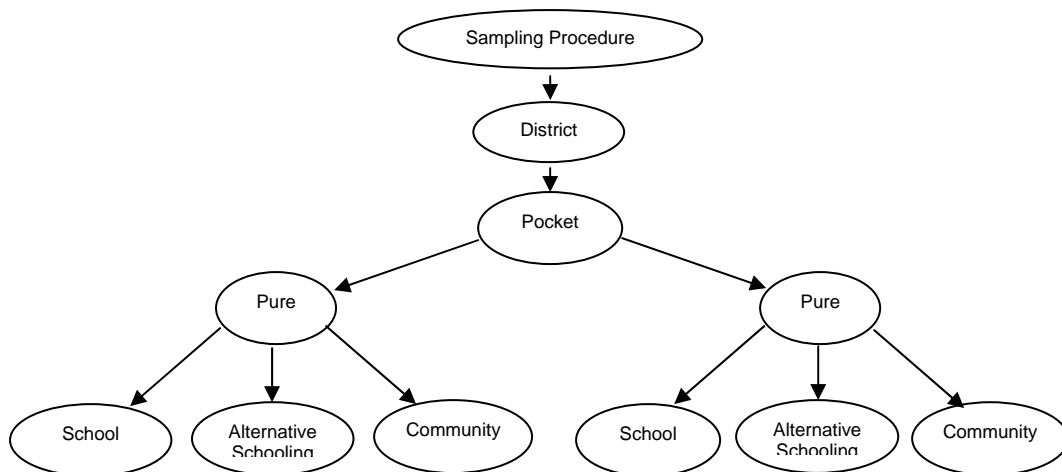
The 2001 census of Nepal lists 101 ethnic and caste groups. The Muslims are listed as religious groups, the Chamar and Musahars as caste groups and the Tharus (Kamaiyas), Tamangs and Prajas as ethnic groups. In "Social Assessment ", 1997, CERID, 24 caste/ethnic groups (Magar, Tharu, Tamang, Kami, Ahir, Muslim, Damai, Sarki, Teli, Kushwaha, Chamar, Kurmi, Musahar, Dhanuk, Mallah, Sherpa, Kewat, Dusadh, Khatway, Chepang (Praja), Kumal, Danuwar, Thami and Badi) were identified as educationally disadvantaged on the basis of their population and literacy rates. On the basis of a social assessment, the Chamar, Musahar, Tharu (Kamaiya), Muslim, Tamang and Praja groups are considered as sample special focus groups in seven sample districts. This study is limited on HMG measures under BPEP II and educational status and access to education for these groups in sample districts.

This study provides recommendations and strategies for the formulation of policies for providing education to the special focus group children in Nepal. The focus of the study is to find out to what degree of success the program formulated by BPEP II for the special focus group is being implemented. More specifically, the study focuses on identifying the lacuna existing in the program designed for the educationally deprived children. The study also intends to determine the measures for the improvement in enrolment and retention. Information was collected to identify the motivating and de-motivating factors governing the SFG children in schools.

The field study was conducted in 7 sample districts and 14 pockets where special focus groups dwell. The main intent of the present study is to find out the educational status for the special focus group children. In conformity with the above, the specific objectives of the study were as follows:

- ◆ To identify motivating (pulling) and de-motivating (pushing) factors that affect the education of the special focus group children.
- ◆ To identify the gaps between different methods of implementation and the procedure adopted by BPEP II in improving the education of special focus group.
- ◆ To provide feedback to the program and suggest improvement measures for promoting the educational participation of the special focus groups.

Study procedure



Various activities were undertaken during the study. Participatory research approach was the principal modality. Program implementers of the central, district and pocket levels were included in the study. The program implementers of the central level for ESFG of the Non-formal Education Centre and the Women Education Section of DOE were partly involved as resource persons. District Development Officer, resource persons, program coordinators (Technical Section Officers), DDC chairperson and members and NGO representatives were involved in the district level pod group discussion and FGD. Similarly, SMC members, teachers, head teachers, VDC representatives, parents and children participated in various discussion sessions and interviews.

Major findings

A. Condition of SFG in the Pockets

A.1 Program-unreached pocket

In the course of field study, it was found that the Musahars of the pure pockets of the Siraha and Bara districts were socially deprived. There was no social interaction between them and the people of other communities. This may be the reason why their children were not socially accepted in public places and for formal gatherings. In Bara, Bariyarpur VDC Ward No. 8 was considered a pure pocket because here the Musahar was dominant. In this Ward, Dusadh, Chamar, Teli, Yadav and Dhanuk groups were also identified as special focus groups. Bhansiya village had only Musahar group. There were 43 Musahar households including 2 households of Ward No. 6. The numbers of children of the age group of 6-10 was 57 of which 31 were girls. It is quite amazing that none of the 57 children went to school even though the school was only 5 minute from the village. No Dusadh, Chamar, Teli child went to school either. When the research team asked if there was any literate in the village they said there was none in the community.

A.2 Charge of school fee

The numbers of Tamang children of 6-10 years of age in Dhading were 489 and 200 in pure and mixed pocket respectively that is high in comparison to other study pockets. But the Tamangs of that area were found aware of the importance of education even though they were not in a condition to send their children (58.89%) to school because of the tuition fee that they could not bear. The schools of both the pockets had proposed to start

the lower secondary. So the schools were collecting funds from the students for the purpose. Language had been a great problem in school for the Tamang of both the pockets. Children's involvement in their parents' work hampered their education.

A.3 Food shortage

The Prajas of Chitawan had food shortage. They did not go to other places in search of food and depended entirely upon the nearby forest for underground foods. They felt inferior to others and counted themselves as a disadvantaged, illiterate and backward group.

In Kapilvastu, the parents could not provide everyday meals to their children adequately and on time. Children had food problems. Non-schooling is not a big problem in the Chamar areas of both the pockets. COPE is working successfully for children's education in the both pockets. Decentralized Planning for the Child Programme (DPCP), which has recently changed its name into Decentralized Action for Children and Women (DACA), is providing school uniform for the children. DPCP facility deprived parents provided school uniform to their children themselves.

A.4 Cultural practice

In both the pockets of Rupandehi, the Muslim students generally did not enroll in government school. Instead, they preferred going to Madarasa where they studied up to grade 4. Thus, the enrolment of Muslim students is minimal in the area. However, the economic condition of the Muslims was found better.

A.5 Constraint for parents

The Kamaiya children of Kailali were over-aged in the classroom in Kailali. The economic situation affected their children's education. In the pure pocket, some of the children dropped out because their parents had to repay debts to their landlords. In the mixed pocket also the school enrolment rate is low. Alternative schooling is found popular for Kamaiya children. One-third of them (33.33%) attended the OSP class.

Most of the SFG parents of the study pockets were unable to provide even simple requirements such as books pens pencils, copies, tiffin and school dress. For them education was not economically relevant. Instead of becoming aware of the importance of education, they looked upon children as parts of their economic activities and attending school as loss of earning time.

B. Program proceedings and existing gaps

The study traced out HMG measures and gaps between implementation procedures for the education of SFG children at the central level to the pocket level. Textbook distribution, Dalit programs, Primary School scholarship and Educational Incentive Program (EIP) were observed. The effect of CAS, Awareness and School Mapping program for SFG in the study pockets was also observed. Incentive programs of NGOs [i.e., Community Owned Primary Education (COPE), Backward Society Education (BASE), Sukumbasi Utthan Samaj (SUS) and Save The Children-US (SAVE)] were also observed in the pockets and districts.

B.1 Educational Incentive Program (EIP)

In both the EIP districts i.e. Siraha and Rupandehi, the task of requesting proposals for conducting EIP programs from the local organizations was given to the district level by the central level. But DEO itself conducted the program instead of involving the local NGO. Responsibilities have been assigned to the central level to the district levels and the pocket level to make the Incentive Management Committee (IMC) functional. But DEO did not distribute the incentives through IMC in either district. At the pocket level, IMC was not clear about its roles and responsibilities. IMC was formed only at the time of incentive distribution. District and pocket levels were unaware of the task of preparing monthly monitoring and quarterly reports for EIP.

There was duplication in program due to lack of co-ordination between different organizations, especially between government and non-government organizations. So the same type of program was conducted by different organizations. For example, Incentive programs were conducted by Save the Children-US and the government in both the pockets of Siraha. The only difference in the program is that Save provides school dress, paper and pens to children and DEO provides cash (Rs. 500 for dress and Rs. 300 for paper and pens) to buy those things. The study showed that 21 children of the pure pocket of Siraha district were receiving both the facilities. So the target group was deprived of the incentive.

In the Rupandehi district, the central level guideline for implementation of EIP program is not followed at pocket level. A mismatch between the incentive given and the unique need of SFG exists in the case of Muslims. In both the sample pockets, the incentive, which was supposed to be provided to the Muslim children, was provided also to the children of other castes and ethnic groups.

B.2 Dalit scholarship

Some of the central-level-identified Dalits were included in the district and pocket levels and others were not included. Jhangar, Mandal and Roy (Amat) groups of the Siraha district were not found placed under the central-level guidelines whereas most of the low castes and ethnic groups mentioned at the district level were found at the pocket level.

In addition, presence of large number of Dalits has made it difficult for the local authorities to stick to the centrally prescribed guidelines for the distribution of exact amount of scholarship money.

B.3 Primary school scholarship

There has been some gap between the central level and pocket level in the distribution process of primary school scholarship. Pocket level is not following the central level guidelines in all sample schools. Schools are not publishing the notice on the quota received from the DEO office.

B.4 School mapping

Most of the SFG children did not go to school. Their identification in the district is necessary if their enrollment and retention rates have to be increased. But it is difficult to identify their castes and locations in the available school map.

B.5 Continuous Assessment System

Students of pre-primary class are officially grade 1 students but they cannot complete grade 1 within a year. The method of the CAS program is to complete each grade within the year without any yearly test or examination. In this regard, teachers and head teachers of Chitawan are facing practical problems in grade 1 because of the pre-primary class. So the schools consider them as dropouts and enlist them as new enrollees for grade 1 for the next year. But the schools where there are no CAS programs accept such students as repeaters and enroll them for grade 1 again.

C. Motivating factors for the SFG children

C.1. Awareness program

Organizing street drama, children's rally, door-to-door visit programs in the sample districts Kapilvastu, Kailali and Rupandehi have facilitated attracting the SFG children to some extent.

C.2 School physical facility

Sufficient school physical facilities in proportion to the size of students in school are one of the major motivating factors to attract the SFG children. The students feel good in such an environment where there is sufficient room for study, availability of drinking water and standard furniture. The students of 7 sample schools including Musahars, Tamangs, Muslims, and Kamaiyas were found attracted towards the schools as the schools have necessary facilities in them.

C.3 Incentive

The main factor for attracting the SFG children towards the school in Siraha is piloting EIP program of HMG and DAG program of SAVE-US and in Kapilvastu and Kailali is the distribution of incentive such as books, paper, school dress, shoes, bag, cap and sweater by SUS, BASE and COPE, DPCP.

C. 4 Local teacher/facilitator

As a local facilitator, although less qualified, speaks local language serves as motivating factor.

C. 5 Alternative schooling program

Alternative schooling program is one of the motivating factors of SFG in those areas where the school lies at a distance. In one pocket of Chitawan district OSP class seemed successful in collecting the SFG students in their own area.

D. De-motivating factors for the SFG children

- ◆ In the pure pocket of Bara, the Musahars are ignorant of the Dalit scholarship. Dalit scholarship quota is inadequate. Musahar children are therefore deprived of schooling even though the school is only 5 minutes' walk from the community.

- ◆ In Bara and Siraha, Children have to assist their families for subsistence by ransacking rat-holes in the field, looking after of the cattle and cleaning, washing and cooking at home.
- ◆ In the pure pocket of Bara, the Musahar children are not socially accepted in the public places and in the formal gatherings. Although the teachers of near-by school behave with them normally and do not make any discrimination, they keep themselves physically away.
- ◆ School distance and early marriage were found as de-motivating factors for the Praja and Muslim children in the Chitawan and Rupandehi districts respectively.
- ◆ The economy of most of the SFGs in the sample districts is very low. Many parents cannot afford to provide simple requirements such as school uniform, copies and pencils, which is one of the major de-motivating factors. So the parents demanded nutrition (day meal), school dress, tuition, and educational materials so that they could send their children to school.
- ◆ As the Nepali language is the second language for most the SFG children, the teachers and students were faced language problem in teaching and learning, mainly in grades 1 and 2. Recruitment of local teachers could possibly solve the language problem.

Major Issues on education of SFG children

Study findings identified the following issues:

Community-school distance: In a hilly place like the Lotanti village (pure pocket) of the Chitawan district and the mixed pocket of the Dhading district, schools lie at one and a half-hour' and 45 minutes' walking distance respectively. The main reason for the non-schooling of children in these areas is the non-existence of schools near their homes.

Low participation: In the Pure pocket of Bara, school is at 5 minutes from the community, but children, including community identified Special focus groups such as Dusadh, Chamar and Dom are also not enrolled in school. Out of the 90 Musahar children of the mixed pocket only 10 boys were gone to school.

Low retention: In the pure pocket of Siraha, 18 grade 1 Musahar students out of 20 and six of the 7 studying in higher grades were found dropped out in 057/058. Similarly, 58.66% Tamang students of grade 1 had dropped out in 057/058. This dropout rate is higher than in the previous year in the pure pocket of Dhading. Likewise, the low retention of the SFG children in other 8 sample schools was low.

Low cycle completion rate: More than 80% of the SFG children complete grade II as they become able to earn money at this age by doing different physical works. Children are involved in taking care of the cattle and doing household chores whereas the children in Dhading start earning by crushing stone.

Educational disparity: The educational situation of the (SFG children excepted) sample schools was encouraging. In of Bara, no school going Musahar child found in the pure pocket, and in the mixed pocket only 10 Musahar boys (out of 240 children) were found enrolled in school. In Chitawan, the number of non-schooling Praja (SFG) children was found high (130 out of 173) because they had joined OSP centers.

Inadequate management and supervision: Teachers were of the view that supervision was weak in the study areas. The main reason for this is that RPs were engaged in other activities such as meeting and training rather than supervision. The central level guideline for IMC does not seem to have been followed in the program. The respondents suggested that a person should be appointed part time from community who could watch the activities of persons who do not perform their duties sincerely.

Limited incentives/scholarship: The Dalit and primary school scholarship quotas were minimal in almost all the pockets of the study areas. In Dhading, only one Tamang girl (out of 72) had received the Primary school scholarship. Likewise, the school in the mixed pocket of Bara distributed only 5 Dalit scholarships. There were 240 students.

Future strategies for the education of SFG

Provide right to define SFG to the district

The study showed that the district level in Rupandehi did not implement the central-level identification of SFG in providing incentives. Muslims are regarded as one of the focus groups of the country. Their position is better than that of the other SFGs. So the government incentive for the Muslims was provided to all students in school including the SFG (Dalits) of the district. Hence, it would be more effective and functional in the view of the program, if the government provided the right to define SFG to the district.

School mapping activities of the DOE should include the details of the SFG in their mapping format so that identification of pockets of SFG children could become easier in the future.

Design school catchment area to programs for SFG

The programs should be implemented school catchment areawise not VDC-wise. All the SFGs that live within the school catchment areas should receive the incentives. In the pure pocket of Siraha, the Musahar students that belong to the program-implemented VDC received the incentives but the Musahars belonging to other VDCs did not receive any incentive. This could be de-motivating.

Program for SFG children of scattered and isolated areas

There should be Alternative Schooling Program (ASP) conducted for the children of the scattered and isolated areas. It is better to provide ASP to the SFG children who do not want to mix up with others. In the Chitawan district, children of both the pockets were attracted towards ASP. The parents of Bara district pure pocket also had demanded the ASP program for their children. School uniform for SFG children going to alternative schooling program will help promote their participation in education. On completion of ASP, the children who attend to school should be provided required educational materials and uniform.

Incentive Distribution Mechanism

There is the system of distributing incentives through the Incentive Management Committee (IMC) and SMC. But DEO was doing the work instead of entrusting the responsibilities to the concerned sector. DEO was not following the central-level guidelines in the Rupandehi and Siraha districts. IMC was found inactive in incentive

distribution in Siraha and Rupandehi. So IMC has to be made functionally effective in this direction. Again, SMC did not follow the central and district level guidelines in distribution of primary and Dalit scholarships. Incentives are distributed haphazardly in the districts because of limited number of quota. The numbers of quota of Dalit and primary school scholarship need to be raised. The districts and SMCs who are well acquainted with the local situation should be given the right to provide the incentives. IMC and SMCs should be effective even after the formulation of Village Education Committee (VEC).

Government and non-government co-ordination

There was duplication in program due to lack of co-ordination between different organizations, especially between government and non-government organizations. So the same type of program was conducted by different organizations. For example, Incentive programs were conducted by Save the Children-US and the government in both the pockets of Siraha. The only difference in the program is that Save provides school dress, paper and pens to children and DEO provides cash (Rs. 500 for dress and Rs. 300 for paper and pens) to buy those things. The study showed that 21 children of the pure pocket of Siraha district were receiving both the facilities. So the target group was deprived of the incentive.

Co-ordination between government and NGO and also within the Government and NGO is required. There is a need of coordination between NFEC and the women education section about designing the program and program implementation modalities. Work division among GOs and NGOs according to their capacity should be made. The regulation should be approved in this regard. This will help to avoid duplication in program and incentive distribution both.

Make the implementers and beneficiaries aware

All the organizations and persons related to the incentive program should be informed about the program. In Siraha and Rupandehi districts, the teachers who are members of IMC pretended unawareness of EIP. Awareness of the incentive should be raised in IMC, SMC, VDC, teacher, parents and children. RPs should identify needy areas and visit the VDC members and other related people of the community and makes them informed of the BPEP program. They should also be made capable of discharging their duties. Conducting parental education program through CBOs, NGOs and VDCs in the community is essential so as to aware the beneficiaries of importance of education as well as program.

Community mobilization

Community should be mobilized to raise the school physical facility to make them feel ownership and responsibility towards the school. For example, COPE has mobilized local resources and community participation for school land and building.

Income-generating programs for parents

Income-generating program should be provided to parents of SFG children. As children have to support their parents in income-generating activities, they are unable to go to

school. So if income-generating activities are provided to parents, they will let their children to go to school. This will also help in their school regularity and reduce dropout.

Apply the monitoring report of different levels

An effective system of monitoring has to be developed in the incentive program. There was no monitoring either in the ASP (Chitawan and Kailali) and or in the incentive programs. In ASP, RP, VDC and the supervisor should be involved in supervision. There should be follow-up to the monitoring report once it is submitted to DEO. IMC, DEO and RP should do the monitoring of the incentive program. The monitoring report should be submitted to the District Education Committee by DEO.

Need of further study for ESFG

This study shows that two types of studies should be done in order to attract SFGs towards education. The following measure is proposed:

Household income and schooling cost of SFGs

The government is providing different types of incentives for the disadvantaged children. Dalits and primary school scholarships, (each carrying Rs. 250) are provided at primary level. Likewise, Rs. 300 (yearly) is provided for materials, Rs. 500 for school uniform. These two types of incentives are provided only to girls and SFG children. But the government has not checked to see if the amounts of money are used for this particular purpose or not and also if the amounts given for school dress and materials are enough or not. These incentives are provided without calculating the household incomes and schooling costs of SFGs. So a study on the monthly household income and schooling cost of SFGs is necessary.

Tracer study of SFG children of primary level

Some SFG children are benefited from the primary incentives. They received primary education. But after completing primary level, most of them went back to their old routine i.e. taking care of the household and helping parents in their daily work. The knowledge gained from the primary education is not utilized. It is mainly because the education they received was not practically appropriate for them. So education having practical use should be provided. In order to provide such education, a tracer study of SFG children who have completed the primary level should be done. If education could be made life-related, then they will be attracted towards education.

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Chapter I

Introduction

Background

Basic and Primary Education Program (BPEP) has been designed under the long-term perspective to help a majority of school-age children complete the five years of the primary education cycle. It has three major goals: access and retention, learning achievement, and capacity building for the education of children. Special need education is one of the components aiming at access and improving retention. The major objective of special need education is to bring the children of socially and economically disadvantaged groups of community children to the mainstream of formal schooling. BPEP II has therefore set various non-formal programs for the children of special focus groups. In this regard, ASIP 2000/01 adapted following strategies to improve the enrolment and retention of these children in schools. These strategies are:

- ◆ Identify the special focus groups and their needs
- ◆ Help the focus groups formulate programs catering to their needs through workshops and VDC-level programs
- ◆ Make parents aware of the importance of education
- ◆ Provide scholarships, school dress and educational materials to motivate/attract the special focus groups to enroll their children in school during the program period
- ◆ Conduct workshops and orientation programs to disseminate the concept of the program
- ◆ Mobilize Community Service Provider (CSP), NGOs, VDCs, RPs, IMCs, SMCs and DEOs to implement the program effectively
- ◆ Monitor the program and evaluate its effectiveness

Relevance of proposed research for the effective implication of BPEP II

In Nepal, more than 60 ethnic/ caste/religious groups live in various districts and pockets of the country. The census Report 2001 shows that 39.75% people are illiterate. Of them, 51.06% are women.

The Ministry of Education and Sports has initiated various types of programs from the beginning of the Seti Project to promote the education of Special Focus Groups who are socially, economically and linguistically deprived. HMG is providing various types of incentives and scholarship programs to them on the basis of ethnicity, economic status and geographic remoteness. But the enrolment of such groups still needs to be increased in rural schools.

BPEP II has also given special attention to the education of the disadvantaged groups, remote area dwellers and the migrant populations. They are considered as major special focus groups in Basic and Primary Education Program. The study *Social Assessment of Educationally Disadvantaged Groups* made by CERID points out the ethnic/linguistic groups as educationally disadvantaged. The report has also spotted 15 pocket areas where such groups live. But the study does not show any educational program for the disadvantaged. The present study suggests necessary programs for such disadvantaged caste/ethnic/religious groups.

Most of the caste/ethnic/religious groups remote area dwellers and migrant populations are educationally disadvantaged. These disadvantaged caste/ethnic/religious groups are Magar, Tharu, Tamang, Kami, Yadav, Ahir, Muslim, Damai, Sarki, Teli, Kushwaha, Chamar, Kurmi, Musahar, Dhanuk, Mallah, Sherpa, Kewate, Dusadh, Khatway, Chepang, Kumal, Danuwar, Thami, Badi, Lepcha and Kamaiya. Such groups are scattered all over the country. The major problems are enrolment and retention of the children. These problems have emerging because their parents do not send them to school. There has been no study conducted in this regard. There has been no effort to find out the pockets of ethnic groups. Research reports show that most of the children of the ethnic minorities do not receive any incentive.

BPEP II is launching a piloting program, the Educational Incentive Program (EIP) for out-of-school children and primary school-going children in 12 districts. The main focus of the program is to bring the children of the socially, educationally and economically disadvantaged community to the mainstream of the formal education. Alternative schooling for out-of-school children, EIP for Special focus groups, and scholarship for school-going children are the program sub-components of BPEP II. EIP is providing Rs. 500 yearly to out-of-school children for school uniform and Rs. 300 per year to Lepcha, Musahar, Muslim, Kamaiya, Tamang and Tharu children for educational materials in eight districts.

The study comprised perceptions and opinions of parents of deprived children, policy makers, program implementers, and teachers/facilitators, which suggested measures for improvement in the program. Discussion sessions were held with policy makers and program implementers for their views on the program.

Focus of the study

The research study was designed to facilitate the implementation of the component named Special Focus Groups of BPEP II. The proposal was developed based on the strength and motto of BPEP II.

The formative research process was considered as appropriate methodology. This study was visualized in terms of the access to Education of the Special focus group children. Its main concern was to see how well the program is formulated and implemented by BPEP II. More specifically, the study focused on:

- Finding out the educational status and access to education of the special focus groups.
- Assessing to see if any gap exists in the program design and its implementation.
- Determining measures for improvement in the program in order to hit the enrolment and retention targets of BPEP II.

This study provided different approaches to identify the strengths and weaknessness of the SFG program. The study has helped the planners, policy makers and implementers to visualize the effective way of providing education for the special focus groups.

The study tried to find out the status of special focus group children. The special programs for the special focus groups were identified. The study also focused on the impact of the current practices of scholarship and incentive distribution program. The study analysed the implication of school physical facilities provided by BPEP II on the education of the special focus groups children. Information on the motivation packages intending to boost up their school attendance was collected.

The situation of primary school dropout, enrolment and repetition of SFG were identified by the study. The study also identified the activities of SFG children, who had completed the primary cycle.

The study tried to find out the profiles of children, parents and schoolteachers. The role of the school in the community and the appropriate persons to run and manage of school were identified too. The appropriate process to provide the block grant was identified. The participation and responsibility of the civic society towards the school were also observed. At the end, the study provided recommendations for the future strategies and policies for the better education of the special focus group children.

Objectives of the study

The major objective of the study is to maximize educational opportunity for the children of the special focus groups. The specific objectives of the study are:

- ◆ To identify motivating (pulling) factors that encourage the education of the special focus groups
- ◆ To identify de-motivating (pushing) factors that prevent special focus group children from school.
- ◆ To assess the implications of different measures adopted by BPEP II in improving education
- ◆ To provide feedback to the program to improve the participation of special focus groups in education.

To get the above information field studies were conducted in 7 sample districts and 14 pockets where educationally deprived people lived. Necessary information related to the districts is included in the study. Also, four pockets of two districts, where the BPEP II program for the educationally deprived children are conducted, are included.

Limitation of the study

Considering the identification of the study findings of Social Assessment Study (CERID, 1997), BPEP II has set incentive programs for special focus groups for various districts and VDCs. The 2001 census has listed 101 ethnic castes and religious groups. Among them only the Chamars, Musahars, Tharus (Kamaiyas), Muslims, Tamangs and Prajas are considered as sample special focus groups. Four castes groups [Musahars, Tamang, Praja and Tharu (Kamaiya)] in four districts (Bara, Dhading, Chitawan and kailali) were selected as sample districts because of low literacy rate of these groups. Two castes groups in Siraha and Rupandehi were selected because of piloting of EIP program for special focus group (Musahar and Muslim). The Kapilvastu district was selected as sample district because there was a NGO (COPE) which has being involved in the education for disadvantaged group of that area. This study limits implications of different measures adopted by BPEP II for selected special focus groups and its gaps in process and implementation. The following matrix shows the specification of study areas to special focus groups in sample districts.

| District | VDC/Municipality | Ethnic group | Study limitation areas |
|------------|-----------------------------|-----------------|---|
| Siraha | Barchhawa/Chandraayodhyapur | Musahar | EIP, DAG, Dalit and Primary school scholarship, status of SFG, awareness, textbook distribution, school mapping, physical facilities, motivating and de-motivating factors. |
| Bara | Bariyarpur/Hariharpur | Musahar | Dalit and Primary school scholarship, status of SFG, awareness, textbook distribution, school mapping, physical facilities, motivating and de-motivating factors. |
| Dhading | Hapsechaur/Damechaur | Tamang | Dalit and Primary school scholarship, status of SFG, awareness, textbook distribution, school mapping, physical facilities, motivating and de-motivating factors. |
| Chitawan | Siddhi/Shaktikhor | Chepang | Dalit and Primary school scholarship, status of SFG, awareness, textbook distribution, school mapping, physical facilities, motivating and de-motivating factors, CAS, PCDP, alternative schooling. |
| Kapilvastu | Sauraha/Mahawa | Chamar | Status of SFG, awareness, physical facilities, COPE |
| Rupandehi | Bagaha/Chhipagadh | Muslim | Dalit and Primary school scholarship, status of SFG, awareness, textbook distribution, school mapping, physical facilities, EIP. |
| Kailali | Geta/Dhanagadhi | Tharu (Kamaiya) | Dalit and Primary school scholarship, status of SFG, awareness, textbook distribution, school mapping, physical facilities, BASE, SUS, alternative schooling. |

Methods of study

The study followed different methods to achieve its objectives. The methods included consultation with experts regarding study, orientation program, literature review and collection of primary data.

Study Procedure

The study adopted the following procedures to achieve the objectives

- ◆ Orientation meeting with program implementers and policy makers
- ◆ Review of related documents
- ◆ Field visits to selected pockets of the sample districts
- ◆ Survey of selected pockets
- ◆ Consultation with program implementers of the districts
- ◆ Program implementers of the pocket
- ◆ Program implementing partners (NGOs).

Study Approach

Various activities were undertaken during the study. The study focused on the participatory research approach. Implementers of the central, district and pocket levels who were directly involved in the implementation of the program for ESFG were included in the study. The activities were:

Formation of steering committee

For feedback to the study, a team of experts, directly or indirectly working in the field of education for special focus groups, was involved in the committee. The committee was formed under the chairmanship of the Director of CERID (see Annex 1. A).

Formation of working committee

A six-member research team composed of persons directly or indirectly involved in the education for special focus groups was formed to provide technical support for the study (see annex 1. B). The task of the committee was to provide regular support to the study.

Review of relevant document.

The research team reviewed related documents collected from different sources. Documents published by CERID and other organizations were reviewed. Moreover, effectiveness of various intervention programs of the government, major issues related to the education of the special focus groups and the effective and viable measures for the improvement of access and retention for the special focus groups were reviewed too. The policy and implementation guidelines and documents were also reviewed before and after the field visit.

Pod group discussion and FGD in central, district and pocket level, Non-formal Education Centre and Women Education Section of DOE were directly involved in the study. They are the program implementers of the central level for ESFG. The district Development Officer, Resource Person, Technical Section Officer, DDC chairperson and members and NGO representatives were involved in the district level pod group discussion and FGD. Similarly, SMC, teachers, head teachers, VDC representatives, parents and their children participated in various types of discussions and interviews.

Workshop

The formative Research Group for Special Focus Group organized interaction session on Access to education for Special Focus Group at CERID Hall on 058/11/22. It was attended by representatives of the ministry level, NFEC, Woman Education Section and COPE Program representatives. The purpose of the workshop was to share the experiences and insights gained by implementing program for the special focus group (See annex IV for detail).

Study Sample

Stakeholders included children, parents, program managers, implementers, and teachers/facilitators. The study was carried in 7 districts covering all the development Regions except the midwestern region and various ethnic/caste/religious groups. In addition, the study also covered NGOs' educational programs for SFG. The following tables give the details of the sample.

Distribution of sample Development Region, ethnic group, VDC and pocket

| District | VDC/Municipality | Ethnic group | Pocket | Remarks |
|------------|------------------------------|-----------------|--------|------------------------------|
| Siraha | Barchhawa/Chandraayodh yapur | Musahar | 2 | EIP, DAG |
| Bara | Bariyarpur/Hariharpur | Musahar | 2 | low literacy rate |
| Dhading | Hapsechaur/Damechaur | Tamang | 2 | low literacy rate |
| Chitawan | Siddhi/Shaktikhor | Chepang | 2 | low literacy rate |
| Kapilvastu | Sauraha/Mahuwa | Chamar | 2 | COPE |
| Rupandehi | Bagaha/Chhipagadh | Muslim | 2 | ESFG |
| Kailali | Geta/Dhanagadhi | Tharu (Kamaiya) | 2 | low literacy rate, BASE, SUS |

Distribution of respondents

| Respondents | No. of respondent in district | Total no. of respondent |
|------------------------------|-------------------------------|-------------------------|
| District level FGD | 1 (8) | 7(56) |
| No. of Schools | 2 | 14 |
| Alternative schooling centre | 1 | 7 |
| Facilitators | 1 | 7 |
| Head teachers | 2 | 14 |
| Teachers | 4 | 28 |
| Children | 6(48) | 42(336) |
| Parents | 6(48) | 42(336)0 |
| SMCs | 2 | 14 |
| Local NGO | 1 | 7 |
| VDCs | 2 | 14 |

Note: Figures in parenthesis indicate no.of FGD participants.

Scope of Work

In compliance with the objectives of the study, the scope of work was as follows:

| Scope | Indicators | Tools to Use | Key People |
|--|---|---|---|
| Status of pockets | Schools/out of school centers Location of the school Learning materials Physical facilities of the class Facilitator/ Teachers Background Regularity Children' Background Students attendance Drop-outs | Interview forms observation checklist Attendance Record | Facilitator Teachers Children Parents Community People Supervisors |
| Socio-cultural context of pockets | Boys Girls ratio Caste/ethnicity/religion Languages Socio-cultural practices and traditions | Community Observation Form Profile of the Children | Head teachers Community people |
| Community Involvement in primary education | Local governance Community leaders/members Parents Supervisors/facilitators | Community Observation Checklist Interview Community Map | Community leaders/ members Parents children Supervisors/facilitators |
| Everyday Schedule of school age Children | Daily household chores Study Play Visit friends/relatives Earn | Observation Checklist Interview Mobility of Children | Parents Children |
| Schools and Alternative center | Entrance policy for children to the school Children's performance, difficulties, and positive aspects Head teachers' and teachers' opinion and suggestions to improve the enrolment and retention Facilitators' opinion and suggestions to improve the enrolment and retention | Interview | School head teachers, teachers, RP, facilitator |
| Management of school and Alternative class | Management system Community support DOE support DEO support | Interview Interaction | NGO Managers DEO Supervisors Facilitator NFE stakeholders |

Study design

The study was designed to collect in-depth information on the scope of the work mentioned above through the integrated approach of survey, interview and observation approach.

Interview

Some key people such as children, parents/guardians, DEO, RP/ Local supervisors, and head teachers and teachers were included for the FG interview. In the program districts, the interview focused on the impact of scholarship/incentives and materials distribution program of BPEP II. Their opinion regarding the program was collected for necessary improvement on the program.

Observation

- ◆ Observation by the community map using PRA method
- ◆ Observation of community effort to understand the local context
- ◆ Observation of the facilities provided to the children of special focus groups
- ◆ Collection of children's family background and their school attendance record
- ◆ Observation of playground and classroom/home environment

Spot Inquiry

- ◆ Sample schools were visited for the factors that were or could be influential on the participation of children of special focus groups in education
- ◆ Sample schools were visited to find out the effect of ESFG program
- ◆ School head teachers and teachers were interviewed to find out children's performance before and after the intervention of ESFG program
- ◆ Suggestions on improving the ESFG program were collected

Tools and Instruments

The following were the tools and instruments used for collecting necessary data and information:

A. Guidelines:

- ◆ for community mapping
- ◆ to preparing case studies of selected children
- ◆ to preparing profiles of children and their portfolios
- ◆ for existing document review
- ◆ for observing children's activities outside school
- ◆ for unstructured interview with selected stakeholders
- ◆ for focus group Interview with parents
- ◆ for collection information on the following-
 - Usefulness of education for the parents and their children
 - Parental support to children
 - Changes which parents noticed after their children joined the school

- Parents aspiration regarding their children
- Suggestions for the improvement of the program
- Guideline for Interview with stakeholders
- Stakeholders' positive and negative experiences
- Changes stakeholder noticed in the community
- Stakeholders' suggestions for the improvement in the program
- Management issues

B. FGD at pocket level

FGD schedule for head teachers and teachers

FGD schedules for interviewing key personnel such as parents, resource persons, VDCs and social workers

Focus group interview with children

- ◆ Three groups of children (regular, dropout and non-schooling) of schools, and of community and alternative schooling centers were interviewed in different groups. The points discussed during the interview were :
- ◆ Reason for joining the class (children)
- ◆ Usefulness of the classroom to their everyday life
- ◆ Role models in their lives
- ◆ Support from family members
- ◆ Their future aspiration
- ◆ Problems in the class
- ◆ Things they liked most and they disliked most in the class
- ◆ Their suggestion for change
- ◆ Their daily routine
- ◆ Reasons for dropping out of the class
- ◆ Things they do during the class time
- ◆ Difficulties in terms of study
- ◆ Attitude of classmates and teachers towards them

Interview with school head teachers, teachers and facilitator

- ◆ Admission policy after the implementation of special need education in the pocket
- ◆ Children's performance, difficulties, Positive aspects following the implementation of special need education in the pocket
- ◆ Their opinions and suggestions for improvement in the program after the implementation of special need education in the pocket
- ◆ Class regularity and need of facilitator after the implementation of special need education in the pocket
- ◆ Their opinions on the class management after the implementation of special need education in the pocket

C. Observation Forms

- ◆ Class observation form
- ◆ Schools observation form
- ◆ Alternative schooling centre observation form

The following information were collected from the observation:

- ◆ Teachers/facilitators (gender, nature and approach to the OSP children)
- ◆ Materials used in the class
- ◆ Daily attendance (by number and gender)
- ◆ Method of teaching
- ◆ Teachers'/Facilitator's dealing with children
- ◆ Children's participation in the learning process
- ◆ Materials used in the classroom
- ◆ Learning materials possessed by children, i.e., textbook, exercise book, pen/pencil, slate, etc.

Chapter II

Review of related document

Introduction

For the study project *Access to Education for Special Focus Groups* different types of literature related to the education of the special focus group were reviewed. Thorough reviews of research, evaluation study and seminar/workshop/training reports and articles published by different organizations were made. The required materials for the review were collected from different sources. CERID library was one of the main sources for information. Documents were also collected from the different resource centre libraries. The body of literature reviewed was written in published in English and Nepali.

In the review of literature the content analysis method was used. The documents were reviewed critically. With focus on introductions, objectives, and findings and recommendations mentioned in the research and training-workshop reports. The findings were categorized as Pull and Push factors. The pull factors included the factors that played positive roles in bringing the SFG children to formal and non-formal education and push factors were the factors that had negative effects on children's education. The motivating and de-motivating aspects in different areas such as government policy, culture, school, gender, parents and community were analyzed. Likewise, the main points of the articles were abstracted. The literature reviewed was classified into sections : Disadvantaged Group, Girls/Women Education, Out-of-school Program, Ethnic Demography of Nepal, Incentive Program and Social Assessment (See Appendix 1). In each section the major findings are critically analysed. At the end of the analysis, a synthesis of the overall review is given.

Disadvantaged Group

Altogether 8 writings (6 research reports and 2 workshop papers) were reviewed under the section Disadvantaged Group (See appendix 1). The review showed different educationally disadvantaged ethnic groups such as nomadic populations, special groups and minority groups existent in Nepal. Physically and mentally handicapped children also do not have access to education. Various Pull (motivating) and Push (de-motivating) factors were noted in the education of the disadvantaged.

Pull Factors

The review showed that efforts had been made for the education of the deprived children. Special projects had been conducted to bring their children to the fold of education. Nutrition programs were conducted in order to attract and retain children in school. Surveys on special disadvantaged castes had been made. A program for the recruitment of female teachers had been implemented to increase girls' participation in primary education. Workshops and seminars were organized for the empowerment of the poor through basic education.

Push Factors

The main challenges of disadvantage children related to school, health, gender and culture.

Schools were not able to attract and retain disadvantaged children.

Poor health of disadvantaged children was a big hindrance.

The gender disparity prevailing in the society/community discouraged girls.

The tradition and culture also was a barrier.

The geographical and economic factors were problems.

Government policies, programs and implementation procedures were also responsible.

The education system itself and the programs failed to enrol/retain children (particularly girls) of certain ethnic groups, and of people living in impoverished rural areas.

Recommendations

- The basic education programs should go together with poverty alleviation, as food is the first requirement for education.
- Alternative education strategies should be adopted for the disadvantaged groups.
- Education should be provided to parents both for the purpose of early childhood care and education and for the primary education of children.
- Disadvantaged children have no access to education in spite of the programs intended to uplift the educational status of them. So there is a need for cooperation between different sectors - government, civil society and managers to provide education for the special focus groups children.
- Recruitment female teachers should be strictly emphasized. This will help to attract girls to education.
- More studies should be done to understand the different educational needs and requirements of the disadvantaged group.

Girls/Women Education

The review of research training and workshop reports on girls/women show that various studies done on girls/women education. Most of the studies include girls and women together. So women education (along with girl's education) is also included in the analysis. Most of the educational programs for girls are literacy-oriented. Some of the programs are purely literacy based and do not include other activities such as income generating and skill training. Girls' retention in and dropout from educational programs, their performance in primary education, causes of their non-participation and dropout and measures for increasing their participation and decrease dropout have been identified by the studies. The studies done on girls' education have helped to find out the status of girls' education in the country.

Pull Factors

The incentive schemes of the government have helped to encourage girls' participation in basic and primary education.

Female teachers in primary education have helped to increase girls' participation in education.

Girls are attracted towards literacy with functional and skill training programs.

Pushing Factors

There is gender inequality in different incentive programs. The studies show that girls are far behind boys in educational achievement.

The studies show that female teachers in schools and also in literacy programs are one of the attractions for girls. But the government policies and programs and training opportunities have hindered the increase of female teachers in schools.

Studies on non-formal education for girls show that even though the program has helped to provide education to girls, it is found weak in enrolling girls.

Recommendations

- The review of documents on girls' education shows that there is need of bringing some modifications in the incentive schemes such as increase in the scholarship quota and improvement in scholarship quota distribution policy.
- Only the persons eligible for the scholarship should get the scholarship facility.
- Community and parental awareness program should be effectively implemented for increase in the enrollment of girls in schools and literacy program.
- At least one, female should be appointed in every primary school and training should be provided.
- In the non-formal education sector, parental awareness programs and bridge courses to link the NFE program with the school course need to be conducted.
- NFE programs should be made more functional.

Social Assessment

The review of the social assessment documents shows that there have been different types of studies done on ethnicity. Social assessments of disadvantaged ethnic groups such as Sherpa, Danuwar, Mushar, Thami, Muslim, Tamang, Kumal, Magar, Tharu, Sarki, Kami, Badi, Yadav, Bhandar and dalits of different districts have been made. The review showed that different factors have worked as push and pull factors in the education of the special focus group children.

Pull Factors

The assessments are related to the effectiveness of various educational opportunities that are available to disadvantaged ethnic children.

Analyses have been made of the specific problems of girls and children of linguistic minorities, shifting populations, impoverished groups, and remote area dwellers with respect to their enrolment, retention and achievement.

Push Factors

The review show that the main reasons for the lack of access to education for the special focus groups are the, social, economic, historical, political, traditional and gender discriminative.

Lack of access to textbooks and poor school physical facilities are obstacles to schooling.

No gender bias was found in the education of the disadvantaged groups, even though it was prevalent due to the financial problem in the family. The learning achievement was found low.

Recommendations

- For the uplift the educational status of the educationally disadvantaged groups, socialization of the disadvantage community is required. They need to be made educationally aware.

- Different incentive programs are required for attracting them to education.
- There should be provision of meeting the special needs.
- Female teachers are required for the development of girl's education.
- Training should be provided to the local teachers.

Incentive Schemes

Altogether three documents were reviewed under the section Incentive Schemes. Various incentive schemes of the government to encourage participation of girls/women in basic education were made.

Push Factors

The incentive schemes have not been able to fulfil their objectives.

The incentives have been misused.

Textbooks are not supplied on time.

Distribution of scholarship for girls is not sufficient. Scholarships and uniforms are not made available on time. People are not aware of the scholarship programs.

Pull Factors

The incentive schemes are conducted to increase the disadvantaged children's participation in basic and primary education.

Recommendations

- Special criteria should be followed while selecting children for scholarships
- In particular places scholarship/incentive quotas should be fixed according to local needs.
- Arrangement should be made to provide scholarship at the beginning of the academic year
- People should be made aware of the incentive programs of the government
- Incentives for the special focus group children should be increased.

Out-of-school Education Program

The study team reviewed different documents on the impact of the program on the lives of children and on the community. In this context, an evaluation study report on the progress and effectiveness of the OSP program was also reviewed.

Push Factors

It is found from the review that most of the OSP graduates do not join school because of their over-age, engagement in household chores and compulsion to work for earning.

The main causes of non-enrolment and high dropout are the economic, social and school-related.

Remuneration is provided to the facilitators is very low.

Pull Factors

The review of different research reports on out-of-school (OSP) program shows that the impact of OSP children's program in the lives of children and on the community has been great.

Children who do not have access to formal schooling have joined the OSP classes.

Girls' education programs such as the Chelibeti has helped to enroll more girls in the program.

The OSP program has, to some extent, helped to solve the persisting problem of access to primary education of a significant proportion of the population.

OSP has been a way of reaching the educationally unreached children.

The review findings show that OSP is not only creating an opportunity for non-school children but also raising awareness in the parents and children.

Recommendations

- As the economic condition of the educationally unreached children is poor, there should be free meals, stationery and mid-day meal provided for them in school.
- Facilitators' salary should be increased.
- It is found from the review that parents of the educationally unreached children should be get employment opportunities in order to be able to enrol and retain their children in school.
- Parental awareness program should be made effective particularly to increase girls' participation in the program.

Ethnic Demography

A total of 7 documents were reviewed under the section Ethnic Demography. Documents on the disadvantaged ethnic groups such as Mushars and Kamaiyas were reviewed. Most of the reviews related to the push factors.

Push Factors:

The review on ethnic demography revealed that the government policy to provide freedom to some of the disadvantaged groups working as 'kamaiyas' has only made their condition worse. They have become homeless and jobless.

Racism has been a barrier to equity in providing equal educational opportunity to children of different ethnic groups.

Poverty is another constraint for the disadvantaged children.

Education is their secondary need for the special focus group.

The medium of instruction in schools has been another barrier for the education of some of the ethnic groups.

Children of such ethnic groups drop out of school because their mother tongue is quite different from the national language, Nepali, in which they are taught.

Pull Factors

Kamaiyas have been released from their traditional work

Recommendations

- People who can afford are providing better education in big cities within or outside the country. So there is need of such an education system that will uplift the downtrodden and the underprivileged.
- The government should launch special programs for the educational upliftment of the disadvantaged.
- More skill and income-generating activities need to be provided for the disadvantaged ethnic groups.
- Special educational programs should be launched for the freed Kamaiyas.
- The provision of providing education in the mother tongue (constitution of the kingdom of Nepal in 1990) should come into practice.

Theoretical Documents

The study made a theoretical review of the documents. Four documents were reviewed (See Appendix). The documents were analyzed. The analysis showed marginalized populations, as groups whose interest did not tally with the core polity of the society. There are different types of marginalized population groups in Nepal. The 'untouchables' come under the marginalized groups (also known as 'minority' groups) who differ from the rest of the population in race, religion and language. For example, the Muslims are one of the minority groups of Nepal.

Recommendations

- The government should play legitimate role for the children of the minority groups providing access to primary education. Nepal is a country of cultures and ethnicities. The ethnic groups differ by language, religion and cultural tradition. Untouchable Hindu groups are socially, economically and politically the most disadvantaged and backward groups in Nepal. Muslims are a minority by religion but numerically they form one of the ten major ethnic groups of Nepal. The government has not given any priority to the education of girls/women and children. Moreover, they are suffering from their own cultural practices. There is need of efforts from all sectors to bring them into the mainstream of education.

Synthesis of the Major Findings

The study made a review of relevant literature on the education of the special groups. Research reports and workshop/seminar papers, training reports, articles and books on the education for the special group were reviewed. The review covered different sectors of the special focus groups. In this context, literature on disadvantaged groups, girls/women education, social assessment of disadvantaged groups, different incentive programs for the educational upliftment of the special focus groups, out-of-school programs for the disadvantaged and literature on ethnic demography were reviewed and analysed. Apart from this, documents on the theory of special focus groups were reviewed.

Different aspects of the special focus groups were reviewed and analyzed. One aspect was the ethnicity of the special focus group. The reviews identified different ethnic groups falling under the educational disadvantaged category. Girls were also identified as one of the special focus groups. The review revealed several factors responsible for the lack of access to education. Those factors include economic, socio-cultural, geographical, gender factors and factors related to health.

The review analysis covered different areas of the education of the special focus group. It made a through review of the literature on the programs, program implementation strategy, and outcomes and shortcomings of the programs.

Efforts from the government side

The literature analysis showed various efforts made by the government for the education of the special focus groups. Special programs such as programs for the educationally disadvantaged ethnic groups and girls have been conducted. Incentive programs such as scholarship, free textbook, uniform distribution and nutrition are conducted. Awareness programs are fielded to increase the enrolment of the children in school. Out-of-school programs (OSP) are implemented for the children deprived of access to formal education. The OSP programs include functional skills and training on income-generating to bring more children into the program. The programs are conducted at the time convenient for the children. The government has made a policy to get at least one female teacher in every primary school. This has helped to increase girls' participation in primary education.

Weaknesses of the program

Despite these efforts the special focus group children do not still have access to education; most of them are out of school. Those who join the school also drop out. Dropout and repetition rates are high. Girls' enrolment is low. There is no female teacher in the areas where they live. They do not benefit from the incentive programs. Some of them are unaware of the program. There is no educational awareness in the special focus group people.

Need of improvement of the program

The review study shows that there is a need of change in the program for the special focus group, from the policy level to down the grassroots level. First of all, the awareness program should be made more effective by conducting more awareness programs. Children, parents and communities should be included in the educational awareness program. Communities should be involved in motivating the local people towards education.

Gender sensitization program should be conducted to encourage girls' participation in both the formal system and the non-formal system. The special programs for girls should be more effective by providing more incentives to the right girls. Income-generating activities should be provided for the parents. The government policy of recruiting female teachers should be strictly followed. The number of female teachers should be increased in both the formal and non-formal programs. Training needs to be provided to them.

Special educational programs should be conducted for the minority groups. The bridge course should be effectively conducted in order to enrol the OSP completers to school. There should be more the incentives for the special focus groups. As Nepal is a multi-ethnic country, there should be a system of providing education in the mother tongue. This will help to increase the number of special focus group children in educational programs.

The Decentralization Act 1999 and the seventh amendment of the Education Act should be revised on contract points. Responsibility to formulate and implement educational programs locally should be entrusted to the local government. The local government should be authorized to develop and introduce new educational programs that are suitable for the community.

Chapter III

Situation Analysis

Introduction

The study includes 7 districts and 14 pockets. Each district has 2 pockets. The districts were selected based on the populations of special focus groups in the country. This chapter deals with the populations, socio-economic conditions and ethnicity of SFG in the districts and pockets. The educational status of SFG is also included in this chapter. The enrolment, promotion, repetition, dropout and class attendance regularity of primary level students were recorded. Caste/ethnic/religious SFGs of each pocket and district under study are described below.

Musahar

The study selected two pockets (one pure and one mixed) from the Siraha district for the study of Musahars. The village selected under the pure pocket was Lalbhitiya of the Barchhawa VDC.

The village is 9 kilometres from the district headquarter. Yadavs and Musahars form the major ethnic groups in this village. Here, the Yadavs are educationally aware. Their enrolment in school is 100 percent. The government and non-government incentive program have a positive impact on the education of the Musahars. In the pure pocket of Siraha, the enrolment rate prior to the incentive scheme was only 10 percent, which rose to 60 percent after the introduction of the scheme. However, the primary education cycle completion rate is very low. Researchers found only one SLC graduate in the village.

The SFGs of the village are engaged in brick factory and agri-labour for earning. Most of them do not have citizenship. There is no practice of registering the newborn baby within 35 days of delivery.

The Khoriya village of the Chandrayodhyapur VDC, selected under the mixed pocket, is linked to the highway. The village is a mixed area of so-called high caste people and Mushars. The people of the village started to become aware of education only after the intervention there. Until 2 years ago, girls in school were not more than 1 percent. It was difficult for the research team to record the dropout rate. The parents took children with them out to work. Nowadays, the Children's Management Committee is taking care of children's education.

In the Bara district, two villages were selected for the study. They were Bhansiya of the Bariyarpur VDC (pure pocket) and Hariharpur of the Hariharpur VDC (mixed pocket). The Bariyarpur VDC is a historical place. The study concentrated on Bhansiya village, where the school was 5 minutes' walk from children's homes. But the Musahar children, and children of other low castes such as Dusadh, Chamar and Dom were not enrolled in school. Caste discrimination prevailed in the village. The children suffered inferiority complex and were hesitant to mix up with their high caste classmate in the school. The disadvantaged community people are unaware of government educational programs.

In Hariharpur village, only 10 Musahar boys went to school. There was no practice of providing education to girls. Child labour was very common. Children were found engaged

in rich families as servants. The main occupation of the people here is labour in agriculture and seasonal work in the brick factory.

Socio-economic condition

The study done on Musahars of the pure and mixed pockets of the Siraha and Bara districts present a very low economic profile. They are considered as untouchables and are not given good jobs. So they depend upon agri-labour and wages. Apart from that, they go about ransacking rat holes in search of food. Children help their parents near rat holes and in household works such as cooking and taking care of the cattle.

The Musahars of both the pockets are educationally backward. Most of them do not provide education to their children. So their children's participation in the literacy programs is minimal.

In course of the field study it was found that Musahars of the pure pockets of the Siraha and Bara districts are socially isolated. There is no social interaction between them and other communities. This may be the reason why their children are not socially accepted in the public places and in formal gatherings. They themselves like to keep physically away from other people. This may be the reason for the inferiority complex within them. The Musahars of the mixed pockets look upon their children as instrumental to income generation so they do not send them to school. The following matrix shows the socio-economic conditions of the Musahars in the Siraha and Bara districts.

Socio-economic condition of Musahars

| Pure pocket | Mixed pocket |
|--|---|
| <ul style="list-style-type: none"> ◆ Landless, extremely poor, considered as untouchable, subsisting on agri-labour, earning wages, and ransacking rat-holes for food. ◆ Children accompany the parents in their search for food. They assist the family in ransacking rat-holes in the field, looking after of cattle, and cleaning, washing and cooking at home. ◆ No literacy tradition. ◆ Socially isolated. No social interaction with other communities. Children are not socially accepted in public places and the formal gatherings. ◆ Although teachers do not make discriminate against them, they keep away from other people. ◆ They have inferiority complex and think of themselves as disadvantaged, illiterate and backward groups. | <ul style="list-style-type: none"> ◆ Landless, extremely poor, considered as untouchable subsisting on agri-labour, earning wages, ransacking rat-holes for food. ◆ Children accompany parents in their search for food. They assist their parents in the field. The girls looking after cattle as well as household work. ◆ No literacy tradition. ◆ Economically unable to send their children to school. ◆ They work upon their children as partners in economic activities and to them school attendance means loss of labour. |

Tamang

In Dhading, Hapsechaur and Damechaur villages were selected as the mixed pocket and pure pocket respectively. The pure pocket has 194 households and a total population of 936 (468

females). There are several ethnic groups such as Tamang, Kami, Chhetri, Brahmin and Bhujel. Almost all of the ethnic groups are dependent on agricultural labour and driving. School dropout is high in Tamang children. A special case was found in this ethnic group; one Tamang girl had lately passed SLC in the village. No SLC graduate boy was found in the pocket.

There were 1183 households in the Thakre VDC (2056 BS). The average family size is 6.2. The literacy rate is 57.76. Brahmins and Chhetris populations are high. Magars, Tamangs and Lamas come second in population. The so-called low caste people (Praja, Kami, Damari and Sarki) have a minimal percentage in this pocket. About 50 percent of primary school age children are enrolled in school in the mixed pocket. The main source of income for the Tamangs is stone crushing.

Socio-economic condition

The main profession of the Tamangs of Dhading (both the pockets) is agri-labour. In the pure pocket, some of them have made driving their profession. In the mixed pocket, they are mostly involved in stone crushing. The population growth rate is high. They are aware of the importance of education, but they are not in a position to send their children to school because of the tuition fee they cannot bear. Language is a great problem in school in both the pockets. Parents' involvement in work affects children's education. They cannot attend school on time because of late morning meal. Tamangs of both the pockets suffer from food shortage.

In the mixed pocket, girls' dropout rate is higher because of their involvement in household work. The following matrix shows the socio-economic condition of the Tamangs of the Dhading district:

Socio-economic condition of Tamangs

| Pure pocket | Mixed pocket |
|---|--|
| <ul style="list-style-type: none"> ◆ Depend upon agri-labour and driving; no stone crushing. ◆ Population growth rate is high ◆ Are aware of education but are not able to afford school tuition fees. ◆ Language problem (up to grade 2). ◆ Children cannot attend school on time because the morning meal is late. | <ul style="list-style-type: none"> ◆ Agri-labour and daily wage from stone crushing is the major source of income. ◆ Population growth rate is high ◆ They are aware of education but not able to afford school tuition fees. ◆ Drop out is high among girls because of their involvement in household work. ◆ Language problem (up to grade 2). ◆ Children cannot attend school on time because the morning meal is late. |

Praja

Praja is the main ethnic group of Nebuwatar village in the Siddhi VDC of Chitawan (pure pocket). But only 44 percent of primary school age children of this ethnic group are enrolled in school. Here the main occupation is farming which is not enough for their living. So the villages do additional work such as collection of medicinal plants in the forest and search for plant root for food. Again, the Prajas are selected as SFG from the mixed pocket of Neureni

village of Shaktikhor VDC. They are deprived educationally. So their children suffer from inferiority complex, which makes them drop out of school.

Socio-economic condition

The Prajas of the pure pocket live an isolated life. They live on steep hillsides. The Prajas of the mixed pocket live near other people but do not mix with them. Their inferiority complex has been a barrier to their development. They do not have any skill other than traditional agriculture.

In the mixed pocket, some of the Prajas provide education for their children. Some are enrolled in the school and the OSP centre. People who live attached to the houses of other caste do not send their children to school. The following matrix shows the socio-economic condition of Prajas in the pure and mixed pockets of the Chitawan district.

Socio-economic condition of Prajas

| Pure pocket | Mixed pocket |
|---|---|
| <ul style="list-style-type: none"> ◆ Isolated living. Live on steep hills. ◆ Agriculture produce does not last the whole year. ◆ Food shortage begins from the month of Magh. They do not go other places in search for food. Depend upon the nearby forest for underground foods. ◆ They have inferiority complex and count themselves as disadvantaged, illiterate and backward. ◆ Do not want to mix with others. ◆ No other income generating skill than traditional agriculture. | <ul style="list-style-type: none"> ◆ Live near other people but do not dare to mix with them. ◆ Insufficient agricultural produce. ◆ Parents have a tendency to wander in search of labor work. ◆ Parents are aware of education but unable to afford educational expenses. ◆ Some parents have enrolled their children in school. ◆ Most parents have sent their children to the OSP center near their community. ◆ People who live attached to other castes take to activities such as farming and also send their children to school. |

Muslim

In Benipur village of the Bagaha VDC of the Rupandehi district, which was selected as the pure pocket for the study, there is only one primary school and 4 Madarasas. Muslims are the major ethnic group here. Most of the Muslim children are enrolled in the Madarasas. Some of them also go to school but not regularly. Apart from the Muslims, there are Brahmin, Chhetri and Dalits. Even though there are different ethnic groups in the community, Bhojpur is their common language.

The study selected Aurahawa village of Chhipagadh VDC as the mixed pocket. There are one lower secondary, 3 primary schools and one Madarasa in the village. There is no BPEP

II program here. The ethnic groups of this village are Muslim, Chamar, Yadhav, Tharu and Passi, who speak Bhojpuri. Non-schooling of children is common with them. The highest non-schooling rate (40%) goes with the Chamars.

Socio-economic condition

Muslims were selected as the SFG of both the pure and mixed pockets of the district. Their social and economic activities were found similar in the pure and mixed pockets. Their children do not go to school; instead they go to the Madarasas where they study up to grade 4. So their enrolment rate is low. They have language problem in the school. Teachers help them by translating the Nepali texts into Bhojpuri. Even though they are categorized as a SFG they are economically better than the Dalits. Muslim children are outstanding in school. Muslims and Dalits are treated equally in school. In both the pockets, the parents of non-schooling and drop-out children face food problem early in the year. So children are compelled to work in different places such as restaurants, workshops and roadside shops for earning. They are also involved in household activities, which hampered their study. The following matrix shows the socio-economic condition of Muslims of pure and mixed pockets of the Rupandehi district.

Socio-economic condition of Muslim

| Pure pocket | Mixed pocket |
|--|--|
| <ul style="list-style-type: none"> ◆ Muslim students generally do not join government schools. They proper go to Madarasas where they study up to grade 4. ◆ Students find it difficult to study in the Nepali language because they speak Bhojpuri. Teachers translate Nepali materials into Bhojpuri. ◆ Muslims are economically better than Dalits. ◆ Muslim students outrun other students in study. ◆ School treats to Muslims and Dalilts equally. ◆ Families face food problem. The food that is obtained from agriculture lasts only for the 3 months. So the parents rely on outside income for the rest of the year. The children work in restaurants, workshops, and roadside shops. They look after their siblings and bring in fodder and water for their cattle. | <ul style="list-style-type: none"> ◆ Muslim students generally do not from government school; instead, they go to Madarasas where they study up to grade 4. ◆ Student often find it difficult to study in Nepali as all of them come from a Bhojpurispeaking community. Teachers material written in Nepali translate into Bhojpuri ◆ Muslims are economically better than Dalits. ◆ Muslim students are better than other students in study. ◆ School treats the Muslim and Dalilt children at par. ◆ Families face food problem. The food that is obtained from agriculture lasts only for the 3 months. So the parents rely on outside income for the rest of the year. The children work in restaurants, workshops, and roadside shops. They look after their siblings and bring in fodder and water for their cattle. |

Chamar

In Kapilvastu, the Bithuwa village under the Sauraha VDC was selected as the pure pocket. The VDC has 2 primary schools (COPE schools) and one lower secondary school. The area is dominated by Chamars, Kuhars, Pandeys and Ayars. Aawadhi is the mother tongue of these ethnic groups.

There are 4 primary schools (COPE schools) in the Mahuwa VDC. The village Laxmapur was selected as the mixed pocket for the study. Here the major groups are Bishwa Karma, Tharu, Muslim, Kurmi and Chamar. The people of this area could be said to be educationally aware, as the numbers of non-school children, dropout and repeaters are very low here. The Chamars are considered as the lowest ethnic group. Before the establishment of COPE school, only a few boys went to even though the school was at a far distance. But after the introduction of COPE all primary school children got access to education.

Socio-economic condition

Variation was found in the socio-economic condition of the Chamars of the district. The Chamars of the pure pocket were poor whereas their condition in the mixed pocket was not that poor.

The Chamars own a small portion of agricultural land. Their sources of income are agricultural labour, work in the brick factory, and daily wage employment in industry and construction. Most of the children are out-of-school. There is language problem in school.

Parents have enrolled their children to school. Parents can afford children's education. The following matrix shows the socio-economic condition of the Chamars in the selected pure and mixed pockets of the Kapilvastu district.

Socio-economic condition of Chamar

| Pure pocket | Mixed pocket |
|---|---|
| <ul style="list-style-type: none"> ◆ Some of the Chamars have one and half bigha of land but most of them have only one or two Katthas of land. So they engage economic activities such as agricultural labor, work in brick factory, industry and construction, pig, swine raising, animal husbandary to earn their living ◆ Children do works like look after their sibling and watch home, take care of cattle and goats works when their parents are out on work. ◆ Low educational awareness level. ◆ Joint family system ◆ The magnitude of poverty is so high that non-school children (20-25) in the area do not get morning meal on time, do not school dress and stationery. ◆ Chamar students are good in study. They generally perform better than the students of other groups. ◆ They speak Auwadhi at home but they have to use Nepali in school. | <ul style="list-style-type: none"> ◆ The socio -economic condition is more or less same. But the Chamars of this pocket are economically better than the Chamars of the pure pocket. Result of the better economy ◆ No non-school cases in the area ◆ The parents can afford school uniform for his/her child. |

Kamaiya

In the Kailali district, Shri Lanka village under Geta VDC was selected as a pure pocket. The Sukumbasi Utthan Samaj (SUS), an NGO in the area, is working for the educational development of the Kamaiyas. SUS has established a separate school with incentives

provided to the Kamaiya students. The main achievement of the NGO is that the school is gender-friendly.

Durgabasti 'A' Village of the Dhanagadhi Municipality was selected as the mixed pocket for the study. Brahmins, Chhetris, Dalits and Kamaiyas dominate this pocket. The caste discrimination profile is high but gender is not a big issue in this community.

Socio-economic condition

The district was selected for the study of Kamaiyas as SFGs. There were two pockets (pure and mixed). The economic condition of the Kamaiyas is very low. They work as laborers. In the mixed pocket, a few Mukta (freed) Kamaiyas work as rickshaw pullers.

There is no language problem even though they are taught in the national language. The Kamaiya children are senior age-wise (above 10) to other children in the classroom. The economic situation has affected their education. In the pure pocket, 3.9% children dropped out because their parents had to repay debts to their landlords. In the mixed pocket also, school enrolment rate is low. 33.33% children are out of school in the community. The following matrix shows the socio-economic condition of Kamaiyas of Kailali district:

Socio-economic condition of Kamaiya

| Pure pocket | Mixed pocket |
|--|---|
| <ul style="list-style-type: none"> ◆ Mukta Kamaiyas have only 5 kathas of land and a hut to live in. So they work as laborers throughout the year to earn money for their household. ◆ Mother tongue of Mukta Kamaiya is the Tharu language but their children are taught in Nepali. However, no child feels his/her language problem (in school). ◆ Many students of class 1 are over 9 years of age. ◆ Two of the dropout children of the Mukta Kamaiyas have come back erstwhile their landlords to pay back their debts. ◆ No non-school case except from the family which joined the camp late this year | <ul style="list-style-type: none"> ◆ Mukta Kamai have only 3 kathas of land and a hut to live in so they work as labourers throughout the year. ◆ A few Mukta Kamaiyas also work as Riksha Pullers in the Dhangadhi municipality. ◆ Mother tongue of Mukta Kamaiyas is Tharu but their children are taught in Nepali. However, there is no language problem in school. ◆ Many students Classes 2 and 3 are over 11 years of age ◆ 64 children of Mukta Kamaiyas do not go to school. ◆ 25% Dalits ie approximately one-third of the total number of their children are out of school. ◆ Dalits also work as laborers but selling firewood is their traditional occupation. |

Identification of SFG in the district and pocket

Focus group discussions (FGD) were organized in each district to identify the educationally disadvantaged groups. In the discussion, participants identified the SFG of the district. Each district level FGD was attended by DEO, Supervisor, RP, Accountant, and representative of other education-related organizations. Similarly, a pocket-level focus group was also

organized in each pocket of each district in order to identify the special focus group of the pocket. The following caste/ethnic groups were identified as the special focus groups.

SFG in Mixed and Pure pockets in the district

| Name of District | SFG in the district | SFG in the pocket | |
|------------------|--|---|---|
| | | Pure | Mixed |
| Chitawan | Praja, Tharu, Darai, Gaine, Magar, Tamang, Kumal, Gurung, Rai, Kami, Aahir, Chamar | Praja, Tamang, Kami | Praja, Tamang, Magar |
| Siraha | Musahar, Chamar, Dom, Dusadh, Halkhor | Musahar, Chamar, Jhangar, Dom, Roy (Amat) | Musahar, Khatwe mandal, Chamar |
| Bara | Chamar, Musahar, Dusadh, Dom, Halkhor, Netuwa, Dhobi, Sarvang, Jhangar, Tatma | Musahar, Dusadh, Chamar, Dom, Dhobi | Musahar, Chamar, Dom, Dusadh, Kumal |
| Dhading | Tamang, Praja, Damai, Kami, Sarki | Tamang, Damai, Kami, Sarki | Tamang, Praja, Damai, Kami, Sarki |
| Rupandehi | Muslim, Harijan, Loadha, Passi, Dhobi, Yadav, Kohar, Kewat, Chaudhary | Muslim, Dhobi, Harijan, Yadhav, Kurmi, Kohar | Muslim, Chamar, Yadhav, Tharu, Passi, Nawau |
| Kapilbastu | Chamar, Muslim, Ahir, Tharu, Dhobi | Chamar, Passi, Raidas, Dhobi, Muslim, Kuhar, Pandey, Ahir | Dhobi, Kurmi, Tharu, Lohar, Bishwakarma, Kori, Dafali |
| Kailali | Rana Tharu, Kathariya, Khuna, Kami, Damai, Badi | Mukta Kamaiya (Raji, Chaudhary) | Mukta Kamaiya (Raji, Chaudhary), Biswakarma, Damai, |

Source: field study

The above matrix shows that in some cases some of the SFGs identified in the districts were not identified in the pure and mixed pockets. The ethnic groups identified in the pure pocket were also found in the mixed pocket. Musahars, Chamars, Doms, Dusadhs and Halkhors are the main ethnic groups of the district. Musahars, Chamars, Jhangers, Doms and Roys were identified as Dalit in the pure pocket of Siraha. Musahars, Khatwes, Mandals, Chamars, Muslims, Yadavs and shahas were found in the mixed pocket. More than 70% of the Musahar children went to school.

In Bara district, the following castes and ethnic groups (Dalit: Kami, Damai, Sarki, Pode and Chame) were identified as special focus groups. The SFG of the district comprise Chamars, Musahars, Dusadhs, Doms, Halkhors, Netuwas, Dhobis, Sarvangs, Dhangars, and Tatmas. The population of Chamar is the largest and also could be characterized as the most special focus group.

In Hariharpur VDC, Ward No. 6, Musahars, Dusadhs, Chamars, Telis, Yadavas and Dhanuks were found but the study pocket, the Bhansiya village, has only the Musahar group. Hariharpur VDC Ward No. 6 was selected as a mixed pocket as it had mixed population of

different castes and ethnic groups. Musahars, Chamars, Dusadhs, Malhals, Muslims and Dhobis were found in the mixed pocket of Bara district.

In Rupandehi district, Harijans, Loadhas, Passis, Dhobis, and Yadhavas, Kohars, Kewats and Chaudharys were locally defined as Janajati. Although, little known about the demographic and economic condition of these groups, Harijan, Kewat and Passi children have least access to primary education in the district.

Muslims, Chamars, Ahirs, Tharus, Dhobis and Dalits are considered as special focus group in Kapilvastu. Similarly, in Kailali, Rana Tharus, Kathariyas, Khunas, Kamis, Damais and Badis are considered as such.

Population of SFG children (6-10 years) in the study area

The study identified the SFG children in the pockets under study. Variations in the number of SFG children were found in pure and mixed pockets of the districts. The number of SFG children in both the pure and mixed pockets was the highest in Dhading. The number of girls was also highest in the study pockets in this district. There were a total of 489 and 200 SFG children in the pure and mixed pockets out of which, girls numbered 299 and 113 respectively. The Chitawan district stands second in the number of SFG children. Kapilvastu has the lowest number of SFG children in both the pure and mixed pockets. There is a big difference between the number of SFG children in the pure and mixed pockets. There were generally more SFG children in the pure pockets than in the mixed pockets. In the average, the numbers of SFG girls and boys were almost equal. The SFG children belonged to different wards of the pure and mixed pockets. The following table shows the number of SFG children in selected pockets of the districts.

SFG children in pocket areas

| District | SFG children | | | | Remarks |
|------------|--------------|-------|-------|-------|--|
| | Pure | | Mixed | | |
| | Total | Girls | Total | Girls | |
| Siraha | 79 | 40 | 70 | 25 | Pure includes Ward 6 and 9, and Mixed includes Ward 3 and 4. |
| Bara | 57 | 31 | 90 | 40 | Pure includes Ward 8 and Mixed includes ward 6. |
| Dhading | 489 | 299 | 200 | 113 | Pure includes Ward 9 and Mixed includes ward 7. |
| Chitawan | 160 | 75 | 173 | 80 | Pure includes Ward 2 and Mixed includes ward 8 and 9. |
| Rupandehi | 69 | NA | 77 | NA | Pure includes Ward 4 and Mixed includes ward 4. |
| Kapilbastu | 40 | NA | 15 | NA | Pure includes Ward 4 and Mixed includes ward .5 |
| Kailali | 132 | 31 | 106 | NA | Pure includes ward 7 and Mixed includes ward 12. |

Source: Field study

Educational status of SFG in the pocket

There were village-level group discussions organized with stakeholders to identify the access of education for SFG children in sample pockets. The discussion sessions were focused on the existing situation of educational access and non-schooling in the area. The following matrix shows the access for schooling including the school-community distance and problems in reaching school:

Access to education for Musahar

| Siraha | |
|--|--|
| Pure Pocket | Mixed Pocket |
| <ul style="list-style-type: none"> • School is not far (0.6 km) from the study pocket. • Children do not face hardships (crossing river, water canal, climbing, slippery road, thick forest, etc.) on their way to school. • SAVE-US is providing tuition and readiness class. • Every Dalit school child receives incentives like uniform, school bag, educational materials (pencil and copy), and only regular students receive bucket and jug. • HMG is providing cash incentives (Rs. 500 for non-schooling children and Rs. 300 for school-going children) | <ul style="list-style-type: none"> • School is situated near the highway. • School is 3 km from the study pocket area. • Children have to walk along the slippery road in the rainy season • SAVE-US is providing tuition and readiness classes. • Regularly school-going children are receiving incentives like dress, school bag, educational materials (pencil and copy). • HMG is providing cash incentives in (Rs. 500 for non-schooling children and Rs. 300 for school-going children) |

| Bara (Musahar) | |
|--|--|
| Pure pocket | Mixed pocket |
| <ul style="list-style-type: none"> • School is only 5 minutes from the study pocket. • Children do not have any problem on their way to school • No OSP, tuition class, awareness readiness or incentives programs. | <ul style="list-style-type: none"> • School is about 5 minutes from the study pocket. • Children do not face any problem on their way to school • No OSP, tuition class, awareness, readiness class. • Out of 10, only one SFG child has received the Dalit scholarship. |

Access to education for Tamang

| Dhading | |
|---|---|
| Pure pocket | mixed pocket |
| <ul style="list-style-type: none"> • School-community distance is 15 minutes Damechaur to Pokharechaur 1 hour. • Children face problems on the way school. • Only two incentives, primary scholarship and encouraging scholarship, were granted to the SFG children. The primary scholarship was given to a disabled boy rather than to a girl. • No OSP, tuition class, awareness, readiness class | <ul style="list-style-type: none"> • School community distance is 15 minutes to 30 minutes. • Children face problem of River, hill, canal, climbing, slippery road, forest. • Only primary scholarships for girls. • No other incentives for SFG students. • No OSP, tuition class, awareness, readiness class |

Access to education for Praja

| Chitawan | |
|--|---|
| Pure pocket | mixed pocket |
| <ul style="list-style-type: none"> • School is 1.5 hours from the study pocket Lotanti to Dalantar is 15 minutes. • Children face problems (steep hill, river, forest, slippery road, climbing etc). • One OSP center. No other educational organization. • HMG is providing various incentives e.g. primary scholarship, Dalit scholarship, and Funding C for girls. • 17 Dalit children received the Dalit scholarship SFG children did not receive any such scholarship. | <ul style="list-style-type: none"> • The children of the study pocket (Azingare) go to two schools (Devitar and Neureni). The Devitar School is 30 minutes and the Neureni is 45 minutes from the study pocket. • Children face problems (steep hill, river, forest, slippery road, climbing etc). • One OSP in the pocket. No other educational organization. • HMG is providing only Dalit scholarship for 20 Dalit students but no specific scholarship for SFG. |

Access to education for Muslim

| Rupandehi | |
|---|--|
| Pure pocket | mixed pocket |
| <ul style="list-style-type: none"> • School-community distance is 1 Km (20- 25 minutes' walk). • Students face problem of narrow roads and steep hillsides but the student who come from Ward 8 Chainpur face river crossing problem in the rainy season. • Street drama and children's rally were organized in 2057. • HMG is providing incentives to all school students. In 2056 each student received Rs 600 (cash) and 2 sets of school dress equivalent to Rs 500. But in 2057, DEO directly distribute a packet of education materials to every school student. Here, day meal (nutritious food) is also provided to the students. | <ul style="list-style-type: none"> • School-community distance is 1 Km (20- 25 minutes' walk). But students come even from a distance of 2 Km. • Students face no problem of narrow road and hillside but the students who come from the southern side face the problem of a crossing canal. • Street drama and children's rally were organized in 2057. • the school distributed school uniform to all students, using the Rs. 22,000 that it received from DEO in 2056. But in the following year, district education office itself gave RS 500 to 20 new school entrants and a packet of education materials to 70 students each. • Besides, the school has a quota of 8 Dalit scholarships. |

Access to education for Chamar

| Kapilvastu | |
|---|---|
| Pure pocket | Mixed pocket |
| <ul style="list-style-type: none"> • School is situated at 0.25 Km (5 minutes' walk) from the community. Students face no problem of river canal etc. • COPE supplied incentives such as books and cap for which Rs 30 was charged while VDC supplied incentives such as school uniform (middi, shirt/shirt, pants) to all students | <ul style="list-style-type: none"> • School is situated at 0.5 Km (10-15 minutes' walk) from the community. Students face no problem on their way to school • COPE supplied incentives such as books and cap for which Rs 30 was charged to all students. • Decentralized Planning for the Child Program (DPCP) provided incentives such as Bag, shirt and middi, pencil-12, paper-12, eraser-1, and cutter-1 only to the girl students. |

Access to education for Kamaiya

| | |
|--|--|
| Kailali | |
| Pure pocket | Mixed pocket |
| <ul style="list-style-type: none"> School is 0.25Km (5 minutes) from the community. Students face no problem of while walking to school. Sukumbasi Utthan Samaj (SUS) that obtains fund from the Compassion Misnistry Network provides incentives such as books, paper and pencil, and school uniform that include shirt/pant or shirt/shirt, shoes, cap, bag and sweater to all schooling students. | <ul style="list-style-type: none"> School is a bit above 1Km (30minutes' walk) for the Kamaiya students but for other students the community-school distance is one-half Km (10-15 minutes' walk) HMG provides books to all students including the Kamaiya students. Besides, government is supplying 2 girl scholarships and 3 Dalit scholarships. The Kamaiya students obtain incentives such as books, paper and pencil, and school uniform that includes shirt/ pant or shirt/skirt, shoes cap, bag and sweater from Backward Society Education(BASE-Nepal) |

Situation of SFG children in Pocket

The study shows a difference in the educational status of SFG in the sample districts and pockets. The some of the districts and pockets the numbers of school-going children are good; in the other districts and pockets the numbers are less than encouraging. The enrolment of SFG girls in the school is not discouraging. The following table shows the schooling situation of the SFG children in the pure and mixed pockets of the sample districts.

Number of SFG children in pocket

| District | SFG children in Pocket | | | | | | | |
|------------|------------------------|-------|--------------|-------|----------|-------|--------------|-------|
| | Pure | | | | Mixed | | | |
| | Schooled | | Non-schooled | | Schooled | | Non-schooled | |
| | Total | Girls | Total | Girls | Total | Girls | Total | Girls |
| Siraha | 20 | 3 | 59 | 37 | 64 | 12 | 6 | 13 |
| Bara | - | - | 57 | 31 | 10 | - | 80 | 40 |
| Dhading | 182 | 72 | 288 | 176 | 68 | 39 | 132 | 74 |
| Chitawan | 94 | 28 | 66 | 47 | 43 | 22 | 130 | 58 |
| Rupandehi | 69 | 7 | 55 | NA | 13 | 2 | 41 | NA |
| Kapilvastu | 20 | 17 | 20 | NA | 15 | 13 | 0 | 0 |
| Kailali | 77 | 31 | 0 | 0 | 65 | 18 | 64 | NA |

Source: Field data

The above table shows that in the Siraha district, the programs conducted by the government and Save the Children-US are almost similar. In the mixed pocket only a a few children are non-schooled because of the care given by the schools, whereas in the pure pocket as many as 59 children do not go to school due to the lack of encouragement by IMC and the school.

In the Bara district, no school-going children were found in the pure pocket. In the mixed pocket, there were only 10 school-going boys but there were no school-going girls.

Dhading is the district where a large number of SFG children (both boys and girls) in both the pockets were yet to be enrolled in school.

Most of the children have joined OSP centre in the mixed pocket of the Chitawan district. This is the reason why the number of non-schooling children is high in the pocket.

Girls' enrolment is found less in the both pockets of the Rupandehi district. Here, out of the 69 enrollees girls are only 7 in the pure pocket and out of the 13 enrollees girls are only 2 in the mixed pocket.

In Kapilvastu, girls' enrolment is found satisfactory in both the pure and mixed pockets. In the pure pocket, out of the 20 students, 17 are girls. Likewise, out of the 15 students, 13 are girls.

Kailali is the only sample district where the number of non-schooled children is zero in the pure pocket. In contrast to this picture, the number of non-schooled children is 64 in the mixed pocket.

Enrollment

Thirteen schools were observed for finding out the enrollment of SFG children in the pure and mixed pockets under the sample districts. In each school, students' enrollment record was observed in the school register. The focus of the study was to find out the effect of the incentive program on students' enrollment. For this data of two years (056/057 and 057/058) were collected (from the school) and analyzed. A comparison made of the enrollments of two years. The districtwise findings are given in the matrix below.

Change in enrollment of SFG

| District | Pure Pocket | Mixed Pocket |
|------------|--|--|
| Siraha | Enrollment of the SFG children increased by 20% after the intervention of EIP but to no affect on girls' enrollment. | After the intervention of the program, the enrollment of girls and boys got better. (appro. 310% increase in grade 1 and 27.7% in grade 2-5) |
| Bara | There is no SFG children enrolled yet. | There were only 5 students in 2056. This number increased to 10 in the next year. But still no SFG girl in school. |
| Dhading | Number of students increased only in grade 1. | Both the girls and boys increased in number in grade 1 but in grade 2-5 only girls increased in number. |
| Chitawan | Girls' enrollment was found encouraging in all the primary grades. | The SFG enrollment increased only in grade 1. |
| Rupandehi | SFG enrollment increased only in grade 1. | The enrollment of SFG was found discouraging due to the Madarasa system. |
| Kapilvastu | COPE school (started on Bhadra 1, 2057) began grade 1 so it does not have the subsequent primary grades. | COPE school (started on Bhadra 1, 2057) began grade 1 so it does not have the subsequent primary grades. |
| Kailali | School for Mukta Kamaiya was opened only in 058. | Kamaiya children began to be enrolled only in 2058. |

HMG and SAVE -US have introduced similar types of incentives programs for the same students and community in both the pure and mixed pocket in Siraha district. But girls have not benefited from either program, in the pure pocket.

In the pure pocket of Bara, no single SFG child had been enrolled in the school till 2058.

In the case of Dhading, only SFG children were found enrolled in the pure pocket school. The enrollment of SFG students increased to 8.47% in 2057/2058.

The decrease in the enrollment of students in 2-5 grades in Chitawan district owes due to strict examination result in 2056/2057.

Promotion

Thirteen schools were observed for finding out the grade promotion of the SFG children in the pure and mixed pockets. In each school, students' promotion record was observed from the school register. The objective of the study was to find out the effect of the incentive program on students' promotion. For this, data of two years (056/057 and 057/058) were collected from the school and analyzed. A comparison was made. The district-wise findings are given in the matrix below.

Change in promotion of SFG

| District | Pure Pocket | Mixed Pocket |
|------------|--|--|
| Siraha | Only 3 SFG students out of 25 were promoted in the year 056/057. Similarly, only 2 SFG students out of 20 were promoted in the year 057/058. | SFG students' promotion rate is positive. No differences in the promotion rate of other groups. |
| Bara | No enrollment of SFG in school | The enrollment of SFG students was low but the promotion rate was encouraging compared to that of the others groups. It was 4 out of 7(056/057). |
| Dhading | 50% SFG students in grade 1 were promoted in 056/057 but the promotion rate decreased to 28% in 057/058 | Though the enrollment rate of SFG students was low, 54.3% of the students were found promoted in both the years. |
| Chitawan | Promotion rate of SFG is very low (19%) in grade 1 but it was higher than in the previous year. | Promotion rate of SFG in grade 1 is low (20%) in 056/057 which has increased by more than 50 % in 057/058 i. e. 43.47% |
| Rupandehi | Promotion rate of SFG improved in grade 1 (65.78%) in 057/058 which was 60.71% in 056/057. It improved in the upper grades (45.1 to 77.41). | No SFG students got promoted because they did not attend the examination in 2056/057. But in 2057/058 only one out of 9 students was promoted. |
| Kapilbastu | There was 100 % promotion because of CAS | There was 100 % promotion because of CAS |
| Kailali | The school was opened in 2058/ 5/ 18. The first year examination was going on during the survey period. | Kamaiya students were enrolled this year in class 2 and 3. The Kamaiya students were attending first year examination during the survey period. |

Dropout

Thirteen schools were observed for finding out the drop out situation of the SFG children in the pure and mixed pockets under the sample districts. In each school, students' drop out record was observed. The intent of the study was to find out the effect of the incentive

program on students' drop out. For this, data of two years (056/057 and 057/058) were collected and analyzed. The districtwise findings are given in the matrix below.

Change in dropout of SFG

| District | Pure Pocket | Mixed Pocket |
|------------|--|--|
| Siraha | <ul style="list-style-type: none"> Eighteen out of 20 SFG students enrolled (grade 1) dropped out in 2057/2058. Six out of 7 dropped out in other grades. Non-SFG students also dropped out (grade 1). | <ul style="list-style-type: none"> Drop out of SFG students was very low (17.8%) in 2056/2057 and 1.56% in 2057/2058. Reasons for the low drop out: Intervention of NGO's incentive program Role of the head teacher in the management of the incentives. Parents' monthly meeting. Effectiveness of Parent Teacher Association (PTA). Activeness of the DAG teacher provided by NGO. |
| Bara | No enrollment of SFG in school | Dropout rate of SFG students was low (20%) in 057/058 but still there were many unschooled SFG children in the community. |
| Dhading | 58.66% students of grade 1 were dropped out in 057/058 which was higher than in the previous year. | The dropout of SFG students (grade 1) was high (55.5%) in 056/057. It decreased to 38.8 in 057/058. |
| Chitawan | 34 SFG students out of 42 (grade 1) dropped out in 057/058 a very high drop out rate (80.9%). | Dropout of SFG students was higher (59.09%) in 057/058 but it was lower (21.7%) in grade 1. |
| Rupandehi | Drop out percent slide down in grade 1 from 32.14% in 056/057 to 21.05 % in 057/058. It improved in grades 2-5. Only 2 out of 31 SFG students had dropped out in 057/058. | 7 out of 9 SFG children of grade 1 dropped out in 057/058 but in grades 2-5, there was no drop out. The school had any record of previous years' drop out. |
| Kapilbastu | 2 girls have been transferred to another school. The school has had no drop-out since its start on Bhadra 1, 2057. | There has been no drop out since the school was started on Bhadra 1, 2057. |
| Kailali | Only 3(1girl) out of 77 students dropped out. The dropout stood at 3.9% in 2058. | Out of a total of 388 students 58 students dropped out and out of 65 Kamaiya students 11 dropped out. Thus, the drop-out percent of the Kamaiya students (16.9) stands higher than the total of the students (14.5) in 2058 |

Repeater

Thirteen schools were observed for the grade repetition situation of the SFG children in the pure and mixed pockets. In each school, students' repetition record was observed. The intent of the study was to find out the effect of the incentive program on students' grade

repetition. For this, data of two years (056/057 and 057/058) were collected and analyzed. The districtwise findings are given in the matrix below.

Change in Repeater of SFG

| District | Pure Pocket | Mixed Pocket |
|------------|---|---|
| Siraha | No repeaters were found because the school takes the students absent in the examination as dropouts. | No repeater |
| Bara | No enrollment of SFG in the school | There were 6 SFG repeaters in 10. The school considers the students absent in exam as repeaters |
| Dhading | 10 SFG repeaters out of 75 in 2057/2058. | Only 13 SFG repeaters out of 68. |
| Chitawan | No repeater because of CAS | No repeater because of CAS. |
| Rupandehi | 2 SFG students out of 28 repeated in grade 1 in 056/057 while 5 out of 38 repeated in 057/058. | 3 SFG (2 girls) out of 9 in grade 1 repeated in 057/058. The school has no record of previous years' repetition. |
| Kapilvastu | No repeater because of CAS | No repeater because of CAS |
| Kailali | No grade repeaters because the school was established in 2058/ 5/ 18. The first year exam was going on during the period of the survey. | No repeaters because the Kamaiya students had enrolled this year in class 2 and 3. The Kamaiya students were attending the first year exam during the period of survey. |

Regularity situation

Mangsir and Paush are considered as harvest time in the hilly region and the Tarai regions respectively.

The usual time varies depending on the nature of the pocket. The following table shows the school regularity of children in harvest and usual time:

Agricultural periodic affect on attendance

| District | Pocket | Harvesting period | | | | Usual time | | | |
|------------|--------|-------------------|-------|---------|-------|------------|-------|---------|-------|
| | | Total (%) | | SFG (%) | | Total (%) | | SFG (%) | |
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Siraha | Pure | 35.0 | 15.0 | 28.0 | 7.0 | 80.0 | 80.0 | 60.0 | 55.0 |
| | Mixed | 56.40 | 27.45 | 34.48 | 28.73 | 59.45 | 32.01 | 49.42 | 40.22 |
| Bara | Pure | - | - | - | - | - | - | - | - |
| | Mixed | 50.0 | 75.0 | 10.0 | - | 25.0 | 50.0 | 75.0 | - |
| Dhading | Pure | - | - | 75.0 | 45.0 | - | - | 90.0 | 58.0 |
| | Mixed | 35.0 | 23.0 | 39.0 | 35.0 | 85.0 | 85.0 | 50.0 | 50.0 |
| Chitawan | Pure | 36.53 | 35.33 | 16.37 | 19.23 | 37.29 | 36.83 | 24.06 | 18.84 |
| | Mixed | 75.65 | 73.04 | 59.42 | 60.00 | 81.81 | 79.09 | 78.78 | 73.63 |
| Rupandehi | Pure | 40 | 30 | 15 | 15 | 70 | 60 | 50 | 50 |
| | Mixed | 50 | 40 | 40 | 20 | 65 | 50 | 60 | 30 |
| Kapilbastu | Pure | 95 | 95 | 95 | 95 | 98 | 98 | 98 | 98 |
| | Mixed | 99 | 99 | 99 | 99 | 99 | 99 | 99 | 99 |
| Kailali | Pure | - | - | 97 | 96 | - | - | 98 | 97 |
| | Mixed | 95 | 94 | 95 | 94 | 97 | 96 | 98 | 97 |

The above table shows that children's regularity is better in the usual time than in harvest time. Their regularity went up to 80% in the usual time and went down to 35 (boys) and 15 (girls) in the harvest time, in the pure pocket of Siraha district. Likewise, in the mixed pocket, the regularity is better in the usual than in the harvest time. The highest regularity was found in both the pure and mixed pockets of the Kapilvastu district. Here, the peak time (harvest time) did not affect children's regularity. In Bara, there was no SFG student in the school because no SFG children had been enrolled in the school yet. In the mixed pocket, there was no SFG girl in the school. There were only SFG children found in the pure pocket of Dhading. In the pure pocket of Kailali there were no students other than the SFG (Mukta Kamaiya) children in the pure pocket.

Chapter IV

Stakeholders' Views on ESFG

Introduction

This chapter deals the stakeholders views on the demand of special groups in their respective districts. District-level stakeholders identified additional special focus groups in the districts and pocket-level FGDs. The study concentrated on district and VDC/community levels for information on the education of SFG. Discussions were held with the teachers and head teachers of the study pockets. Moreover, focus group discussions were conducted with the SFG parents and children too. Three types of parents and children (schooled, non-schooled and drop-out) were included in FGD. The discussions focused on the demands for education of the SFG at different levels.

District level Demand for education of SFG

FGDs were conducted at the district level to acquire information on the demand for education of SFG. FGD included people like DEO, DDC personnel, NGO representative and RPs of the sample pockets. In another FGD parliament member, CDO, community member and program coordinator were included. Personal interviews held with the DEO and RP of each district.

There were two types of discussions held with the concerned people of the districts. The first one was a FGD conducted as a workshop. Since the study was based on the participatory research approach, the discussants of the FGD were also involved in field research for the study. The second type was a pod group discussion. In this discussion, the same participants of the district FGD were involved. Attempts were made to find out solutions to the problems existing in the pocket level programs. The discussions concentrated on the motivation for admission, retention and re-enrolment of SFG children. The participants of the discussion expressed their views on access to education, drop-out reduction and enrolment. They said that in Siraha and Bara, to attract the Musahar children income-generation activities for the parents were necessary. This will motivate parents to send their children to school. The publicity of the school incentive program and transparency on incentive distribution can help attract SFG children to school. As the SFG children cannot afford textbooks and stationery, these things should be provided by the school. There has been the problem of retention. Most of the SFG children dropped out before completing the grade. In this case also, income generation activities for the parents and school scholarships for the children can help. Unbiased treatment of the children in school is another way for the retention of children. Monitoring and supervision should be made strong. Monitoring of SFG children's school regularity helps them to retain them in school. Awareness program and talk session on the need for doing away with untouchable practices are also necessary for the re-enrolment of SFG children (in Siraha district).

The Tamangs of Dhading are educationally deprived. They have no educational awareness. One of the attractions for them is the school activity. The cultural programs, plantations in the school compound and other recreational activities attract their children to school. Free distribution of stationery, school uniform and supply of nutritious food help to retain them in school. Regular supervision helps to re-entry of the dropout.

The Prajas of Chitawan district are mostly homeless. So the establishment of a hostel may be attraction to school. Stationery and scholarship may be other attractions for them. Scholarships should be distributed at the beginning of the academic session. District-level coordination is required to increase their enrollment. Likewise, free admission to every grade and waive of examination fees may also help retention in school. There should be regular monitoring of their regularity in the school. This task could be given to the VDC. Regular supervision of SFG children's regularity in school enables to re-enroll the drop-out children. For this, district-level coordination is necessary.

In the group discussion in Rupandehi, participants suggested income-generation activities for the parents in order to attract and retain children. Incentive programs may attract the Muslims children of the district. This program also helps to retain them in school. Monitoring and supervision should be made strong to retain the SFG children. Parental awareness program and flexibility in book distribution could help to re-enroll the drop-out children.

COPE is conducting a primary education program in the Kapilvastu district. They are providing textbooks and caps to children. School dress is provided by DPCP. So the participants of the discussion suggested free distribution of school dress to the children and income generation activities for the parents in order to attract the SFG Chamars of the district. School dress can also help to retain SFG in school. As multi-grade teaching is in practice in the district (pocket), more teachers should be recruited. So far, dropout is not a problem for schools in the district. The following matrix shows the district-level demand for the education of different SFGs in the sample districts:

District level stakeholders' demand for ESFG

| SFG | Attraction | Retention | Re-enrollment |
|------------------|--|--|---|
| Musahar (Siraha) | Income generation activities for parents, distribution of materials (rather than cash), transparency on incentive distribution, publicity of the incentive program. | Effective monitoring and supervision, unbiased behavior, income generation activities for parents, scholarships. | Income generation activities for parents, flexibility in book distribution, parental awareness, discouragement of untouchable practice. |
| Tamang (Dhading) | Cultural program, plantation in the school compound, recreation in school, | Free distribution of materials (copy, pencil, dress), nutrition. | Effective supervision. |
| Praja | Establishment of a children's hostel in the area; distribution of materials (copy, pencil, bag etc.), teacher's earnestness teach; establishment of EMIS at local level; distribution scholarship at the beginning of the school session; district level co-ordination | Free admission and waive of exam fee, effective supervision, give monitoring and budget to be handled by VDC, district level co-ordination | Effective supervision, district level co-ordination |
| Muslim | Income generation activities for parents, distribution of incentives, transparency on incentive distribution, | Effective monitoring and supervision, income generation activities for parents, scholarship, | Income generating activities for parents, flexibility in book distribution, parental awareness, |
| Chamar | Income-generating activities, school uniform | School dress to all students, additional teachers because there is multi-grade teaching | No drop-out |
| Kamaiya | Income generating activities for parents. | Continuity of the on-going program | Income generation activities for parents |

Head teacher and teacher's demand for ESFG (pocket level)

The research team interviewed head teachers (12) and teachers (25) of the sample districts to identify the SFG demands in the districts. The interviews were held in each pocket of the selected districts. The interviewees expressed their views on how to attract SFG children and retain them and how to get the drop-out children.

In the Siraha district, school dresses and educational materials should be provided to the Musahar children. Income-generation program for parents can be another effective measure. Save the Children-US is providing buckets and jugs for the regular Dalit students, which has been an attraction for the Mushar children. Sports materials should be available in the school. The Mushar students should be made involved in school activities. These could help to retain Mushar children in school. The nutrition program is another attraction for them in school. Schools should arrange home visit programs and guardians' visit programs frequently. There should be income-generation program for the parents. Moreover, copies, pencils and bags should be provided to the SFG children.

In Bara district, the scholarship quota for the Musahar children should be increased. School dress and educational materials should be provided by the school. It would be better if a separate school for SFG children were opened in the pocket. Dalit teachers should be appointed in school as far as possible. This will be an encouragement for the SFG children to join school. SFG parents should be motivated to retain their children. Free distribution of dress, pen and paper could help the re-enrolment of SFG drop-outs.

The head teacher and teacher of Dhading demanded school dress, tiffin and stationery, to attract SFG children to school. There is also a need of literacy class for the SFG (Tamang) children who cannot go to formal. Video show on the education of children could be another attraction. Awareness program, parental workshop and cultural program should be conducted to retain SFG children in school. The teaching in school should be joyful. Free admission, school dress and tiffin could attract for re-enrollment.

Prajas the SFG of the Chitawan district do not have educational awareness. So they should be made aware through the educational awareness programs conducted. (in the pockets). School dress and educational materials could be an attraction. Hostel facility should be provided for the homeless Praja school children. Parents will send their children to school if employment could be provided to them. In order to retain Praja children, midday tiffin should be provided in school. Educational materials should be distributed and they should be awarded for their good performance. Most of the Praja children leave school to help their parents in earning. So parents should be involved in income-generation activities for the re-enrolment of SFG children. The system of restricting distribution of school uniform to girls should be changed, i.e. boys also should get this facility.

The head teachers and teachers said that incentives, day meal and educational materials can attract SFG (Muslims) of the Rupandehi district. Their retention in school depends upon teachers' behavior towards them. School physical facilities, incentives and day meal help to retain children in school. Income generation activities for the parents could work for the re-enrollment of the children.

In the Rupandehi district, Chamar parents need income-generating activities. Teachers' good behaviour and school physical facilities are the two things that help to retain their children in school.

In the Kailali district, income generation activities for parents could motivate for the Kamaiyas parent to enrol to admit their children to school. The incentive programs of BASE and SUS should be continued at least for 5 years to retain SFG children. The following matrix shows the demand of head teacher and teachers for the education of SFG.

Pocket level stakeholders' demand for ESFG

| SFG | Attraction | Retention | Re-enrollment |
|------------------|--|---|--|
| Musahar (Siraha) | School uniform, educational materials, income generation programs for parents, distribution of buckets and jugs, | Nutrition, sport materials, home visit, guardians' meeting, prize award, involvement of children in school program, joyful learning | Copy, pencil, bag; income generation programs for parents. |
| Musahar (Bara) | Increase of the scholarship quota, school uniform, educational materials, separate school for SFG children, teachers from the Dalit group. | Motivating the parents | Dress, pen, copy |
| Tamang | Dress and tiffin; copy and pencil; literacy class; video screening for children. | Awareness, parental workshop, cultural program, joyful learning, | Free admission, dress, tiffin |
| Praja | Educational awareness programs, school uniform, educational materials; hostel facility; employment for parents. | Tiffin for all students, weekly educational materials distribution, good behavior, award, | Income generation program for parents, distribution of school uniform for both girls and boys, teacher's individual attention to SFG students. |
| Muslim | Incentives, day meal, educational materials | Teachers, school physical facilities, incentives, day meal | School dress, incentives, income generating activities for parents. |
| Chamar | School dress, income generating activities for parents | Teachers, school building, drinking water | no drop-out |
| Kamaiya | Income generating activities for parents | Continuation of the on-going programs for more than 5 years | Income generating activities for parents |

VDC-level demand for ESFG

FGDs were conducted with the VDC people, social workers and IMC and SMC members on educational access. Fourteen FGDs, each with the VDC people, social workers and SMC members were conducted. Four FGDs were conducted with the IMC members in the sample pockets of the selected districts. The discussions concentrated on the VDC-level demand for ESFG.

The FGD respondents of Siraha district were of the view that distribution of school uniform twice a year and monthly educational materials distribution could attract the Musahar children to school. The PTA program could be another attraction for them. Midday meal is yet another attraction for the Musahars. But there was no peon to prepare the meal. So a peon should be made available to the school. This will help to retain SFG children. The attendance record should be checked regularly. This may help to retain them. Income-generation program for parents and home visit programs should be conducted to encourage the re-enrollment of the SFG drop-outs.

In Bara, stationery and school dress could provide motivation to the musahars. These things also help to retention. SFGs can be re-enrolled if SMCs are active in incentive distribution.

For Tamangs of Dhading, free admission, school dress and regularity of teachers seem necessary. Increase in the incentive quota and free distribution of tiffin in school will help to retain the children in school. As most SFG children drop out or do not enrol for the next grade because of their involvement with their parents in income generation, parents should be involved in the income-generating activities.

The VDC-level people demanded school dress, educational materials, tiffin and free admission for the Prajas of Chitawan. Hostel facility was another attraction for their retention. As the home school distance is one of the reasons for the drop out, the school should be near. Parents of SFG children should be awarded for sending their children to school. In order to get the SFG children enrolled agricultural training and income-generation programs should be conducted.

The attractions for the SFG (Muslims) of the Rupandehi district are school uniform and midday meal in school. Additional schools for SFG children and appointment of more teachers are necessary. Agriculture-related income generating activities such as livestock and vegetable farming may encourage parents to re-enroll their children in school.

In the Kapilvastu district, COPE is distributing textbooks. DPCP has distributed school dress. So this has motivated the children to join school. However, COPE schools do not have adequate school physical facility. So there should be improvement in school physical facilities such as drinking water and toilet.

For the Kamaiyas of Kailali, near by schools and incentives may be the main attraction. The incentive programs of BASE and SUS should be continued in order to retain SFG children in school. Income-generating activities for parents are advisable.

VDC-level stakeholders' demand for ESFG

| SFG | Attraction | Retention | Re-enrollment |
|------------------------------|---|--|---|
| Musahar (Siraha) | Distribution of school uniform twice a year and monthly educational materials, monthly PTA program, | Peon for day meal preparation, regular attendance record reading. | Income generation for parents, home visit, observation by community people |
| Musahar (Bara) | Equitable teacher behavior, copy, pencil, dress | Uniform, educational materials | SMC should be active on incentive distribution, |
| Tamang (Dhading) | Free admission, dress, regularity of teachers | Increase in the Incentive quota, free tiffin, | Income generation for parents |
| Praja (Chitwan) | Dress, educational materials, tiffin, free admission, | School near the community, hostel facility, awarded for parents who send their children to school, initiation of interaction SFG with others | Agriculture training for parents, income generation program, |
| Muslim (Rupandehi) | School uniform, day meal | additional schools, more teachers, expansion of school physical facilities | Agriculture-related income generating activities such as livestock farming, vegetable production. |
| Chamar (Kapilvastu) – (COPE) | School uniform for all school students. | Teachers, development of school physical facilities such as drinking water, toilet | no dropout |
| Kamaiya (Kailali) | development of school physical facilities such as playground, toilet | continuity of the on going program | income generating activities |

SFG Parents' demand for education

Separate FGDs were conducted with the parents of schooled, non-schooled and drop out children in all the pockets of the sample districts. Altogether, 294 parents participated in the FGDs.

According to the Musahar parents of Siraha and Bara, nutrition, school dress, tuition and incentives were the attractions. Appointment of local teacher was another attraction. Dalits could be attracted if a separate school was opened for them. Free distribution of copies, pencils, and books were suggested. All the things mentioned above could help retention and re-enroll SFG children in school.

In the Dhading district, free admission, scholarship, school dress, day meal and free distribution of stationery could be the attraction for the Tamang children. Job guarantee after study would help to retain them in school. For the re-enrolment of the SFG children, seed money to children having completed the primary cycle could be really helpful.

School uniform distribution for boys and girls, free admission and day meal could attract the Praja children to school. School distance and educational awareness may be the other attractions. School distance and equitable distribution of school dress help to retain them. In such a distribution of dress to both boys and girls and the day meal may help for the re-enrolment of SFG children.

The Muslims children of Rupandehi could be provided with additional schools, school dress, scholarship and day meal. Good teacher-student and parent-teacher relationships could be a top motivation. The drop-outs and grade completers could be re-enrolled by providing school dress, scholarship and day meal. School distance and cohesion between students, parents and teachers are especially helpful for the re-enrolment of the SFG children.

School dress and income-generating activities could be attracted to school for the Chamars of the Rupandehi district. More teachers and improved physical facility constitute their requirement.

The incentive programs of BASE and SUS have been an attraction for the Kamaiyas of Kailali. So these programs should be continued. Re-enrolment could be increased by involving the parents in income-generating activities. The following matrix shows SFG parents' demand for providing education to their children.

Parents' demand for their children

| SFG | Attraction | Retention | Re-enrollment |
|---------|--|---|--|
| Musahar | Nutrition, tuition, incentives, teachers' behavior, local teacher awareness of educational facility, monthly distribution of copies, pencils, books and dresses, separate school for the Dalits within the community, free education | Monthly copy, pencil, friendly environment, tuition, work-oriented education, monthly distribution of copies, pencils, books and dresses, separate school for the Dalits within the community, local teacher, good behavior of teachers | Tuition, copies, pencils, dresses, good teaching, good behavior, |
| Tamang | Free admission, scholarship, copy, pencil, day meal, dress | Free admission, scholarship, copy, pencil, dress, job guarantee for those having completed the primary cycle. | Seed money for study after primary education. |
| Praja | Dress distribution both for boys and girls, free admission, day meal, school near the community, | School community proximity, equal distribution of dress to both girls and boys, | equal distribution of dress for girls and boys, day meal |
| Muslim | additional schools, school dress, scholarship, day meal | good teacher-student relationship, good parent-teacher relationship | School at the village, school dress, scholarship, day meal, cohesion between students. parents and teacher |
| Chamar | school dress, income generating activities within the community | More teachers, expansion development of school physical infrastructure | no drop out |
| Kamaiya | continuity of the on-going program, income generating activities for parents | continuity of the on- going program, | continuity of the on going program, income generating activities for parents |

SFG children's demand for their education

FGDs were conducted with schooling, non-schooling and drop-out SFG children of the sample districts to know about their demands for their education. Altogether, FGDs were conducted with 294 SFG children.

The Mushar children of Siraha and Bara districts said that unbiased teacher behaviour and care in the school were important and teaching-learning in the mother tongue was necessary. They also required parental support and accompany to go school. If parents are convinced about their study then they will be re-enrolled and completing the grade. Distribution of stationery and friendly environment at school will encourage them for re-enrolment.

Encouragement by the parents to study is the main thing for the SFG children (Tamang) of Dhading. They will continue in school if the teacher teaches (interesting Nepali and Mathematics subjects) in their mother tongue. They expect good behaviour and individual attention of the teachers.

Parental support and short school distance are the main attractions for the Praja children in the Chitawan district. They will continue in the school if they get time to play there. They want joyful learning. They expect free optional books. The enrolment is possible if textbooks are distributed free of cost, teachers behave with them with justice and they can make the friends in the school.

The Chamar children of Kapilvastu district need parental support for their enrolment in school. They will remain in school if teaching-learning takes place in mother tongue.

The Kamaiya children of the Kailali district will be attracted towards school if their parents support them. School facility is another attraction for their enrolment.

Children's demand

| SFG | Attraction | Retention | Re-enrollment |
|---------|---|---|---|
| Musahar | Good behaviour and attention, use of the mother tongue, accompaniment to school, parental support | Good behaviour and attention, Nepali and Math to be taught in the mother language | Parents encouragement, distribution of copy and pencil, friendly environment |
| Tamang | Encouragement by parents. | Good behaviour and attention, Nepali and Math to be taught in the mother language | Parent;s accompaniment to school. |
| Praja | Parental support, school should be near. | Time to play in the school, joyful learning, free distribution of optional books. | Free distribution of text books, good behavior of teachers, company of friends. |
| Muslim | School in the community, parental support, use of the mother tongue | Parental support | Parental support |
| Chamar | Parental support | use of the mother tongue in teaching-learning | no drop-out |
| Kamaiya | Parental support, the continuity of the existing school facilities | Parental support, continuity of the existing school facilities | Parental support continuity of the existing school facilities |

Chapter V

Motivating and De-motivating Factors of the Education of SFG

Introduction

One of the objectives of the study is the identification of motivating (pulling) and de-motivating (pushing) factors of SFG children's education. BPEP II has been conducting various types of programs for the education of special focus groups. In this regard, sample schools and communities were observed for the facilities provided to the children of special focus groups by HMG and NGOs. The sample schools were visited to identify the factors influential or non-influential on the participation of children of special focus groups in education. Head teachers, teachers, SMC members and VDC members were interviewed to find out children's motivation towards school before and after the intervention of BPEP II. Similarly, pod group discussions and FGDs were organized at the pocket and the district level to find out the pulling and pushing factors. The factors governing the following areas are worth attention:

- ◆ Socio-economic
- ◆ School-related
- ◆ School physical facilities
- ◆ Scholarship program
- ◆ Incentive programs
- ◆ Awareness program

Motivating factor

Various types of discussion sessions were organized at the district level and the pocket level to find out the motivating (pulling) factors. At the district level, discussions were held with the District Development Officer, resource person, program coordinators, DDC chairperson/members and NGO representatives. Similarly, SMC, teachers, head teachers, VDC representatives and parents participated in the pocket level discussions. The following motivating factors were identified:

- ◆ Socio-economic
- ◆ School-related
- ◆ School physical facilities
- ◆ Awareness program
- ◆ Incentive programs

Socio-economic

Expectation of a bright future for the children was expressed as a motivating factor by the parents of the Tamang, Muslim and Kamaiya children. According to them, the main reason for sending children to school was social prestige and old age security. The following table shows the motivating factors:

| | |
|---------|---|
| | Motivating factors |
| Tamang | Expectation of a bright future. |
| Muslim | Expectation of a bright future, social prestige, old age security |
| Kamaiya | Expectation of a bright future, social prestige, old age security |

School-related factors

To one sample school of Rupandehi, VDC had provided teachers to meet the increase in the number of Muslim students. In Kapilvastu, the school charged only Rs. 5/- as monthly fee to be able to buy educational materials such as chalk and duster. No exam fee was charged. To collect money for the school fund, enrollment had to be increased. One of the motivating factors was good relationship between teachers and parents. Parents visited school regularly for information about their children's education. In both the pockets, teachers not only taught well but also showed concern about children's personal hygiene and cleanliness. Teachers informed parents about their children's progress at the monthly meetings.

In Kailali, Kamaiya children did not have to pay admission fee. Parents did not have to pay for books, copies and pencils or for the school uniform. The school was located within the camp. Teachers' motivation was high. In Siraha, nearness of the school was a motivation for the children. Teachers' did not discriminate on group between children in the school (mixed pocket of Bara). The parent-teacher association was found effective in the mixed pocket of Siraha. In both the pockets of Dhading, the school buildings were clean and attractive and were appropriately located. The following were the motivating factors in the sample districts.

| | |
|---------|---|
| | Motivating factors |
| Musahar | Nearness of school (mixed pocket of Bara), No discrimination between students by teachers (mixed, Bara) |
| Musahar | Nearness of school (pure, Siraha), No discrimination between students by teachers, PTA (mixed, Siraha) |
| Tamang | School located at an appropriate place, Cleanliness, attractive building Regular culture programs |
| Praja | Motivation of teachers (pure, Chitawan) |
| Muslim | VDC support (building, drinking water, fencing furniture, teacher supply) Good teaching |
| Chamar | Female teacher, school at doorstep, good parents-teacher relationship, good students-teacher relationship, SMC meeting (once a month), school visits by parents (daily) |
| Kamaiya | Teacher's motivation, school at camp |

School physical facilities

In Rupandehi, VDC provided support for build the physical infrastructure in the schools for the Muslim children. Recently, it has helped by providing drinking water, furniture, fencing and by adding a new wing to the school building after the implementation of the SFG program. In Kailali, the Sukumbasi Utthan Samaj (SUS) opened a school for the Kamaiya

children, provided financial support for erecting the school building, supplied drinking water and furniture and distributed education materials. In Siraha, the classrooms were spacious enough to accommodate the increasing number of students. The following were the motivating factors for different SFGs.

| | Motivating factors |
|---------|--|
| Musahar | Enough classroom space (mixed pocket, siraha) |
| Tamang | Enough classroom space, furniture |
| Muslim | Drinking water, furniture, fencing, new rooms |
| Kamaiya | School building, drinking water, furniture, chalk, duster and blackboard |

Awareness program

In the Rupandehi district, street drama and children's rally helped to increase the access and retention of the Muslim children. In 2057, DEO organized these activities in the SFG areas, where head teachers, teachers, students, VDC chairman/ members, social workers, and parents were active. Local educational awareness had brought the Muslim children to school. Teachers also contributed by conducting door-to-door visit (*Ghardailo*) programs in their school area. They often visited the community to motivate the non-schooled children/ and their parents. This year they handed out educational pamphlets/posters to the parents/community members. Last year, they invited parents to attend the street drama and children's rally organized by DEO.

In Kapilvastu, an awareness program emphasized the education of the Chamar girls. Teachers and parents organized door-to-door visit programs in the community to attract Chamar children, particularly girls, to school. In Kailali, teachers contributed to the education of the Kamaiya children by visiting the Kamaiya camp. The following table shows the factors motivating Muslims, Kamaiyas and Chamars.

| | Motivating factors |
|---------|--|
| Muslim | street drama, children rally |
| Kamaiya | Door-to-door visit program (<i>Ghardailo</i>) |
| Chamar | Door-to-door visit program (<i>Ghardailo</i>), awareness of the importance of girl's education |

Incentive program

In Rupandehi, distribution of textbooks, day meal, educational materials and scholarships by the government attracted the Muslim children to school. Attractive incentives such as books, paper and pencil, school dresses, shoes, bags, caps and sweaters distributed by SUS, BASE and COPE, DPCP have helped the schooling of Kamaiya students in sampled schools of the Kailali and Kapilvastu districts. In Siraha, there had been an increase in the number of Mushar children in the school following the distribution of school dress, pencil, bag and copy. This has also helped their retention. The following table shows the motivating for the Mushars, Kamaiyas, Muslims and Chamars.

| | |
|---------|--|
| | Motivating factors |
| Musahar | copy, pencil, dress, bag distributed by SAVE-US, cash for dress and educational materials distributed by HMG |
| Kamaiya | distribution of books, copy, pencil, dress, school bag, cap, sweater by BASE and SUS |
| Muslim | Textbook, day meal, school dress, distribution of educational materials by HMG |
| Chamar | books ,cap distributed by COPE, school dress by DPCP |

De-motivating factors

Various types of discussion sessions were organized at the district and the pocket levels to find out the de-motivating (pushing) factors. The participants of the discussion session identified following factors responsible for children's non-schooling:

- ◆ Socio-economic
- ◆ School-related
- ◆ School physical facilities
- ◆ Scholarship programs

Socio- economic

In Bara and Siraha, the Musahar children assist their families for subsistence by ransacking rat-holes in the field, looking after the cattle, and doing cleaning, washing and cooking at home. There is no tradition of literacy for parents and children. They are socially isolated, and there has been no social interaction between Musahars and the other communities. The Musahar children are not socially accepted in public places and formal gatherings. Although the teachers of nearby school behave with them normally and do not discriminate against them, they are psychologically scared and keep away from the people of other groups. Consequently, they nurture a feeling of inferiority and consider themselves as disadvantaged, illiterate and backward. In Rupandehi, agriculture is the major occupation of the Muslims. The food they grow lasts them for three months only. Most parents wander for job paying little or no attention to the education of their children. In addition, early marriage is still continuing in the SFG area. Girls are not allowed to continue in school on the onset of menstruation. This tradition compels the girls' to drop out of the upper grades in the school.

The Chamar of kapilbastu do not have money with which to buy school dress, books and stationery for their children. Similarly, parents cannot prepare meal on time because they go out to look for labor-type job. The Kamaiyas of Kailali do not have any agriculture land so they rely on income earned from labour. The following are the de-motivating factors in the sample districts.

| | De-motivating factors |
|---------|---|
| Musahar | Need to search for food, children have to help parents and home, no literacy tradition, socially isolated and unaccepted. Inferiority complex, unable to meet educational expenses, schooling of children means loss of labor. |
| Tamang | Children help in parents' work, no tradition of literacy, unable to meet educational expenses. |
| Praja | Search for food, children help parents. No tradition of literacy, socially isolated and unaccepted, unable to meet educational expenses, not willing to mix up with others. |
| Muslim | Language problem (Bhojpuri), early marriage of girls lack of food, depression (no guarantee of job even after study), |
| Kamaiya | Food problem throughout the year. |
| Chamar | No money for school dress, no food on time, economic value of children, children help parents in their work. |

School related factors

In both pockets of Rupandehi, teachers are fewer than are actually required. student-teacher ratio. There is no student-teacher ratio. As a result, teachers are not able to teach well. There is no teacher-parent relationship. The Muslim students generally do not enroll in the government schools. They prefer going to the Madarasa where they study up to grade 4. Thus, the enrolment of Muslim students in the public schools is only minimal. As Nepali is the second language for the SFG children, there is language problem in the classroom there.

Home-school distance is as a problem for the Praja and Muslim children in Chitawan and Rupandehi. In Rupandehi, 10 students dropped out of school last year because they did not trust teachers for their teaching. According to the Chamars of Kapilvastu, teachers behaved well with their children. They pointed out that the system of multigrade teaching hampered the education of their children. They think that the multigrade teaching does not work well as the number of student is unmanageably large. The Chamar student said they were facing language difficulty in the classroom.

In Kamaiya, parents of Kailali do not visit the school. They go there only when school the invites them. In Dhading, most of the Tamang children are deprived of education owing to the admission fee charged by (proposed) the lower secondary school (in the both pockets). The following are the de-motivating factors.

| | De-motivating factors |
|---------|---|
| Musahar | Irregular school run (Mixed pocket, Bara), Discriminative behavior of teacher(pure pocket, Bara), No school for SFG people within their, community(pure pocket, Bara), Lack of trust in the teaching in school(mixed pocket, Bara), No habit of mixing with others (pure pocket, Bara), No educational motivation (pure pocket, Bara) |
| Musahar | No motivation by the teachers (pure pocket, Siraha), fewer teachers (pure pocket, Siraha), Necessity of birth certificate during registration (pure pocket, Siraha) Poor school management (pure pocket, Siraha), long home-school distance (mixed pocket, Siraha) |
| Tamang | Admission fee |
| Praja | Far located school (pure pocket, Chitawan) |
| Muslim | Inadequate number of teachers, prefer going to Madarasa, school distance, poor parent-teacher relationship, poor teacher student relationship. |
| Chamar | Multigrade teaching, language problem |
| Kamaiya | Poor parent-teacher relationship |

School physical facilities

Physical facilities are necessary for the education of children. In most of the sample schools, students have to go a long distance to get drink water. Some go home. In the mixed pocket of Rupandehi and pure pocket of Siraha, the school buildings do not have roofs so holidays are frequent on rainy or windy days. The following are demotivating factors.

| | De-motivating factors |
|---------|--|
| Musahar | Unaware of the importance fo education. Inadequate number of class-room (pure pocket, Siraha) |
| Muslim | Inadequate school physical facility |

Scholarship program

Inadequately of the Dalit scholarship quota has hindered enrollment of the SFG children in all the pockets. The Dalit scholarship quota does not meet the number of students admitted. Thus, SFG children who do not receive the scholarship have dropped out of school. In the pure pocket of Bara, due to inadequate Dalit scholarship quota and unaware of the scholarship facility, the Musahars children are deprived of schooling even though the community is only 5 minutes' walk from the school. The following table shows demotivating factors.

| | De-motivating factors |
|---------|---|
| Musahar | Inadequate quota of Dalit and Primary scholarship. Lack of trust in scholarship money (mixed pocket, Bara). No knowledge of the scholarship program (mixed pocket, Siraha). |

Chapter VI

Gaps in HMG Programs

Introduction

One of the objectives of the study was to find out the gap existing between the incentive and scholarship programs of BPEP and the regular programs. Concentration was also made on the gap between the central level and the grassroots level program implementation. Components such as school mapping, textbook distribution and Dalit and primary scholarship programs were also incorporated in the study. Girls' incentive programs were conducted in the Bara, Kapilvastu and Kailali districts. The Continuous Assessment System (CAS) Program is conducted by the government in Chitawan and by NGO (COPE) in Rupandehi. In order to find out the gap in the programs, activities of the district to the central levels were traced. Seven districts were selected for the study. However, the educational Incentive Program (EIP) is conducted only in two districts (Siraha and Rupandehi). But, overall, the study concentrated on the education for the special focus group.

Educational Incentive Program (EIP)

BPEP II was implemented in 2056-2057 B.S. as a five-year plan. There has been a piloting of the Educational Incentive Program (EIP) conducted by WES/DEO under BPEP since 056/057 B.S. The program is targeted for the socio-economically, linguistically and educationally disadvantaged special target groups of 3 VDCs each of 8 districts of the country.

The aim of this program is to provide educational opportunity to children of 6-10 years of age by taking them to participate in primary education. The children included in this program are those who have a low population and live in a small pocket. The other inclusion criteria are multifarious disadvantagedness and low social profile in the community. The Women Education Unit (WEU) of the Department of Education has been conducting this program for the special focus group since 056/057 B.S. under Component 4 of BPEP II.

Objectives:

- ◆ To encourage the special focus group children to join school
- ◆ To assist such children in their school regularity and help them complete their study
- ◆ To bring educational awareness in special focus group community

Program Coverage

The ESFG program is conducted in 3 VDCs each of 8 districts of the country. Different SFGs are expected to benefit from the program. In most of the districts the Tharus are the main target groups. If we look at the data of two years (2056-2057 and 2057-2058), we find that the Tharus were the beneficiaries in both the years. The number of beneficiaries varies from one district to another. The table below shows that the Sindhupalchok district has the highest number of beneficiaries (Tamangs). The lowest number of beneficiaries (407) is found in the Siraha district. The following table shows the program districts, VDCs, beneficiaries.

Distribution of EIP program

| 2056/057 B.S. | | | |
|---------------|--|---------------|---------------|
| District | VDC | Ethnic Group | Beneficiaries |
| Ilam | Danawari, Kanyam and Mahabhai | Lepcha (Rai) | 1666 |
| Siraha | Barchhawa, Majhaura, Chandraayodhyapur | Musahar | 407 |
| Rupandehi | Vishnupura, Chhipagh, Bagaha | Muslim | 2296 |
| Kanchanpur | Pipaladi, Baisebichura, Raikarbichuwa | Tharu | 2296 |
| Bardiya | Dhadhawar, Belawa, Nayagaun | Kamaiya | 1218 |
| 2057/058 B.S. | | | |
| Sindhupalchok | Pishkar, Hagam, Bhautang | Tamang | 5866 |
| Kapilvastu | Somdiha, Ramnagar, Jahadi | Tharu | 4928 |
| Kailali | Mohanyal, Pandol, Khairala | Tharu | 2296 |

Source: Women education section, 058

The Department of Education selected the eight districts (mentioned above) for the program implementation. Three VDCs were selected from each district. The District selected the VDCs, Committee considering the locations having economically, socially and linguistically disadvantaged groups. The other selection criteria were the low Net Enrolment Ratio (NER) and Gross Enrolment Ratio (GER).

Sample of proposal forms were made available to the local NGOs and CBOs. But, according to WES, not a single NGO/CBO has offered to conduct the program. So the DEO office itself has been conducting the programs.

According to WES, a household survey was made for the selection of children for the program. Two persons each from each ward of the VDC filled up the survey forms. The forms were filled at local level under the guidance of the VDC chairperson. WEU in cooperation of one of the research institutes analyzed the field data and prepared the list. The list was sent to the District Development Committee (DDC) and VDC. In order to make the program more effective, a seven-member Incentive Management Committee (IMC) was formed at the district level. The committee was composed of VDC chairperson, resource person, head teacher, parents and female teachers. This IMC will be dissolved after the formation of Village Education Committee (VEC).

The major functions of IMC were to:

- ◆ Assist in the distribution of educational facility
- ◆ Familiarize the community with the aspects and objectives of the program
- ◆ Monitoring of the program
- ◆ Enroll children of 6-10 years of age in school and recommend the best school for reward.
- ◆ Convene meetings to discuss the educational condition of the VDC and suggest solutions to the problems identified in the meetings.
- ◆ Prepare details of 6-10 and 11-15 age-group primary school children.

- ◆ Prepare details of 6-10 age-group out-of-school children
- ◆ Provide each school child Rs. 300 for educational materials and Rs. 500 for school uniform. If the budget was insufficient, then money for the amounts of educational materials will be distributed on the low-family-income basis. All of the out-of-school children will be given school uniform.
- ◆ Provide educational facility to out-of-school children only after their enrollment in the school.
- ◆ Give equal number of incentive quota to all the schools of the three VDCs.

Gap in beneficiary selection and incentive distribution

There has been a gap in program implementation. The guidance from the central level is not followed strictly at the district level and the pocket level. For example, the central level said that each SFG child should receive Rs. 300 for educational materials and Rs. 500 for school uniform but the DEO of Rupandehi provided Rs. 600 cash and Rs. 500 for 2 sets of uniform in the pure pockets. There has been change in the distribution of the incentives by DEO. In the following year DEO distributed on its own efforts a packet of education materials each to all the students. In this way, the central guidelines were not followed at the district level. Between each level, there exists a gap. The following matrix shows the gap existing in each level in program implementation:

Gaps in various level

| Center level guideline | District level | Pocket level |
|---|--|---|
| Prepare details of 6-10 and 11-15 age-group children of primary level. | DEO provided surveyor, VDC chairperson and RP for orientation in both pockets (Siraha and Rupandehi). | Organized a SFG children survey |
| Prepare details of 6-10 age-group out-of-school children | DEO provided surveyor, VDC chairperson and RP for orientation in both pockets (Siraha and Rupandehi). | Organized a SFG children survey |
| Provide each school child Rs. 300 for educational materials and Rs. 500 for school uniform. If the budget is insufficient for distribute, the amounts will on low-family-income basis. Provide school uniform to all the school age children. | DEO provided in 2056 are incentive of Rs 1100 (Rs 600 in cash and 2 sets of school dress equivalent to Rs 500) to all the students in the pure pockets (Rupandehi). In 2057 DEO directly distributed a packet of education materials to every student. However, in the mixed pocket, the school distributed dress to all the students (in 056). In 2057 DEO itself distributed Rs 500 to 20 new entrants and a packet of education materials to 70 students. | In both pockets, all the students received incentives. |
| Provide educational incentive to out-of-school children after their enrollment in the school. | DEOs followed the guideline. | Children are enrolled in school. |
| Distribute equal number of incentive quota to all the schools of the three VDCs. | Some DEO did not follow the guideline. | In Siraha, quotas are not distributed as per the guideline. In Rupandehi, but quotas are distributed as per the number of students. |

Responsibility of District Education Office on EIP

The study showed that District Education Office should allocate educational quotas to the VDC and the schools. The following directions on the distribution of educational facilities should be followed :

- ◆ Distribute educational facility only after enrollment.
- ◆ Give priority to the children whose daily class attendance is 90%.
- ◆ Children having already received a facility from another organization should not be counted as eligible.
- ◆ After receiving the educational facility the school should distribute the educational facilities amidst by organizing a function organized in cooperation of IMC.
- ◆ Send one copy each of the receipt of the educational facility received by the student or parent to the school and DEO office. On the basis of the receipt, DEO should distribute the educational facility made available by the center.

Gap in the role of district level responsibility

The study showed another gap. The guidelines from the central level were not followed at the district level. The task of requesting proposals from the local organizations was entrusted to the district level by the central level. As the local organizations didn't show any interest in this, DEO itself conducted the program. The district level also did not perform the tasks assigned to it by the central level. It neither updated the distribution of incentive program nor organized seminars and meetings of IMC, nor did it pay any attention to the monitoring aspect. It only remained a channel between the central and pocket levels. The central guidelines were not followed in the distribution of incentives. DEO didn't involve schools and IMC in the distribution of incentives. The following matrix shows the gap.

Gaps in District-level responsibility

| Center level Guidelines | District level | Pocket level |
|---|--|---|
| DEO office should request proposals from local organizations. | NGO/CBO did not show any interest in the program, so it is conducted by DEO. | In Siraha, Save the Children-US is mobilizing the local NGO named Srijana Club on similar DAG program in the mixed and the pure pocket. |
| Planning for publicity | In 2057, publicity program was conducted by DEO | Stakeholders are not found aware (Siraha). Some awareness in the stakeholders (Rupandehi) |
| Updating of the distribution of educational incentive program | - | Information is not collected from the pocket level. |
| Planning and organization of IMC seminar | - | IMC members are not found aware (Siraha and Rupandehi). |
| Planning and organization of meeting with the community | - | Stakeholders are not found aware of the meetings (Siraha and Rupandehi). |
| Distribute school award | - | Head teacher and teacher are not aware of school award distribution (Siraha and Rupandehi). |

| | | |
|--|--|--|
| Regular monitoring of the programs. Monitoring report to the centre. | - | Monitoring and supervision responsibilities are given to RPs. |
| A seven-member Incentive management committee (IMC) should be formed to assist in the implementation of program at the local level. One of the IMC members IMC should come from the local NGO/CBO. | No information about the program at the pocket level (056/057) in Siraha, DEO formed IMC only for the purpose of incentive distribution in 2058. | Concerned people did not know about the EIP program in the first year of its implementation. IMC was formed in Jestha of its second year. No involvement of NGO/CBO representative in the committee in either pocket. |
| Distribution of educational incentive only after the children is enrolled in school. | Did not follow the guideline. | Non-schooled children enrolled in school after they received the incentives, but 5-10% children have not enrolled yet. |
| Priority should be given to children whose daily class attendance is 90% | Did not follow the guideline | Student's attendance was not considered as the criterion for selection either district. |
| Children who have already received facility from another organization should not be selected for the educational incentive. | In Rupandehi, no other organization was involved in either pocket. | In Siraha, many students have received NGO incentives as well. |
| School should distribute the educational incentives amidst a function organized in cooperation of IMC. | DEO provided incentive to all the students in 2056 in pure pockets but in 057 DEO directly distributed a packet of education materials each to all the students. However, in mixed pocket, the school itself managed to distribute school dress to all the students in 056. In 057 DEO distributed it. | School and IMC were not found involved in the incentive distributing. |
| One copy of the receipt of the educational incentive received by student/parent to be sent to school and DEO office. On the basis of the receipt, DEO should distribute the educational incentive that made available from the centre. | DEO distributed incentive and sent the receipt to the centre. No copy of the receipt in the DEO office. | VDC and school did not have the list of beneficiaries and copies of the receipt. |

Incentive Management Committee (IMC)

Formation of IMC

There will be a 7 member educational facility management committee formed to assist in the program implemented VDC. VDC chairperson, SMC chairperson, local NGO, head teacher,

female teacher, parent (nominated by RP) and resource person will be the members of the committee.

Role and Responsibility of IMC

- ◆ To organize seminars
- ◆ To organize publicity programs
- ◆ To distribute educational facilities according to the list and directions
- ◆ To plan educational facility programs
- ◆ To select and recommend the school, which has enrolled the largest number of children and has the greatest student retention for the award. Send the school's name to the district.
- ◆ To do monthly monitoring and prepare a quarterly report.
- ◆ To enroll 6-10 age-group children in school. Encourage them to complete their primary education cycle.
- ◆ To update the Educational Facility Program record.
- ◆ To organize a one-day orientation program at the VDC-level.
- ◆ To conduct the IMC Seminar three times in the academic year
- ◆ To prepare the seminar and implementation report.
- ◆ To send the seminar recommendations to the concerned unit for implementation.
- ◆ To monitor the seminar recommendation implementation

Gap in role and responsibility of IMC

IMC has to play different roles and assume different responsibilities. But it seems that there has been a gap. Different responsibilities have been assigned by the central level to the district level to the pocket level to make IMC functional. The district level is not showing any interest in fulfilling this duty. At the pocket level, the IMC is not following the centre level guidelines. The district and pocket levels are unaware that they should prepare monthly monitoring and quarterly reports. RPs are not informed about the orientation program, IMC is not functioning in this direction. The following matrix shows the gap:

Gap in IMC responsibility

| Center level guideline | District level | Pocket level |
|--|----------------------------------|--|
| Organize seminars | No concern of DEO | IMC is not found functioning (Siraha and Rupandehi). |
| Convene regular meetings on awareness, and student achievements, report. | No initiative on the part of DEO | IMC members of both the districts (Siraha and Rupandehi) are not aware in this regard. |
| Organize the publicity program | No concern of DEO | IMC is not found functioning (Siraha and Rupandehi). |

| | | |
|---|--|---|
| Planning the educational incentive program | No concern of DEO | IMC is not found functioning (Siraha and Rupandehi). |
| Send the name of school selected for award to the DEO. | - | Not award school in the pockets (Siraha and Rupandehi). |
| Do the monthly monitoring and prepare the quarterly report. | RPs are not informed | IMC is not aware of this (Siraha and Rupandehi). |
| Update the record of the educational incentive program. | RPs are not informed | IMC is not aware of this (Siraha and Rupandehi) |
| Organize a one-day orientation program at VDC level. | RPs are not informed. | IMC is not found functioning (Siraha and Rupandehi) |
| Send receipts to the DEO. | DEO itself distributes incentives and collects receipts. | IMC is not found functioning (Siraha and Rupandehi) |

Awareness program under EIP

Various awareness programs are conducted under EIP. It is mentioned in the central-level guidelines that different awareness EIP programs should be conducted. The district and pocket levels have been following some of the guidelines pertaining to the awareness programs. RPs have taken initiatives in organizing street dramas and students rallies (with play cards). At the pocket level, the programs have been organized, but IMC is not taking any interest in this activity.

Gap in awareness program

| Center-level guideline | District level | Pocket level |
|------------------------|--|---|
| Video film show | RP and IMC have not taken any initiative. | Not organized (Siraha and Rupandehi). |
| Street drama | RP has done something in both the districts. | Program was conducted once in both the districts. But IMC was not involved. |
| Rally with play card | RP has done something in both the districts | Program was conducted once in both the districts But IMC was not involved. |

Monitoring of the EIP Program

The following areas have been identified for the monitoring of the educational program for the special focus group:

- ◆ Number of special focus group (with types of SFG)
- ◆ Student selection criteria
- ◆ Target group

- ◆ Publicity of the program
- ◆ Process of distribution of educational facility
- ◆ Continuity in study
- ◆ Record keeping
- ◆ Learning achievement

Gap in Monitoring

There is a gap also in the monitoring of the program. According to the central-level guidelines, the program implementers themselves should do the monitoring of the program activities. But the district level has not developed a regular system of monitoring. The monitoring report that has to be sent to DEO office is not seen. There is no regular monitoring in schools and communities. There is no reporting of the proper utilization of the student incentive. The DEO office is expected to report to the center even though DEO itself implements the program. The VDC and school monitoring responsibility has not been given to RPs and supervisors. There is a provision of allocating certain amount of money for monitoring but no such amount was known. The following matrix shows the gap existing in monitoring system:

Gap in monitoring system

| Central-level guideline | District-level | Pocket-level |
|--|--|---|
| Program implementing organization should do monitor regularly all the activities | RP occasionally monitors students' achievement but no regular system has been developed. | Schools are not earnestly involved in the implementation of the program |
| Program implementers should send the monitoring report to the DEO office. DEO should send that report to the Women Education Section of the Department of Education. | No monitoring report was found on the DEO office record. According to the central level implementers, there is no monitoring report in Women Education Section and Department of education | There is no monitoring system in the schools and the community. |
| It should be stated in the monitoring report whether or not the amount given as educational incentive to the students is utilized as required. | No reporting system | According to the children and parents, nobody asks them about their education |
| DEO office should send a report to central on the activities of the organization conducting the program after the monitoring at the VDC and the school. | DEO does not send monitoring report | VDC and school monitoring responsibility is not given to RPs/ supevisors |
| The centre should prepare a report on the effectiveness of the program. | - | - |

| | | |
|---|---------------------------------------|---|
| DEO should allocate Rs. 2000 to each VDC for the monitoring, evaluation/selection of the children for educational incentives, update records, and prize distributing. DEO should send the report to the Women Education Section of the Department of Education. | There was no record at the DEO office | According to the VDC personnel, there is no amount for the monitoring activities. |
|---|---------------------------------------|---|

Dalit scholarship

The *Dalit* groups comprise Lohars, Sunars, Kamis, Damais, Badis, Gaines, Kasais, Kusules, Kuches, Chames, Podes, Chamars, Dhobis, Paswans, Tatmas, Doms, Watars, Khatwes, Musahars, Sunthals, Satars and Halkhors.

Identification of Dalit in the district and pockets

These ethnic groups were identified as *Dalit* by the central level. But there are other ethnic groups. The identified *Dalits* are differ district to districts. Some of the central-level identified *Dalits* are included in the district and pocket levels and some are not. The Jhangars, Mandals and Roys of the Siraha district are not seen the central guidelines. Most of the ethnic groups mentioned in the districts are found in the pockets. The following are the ethnic groups identified as *Dalits* at the central, district and pocket levels:

Difference in identification of Dalit

| Center level guideline | District | District level | Pocket level |
|---|------------|--|---|
| Lohar, Sunar, Kami, Damai, Badi, Gaine, Kasai, Kusule, Kuche, Chame, Pode, Chamar, Dhobi, Paswan, Tatma, Dom, Wata, Khatwe, Musahar, Sunthal, Satar and Halkhor will be included as <i>Dalits</i> | Siraha | Musahar, Chamar, Jhangar, Dom, Khatwe mandal, Roy(Amat) | Musahar, Khatwe mandal, Chamar |
| | Bara | Kami, Damai, Pode, Chami, Chamar, Halkhor, Dhangar, Tatma, Dusadh, Dom, Netuwa, Dhobi, Sarwang | Musahar, Dusadh, Chamar, Dom, Dhobi Musahar, Chamar, Dom, Dusadh, Kumal |
| | Dhading | Damai, Kami, Sarki | Damai, Kami, Sarki |
| | Chitawan | Gaine, Kami, Chamar | Kami |
| | Rupandehi | Dhobi, Chamar, Harijan | Dhobi, Chamar, Harijan |
| | Kapilvastu | Chamar, Kami | Chamar, Kami |
| | Kailali | Kami, Damai | Kami, Damai |

Distribution of Dalit quota

Each quota amount is disbursed in two installments. The first installment is made available within the second session time of the academic year. The second payment is made within the third or last session.

The DEO office invites applications for primary school Dalit scholarships through the local newspaper. The office also asks the schools to recommend students for the scholarship. If the application falls short of the given quota, then the scholarship amount is raised from Rs. 250 to Rs. 500. The amount should not be less than Rs. 250.

Variation in the distribution of quota

All the sample districts have followed the central guidelines of concerning the quota distribution. But the central and district-level quota guidelines are not followed in the pockets. The central level guideline states that the DEO office should invites applications for primary school Dalit scholarships. But it was found that the DEO office took the Dalit students name list from the schools. The pocket level has followed the guidelines of the district level in this regard. As regards the scholarship amount, all the sample districts except Kapilvastu followed the guidelines of the central level. In Kapilvastu, the scholarship was not provided to COPE school. In the pockets of all the districts except Bara followed the DEO guidelines concerning the quota distribution. The following matrix shows distribution of the scholarship quota in the sample districts.

Gap in distribution of Dalit scholarship

| Center level guideline | District | District level | Pocket level |
|--|---|---|---|
| Each quota amount will be divided into two payments. The first payment will be made within the second session of the academic year and the second within the third/last session. | Siraha Bara Dhading Chitawan Rupandehi Kapilbastu Kailali | Did not distribute the quota as per the direction of the center | Distributed the quota once a year, at the beginning of the session (Siraha, Bara and Dhading). It was distributed in Asadh (Rupandehi) and in Bhadra (Kailali). |

| | | | |
|---|---|---|---|
| DEO office should invite applications for primary school Dalit scholarship through the local newspaper. The office should also ask schools to recommend students for the scholarship. | Siraha, Bara, Dhading, Chitawan, Rupandehi, Kapilbastu, Kailali | The schools were asked to send in the Dalit students' name lists (in all the sample schools) | Most school sent the Dalit name lists in time. |
| If the application is short of the quota, the scholarship amount should be raised from Rs. 250 to Rs. 500. The amount should not be less than Rs. 250. | Siraha | Distributed the quota as per the direction of the center | Quotas were distributed equally to all the Dalit students. |
| | Bara | Distributed the quota as per the direction of the center | According to the parents, only Rs 200 was received per quota (mixed pocket). |
| | Dhading | According to DEO personnel, quotas were distributed to all Dalit students as far as possible. | Quotas were being distributed equally to all the Dalit students. |
| | Chitawan | Distributed the quota as per the direction of the center | Distributed the quota as per the direction of the DEO. |
| | Rupandehi | Distributed the quota as the direction of the center | Distributed the quota as per the direction of the DEO. |
| | Kapilbastu | Not distributed to COPE school. | - |
| | Kailali | Distributed the quota as per the direction of the center | Distributed the quota as per the direction of the DEO in the mixed pocket. In the pure pocket, there were no Dalit students because the school was established only for the Mukta Kamaiyas. |

Primary school scholarship

Process of distribution of scholarship

The district level committee of the District Education Office, Women representative of DEC, female teacher, section officer or program coordinator is responsible for scholarship distribution.

- ◆ When the scholarship quota arrives in the district, the supervisors submit the names of the school in their areas and the number of quota required to the DEO office.
- ◆ The member-secretary of the Scholarship Distribution Committee should submit the details received from the supervisors to the meeting of the committee. On the basis of the quota received for the district, the committee should decide on distributing scholarship quotas to schools.
- ◆ Once the number of scholarship quota is fixed, the member-secretary should provide information about this the DEO, WES, Ministry of Education and the schools and SMC.
- ◆ Schools should notify on the quota received from the DEO office.
- ◆ Girl students should be selected in consonance with the quota fixed by SMC.
- ◆ Girls selected for the scholarship must have got through the yearly examination. Such students will again receive the scholarship in next grade.
- ◆ The scholarship recipient's school attendance should be more than 80 percent.
- ◆ A girl having received another scholarship will not be eligible for this scholarship.
- ◆ It is advisable to distribute this scholarship amidst a school function.
- ◆ There should be two copies of the documents concerning the scholarships received by the girl students. One of the copies should be kept at the school and the other copy should be sent to the DEO office.
- ◆ The amount given to schools for the scholarship should not be used for other purposes.

Monitoring Process

Girls should be asked to confirm the receipt of the scholarship. Parents of the girls who have received the scholarship should be asked how or whether they used the scholarship money. The community concept on the scholarship program also should be evaluated and the evaluation report should be sent to the District Education Office.

If it is found during the supervision made by the center and the DEO office that the scholarship recipient is other than one in the target group, then the scholarship recipient will be deprived of the benefit.

Gap in distribution process of Primary School scholarship

It was found from the study that there has been some gap between the central and the pocket level in the scholarship distribution process. Pockets do not follow the central level guidelines. Schools do not publish notify on the quota received from the DEO office. All the sample districts except Dhading have selected girls for the scholarship. At the pocket level, the scholarship given to a recipient does not cover the next year. The criterion of 80 percent attendance for the scholarship has not been followed in the pockets. But the central level guideline statement that girls can not enjoy two scholarships at same time is not followed in the pocket. The scholarship is not distributed in a school function. Schools have

obediently sent lists of scholarship recipients to the DEO office. They have not misused the scholarship fund. The following matrix shows the gap:

Variation in Primary school scholarship distribution

| Center level guideline | Pocket level |
|--|--|
| Schools must put up notice on the quota received from the DEO office. | All sample schools were not published notice on the received quota. |
| Girl students should be selected in accordance with the quota fixed by SMC. | All sample schools except one in Dhading followed the guidelines. Out of two quotas, one was given to a disabled boy. |
| Girls selected for the scholarship must get through the yearly examination. Such student will also receive the scholarship in the next grade. | No continuity of the scholarship in the next year. |
| Scholarship recipient's school attendance should be over 80 percent. | Instead of 80-percent-attendance scholarship recipients, all sample schools selected poor and intelligent girls. |
| A girl receiving other scholarships is not eligible for this scholarship. | Followed the guidelines. |
| It is appropriate to distribute this scholarship in school functions. | Did not exactly follow the guidelines exactly. Sometimes distributed the incentives in school functions and sometimes not. |
| There should be two copies made of the scholarships received by the girl students. One of the copies should be kept at school and the other copy should be sent to the DEO office. | Followed |
| The amount given to schools for the scholarship should not be used for other purposes. | It was not used for other purposes. |

Gap in monitoring system

The study showed a gap existing between the central level and pocket level in the implementation of the guidelines concerning the primary school scholarship. The pocket level should inquire about the utilization of the scholarship but did not do so. RPs did not follow the central guidelines about submitting the evaluation report. There was no study on the scholarship beneficiaries from the pocket level. The monitoring gaps existing between the central level and the pocket level are given below:

Gap between central and pocket level

| Center level guidelines | Pocket level |
|--|--|
| Parents of the girls who received the scholarship should be asked about the use of the scholarship money. | Most RPs did not inquire about the use of scholarship money. |
| Community concept on the scholarship program also should be evaluated and the evaluation report should be sent to the District Education Office. | Most RPs submitted the evaluation report without consulting the community people. |
| If the girl scholarship recipient is other than one in the target group, recipient will be deprived of the benefit. | No exact monitoring process in the sample schools of the pocket. In Dhading, one disabled boy given the primary scholarship. |

Girls Education Program

This program is designed for the girls who are socially and economically disadvantaged. The DOE data (1998) show that only 61.2% of the school going girls enrolled in the primary school. Considering this situation, the girls' education program of BPEP II has proposed an incentive program for them. The main objective of the program is to increase girls' enrollment and retain girls in the school. WES had implemented it as a pilot program in 12 districts in 1999/00 and in five additional districts in 2000/2001. However, it had been piloted in 34 villages and in two VDCs of each district. According to the program, the selected girls would get Rs 500 for uniform and Rs 300 for educational materials. The VDC level IMC is responsible for the management of the program. The role of IMC is as follows:

- ◆ To conduct household surveys to identify disadvantaged girls.
- ◆ To publish the names of the girls in VDC
- ◆ To notify by on the program for all wards of VDC.

Program distribution

Out of the 17 districts, three (sample) districts (Bara, Kapilvastu and Kailali) are included in this program. Disadvantaged girls of Amritganj and Manarhawa VDCs of Bara, of Birjuwa and Hadauna VDC of Kapilvastu and of Urma and Godawari VDC of Kailali have got the benefit of this program. The following table shows the incentive beneficiaries of the program.

Distribution of Incentive Beneficiaries in sample district

| Program implemented in 058/059 | | |
|--------------------------------|----------------------|---------------------|
| District | Program VDC | Total beneficiaries |
| Bara | Amritganj, Manarhawa | 1449 |
| Kapilbastu | Birjuwa, Hadauna | 1106 |
| Kailali | Urma, Godawari | 1740 |

The above-mentioned VDCs were not included as sample pockets, so that details of the impact of the program are not mentioned here. But the district level information on Girls Education Program was collected from the concerned FGD and DEO. In the discussion, they suggested improvement of the program. They said that the educational incentive program had been implemented VDC-wise but the children who belong to program VDC but study in other VDCs had not received the incentive. If the program is implemented VDC-wise, then all the children belonging to the concerned VDCs must receive the incentive whatever the place they study in. They also complained that the incentive quota was very limited and should be increased.

The FGD participants of the pocket level grudged that the responsible persons did not perform their duties. They did not trust the responsible persons. They also suggested that there should be a person to inspect and evaluate the activities of the responsible persons. There is no provision of encouragement to the person performing well. There is no system of punishment for the wrong doer.

Resource persons are responsible for the monitoring of all the programs but their monitoring seems to be very weak. There is no regular or exact monitoring.

Textbook distribution

Book distribution has been practiced in two ways i.e. reimbursement and couponing. In the reimbursement system, parents purchase books and submit the bill to the school for reimbursement from DEO, while in the coupon system school distributes coupons to students get books from the local agent. The local agent submits the coupon to the DEO for the payment.

In most of the sample districts, parents receive reimbursement only after they have submitted the bills so the beneficiaries (SFG) are having difficulty collecting the money to buy books. This has been a pushing factor. When the researcher asked on the pocket-level discussion, the participants said that it could be solved if the school itself distributed books to the beneficiaries.

Awareness raising program

One of the components of BPEP II is community mobilization. Under this program, the awareness-raising is initiated to encourage enrollment and retention. Districts and pockets need to carry out different activities to raise awareness among people. Some of the activities of the districts and pockets were similar and others different. In some pockets of the sample districts, there is no awareness program was conducted. Bara, Chitawan and Kapilvastu were the districts that didn't carryout any pocketwise awareness-raising programs. The following awareness raising activities were found in sample districts and pockets:

Gap on implementation of awareness program

| District | Activities in district | Activities in pocket |
|------------|--|---|
| Siraha | Street drama, video screening, folk song competition, children's rally, mothers' get-together, oratory competition, parental awareness. | Street drama, video show, children's rally (under EIP program) |
| Bara | Street drama, video show, folk song competition, children's rally | According to the pocket level stakeholders, there was no awareness program in their area. |
| Dhading | Street drama, video exhibition, folk song competition, children's rally, mothers' get-together, oratory competition. | Video show and folk song competition |
| Chitawan | Street drama, video screening, folk song competition, mothers' get-together. | According to pocket level stakeholders, there was no awareness program in their area. |
| Rupandehi | Awareness program, street drama, mother's get-together, talk program competition, children's rally, folk song competition | In both the pockets, stakeholders participated in street drama and children's rally in 2057 but no other programs were carried out. |
| Kapilbastu | Awareness program, street drama, mother's get-together, Talk program competition, children's rally and folk song competition, video show | No such programs were being carried out in the pockets |
| Kailali | Street drama, video show, folk song competition, mothers' get-together | No such programs were carried out in the pockets |

School mapping

School mapping program is also a component of BPEP II which is essential for VDC-level planning. It helps to identify school locations in the school catchment areas. It is helpful to find out exact locations of schools and alternative centers. Recently, all the 75 districts have completed school mapping. All the seven sample districts did the mapping with the help resource persons and teachers and now have their school maps in the DEO office. In the study areas the researcher inquired about the data collecting and compilation process used to prepare the school maps. Most of the teacher, resource persons, technical section officers and DEOs said that school map was essential for school-level planning. But they added that the reliability of data and data compilation work was questionable. They said that time for the work was very short and orientation training on school mapping could not be made provided to all the data collectors and RPs.

The school map includes number of household, population, school-age children's population, and all VDC-wise number of schools, and students, and disabled and disadvantaged children with GER and NER. It also includes students' dropout, promotion and grade repetition ratio, number of primary cycle completers, students' achievement subject wise, school location and number of teachers.

Most of the SFG children did not attend school. Their identification is necessary to increase their enrollment and retention. It is difficult to identify their caste/ethnicity/groups and location in school map. So disadvantaged populations need to be included in the maps.

Continuous Assessment System (CAS)

HMG of Nepal introduced the Liberal Promotion Policy for the early primary grades. This policy uses the continuous assessment system (CAS). CAS ensures the progress of children along with the acquisition of learning outcomes as required by the objectives of the national curriculum. This program has been implemented in two sample districts, Chitawan and Kapilbastu.

Students' record keeping in CAS

This program was found in two sample schools each of Chitawan and Kapilvastu. In the mixed pocket of Chitawan, the school record showed that the portfolio and progress report card of each student of grade 1 and 2 were continuously updated. According to the head teacher and teachers, there was a practical problem especially with grade 1 because of the pre-primary class. Students of the pre-primary class are officially grade 1 students who cannot complete grade 1 within a year. The idea behind the CAS program is to enable the children to complete each grade within the year without any yearly examination. But, in practice, schools considered them as dropout students and took them in as new enrollees to grade 1 for the next year.

In case of Kapilvastu, the CAS program has been successful. The COPE schools conduct examination weekly, monthly, tri-monthly, half-yearly and yearly in order to assess the progress of students. The students have benefited from the program because all students have been able to complete the grade on time.

Physical facilities

BPEP has fielded the School Physical Improvement Program (SPIP) package to improve the teaching-learning environment of the schools. The objective of this component is to tone up the access of the children of disadvantaged groups to education. It includes the development of an infrastructure comprises toilet, drinking water supply, compound wall, and furniture, and construction of new classrooms and rehabilitation of the existing classrooms.

The condition of physical facilities of all the sample schools was observed during the study. Educational materials necessary for classroom instruction were found lacking in most of them. The sanitation, water supply and compound wall conditions were not good. In Bara, school physical facilities were found good but it seemed that they failed to attract the community children (SFG). The following matrix shows the physical facilities available in the schools of the sample districts.

Availability of physical facilities in sample pockets

| District | Pocket | Available | Sufficient | Unavailable | Insufficient |
|-----------|--------|---|---|---------------------------|---|
| Siraha | Pure | Playground, drinking water, | land | Toilet | Building, room, desk, bench, blackboard, teaching materials |
| | Mixed | Playground | Building, land, rooms | Toilet, drinking water | Desk, bench, blackboard, educational materials |
| Bara | Pure | Playground, rooms, toilet, drinking water | Building, used land, desk, bench, blackboard, educational materials | | |
| | Mixed | Playground | Building, land | Toilet, drinking water, | Room, desk, bench, blackboard, educational materials |
| Dhading | Pure | | Building, land, room, blackboard | drinking water, toilet | Desk, bench, Playground |
| | Mixed | Playground, toilet, drinking water | Building, land, room, desk bench, blackboard | | Educational materials |
| Chitawan | Pure | Playground, toilet, drinking water | Building, land, room, desk, bench, blackboard | | Educational materials |
| | Mixed | Playground, toilet, | Building, land, room, desk, bench | | Drinking water, material |
| Rupandehi | Pure | Playground, toilet, drinking water | Used land, black board | Room (5classes in 4rooms) | Educational materials |
| | Mixed | Playground, drinking water | Land, blackboard | Toilet, desk bench | Educational materials, room |

| | | | | | |
|----------------|-------|---|--|------------------------------|---|
| Kapilv astu | Pure | Playground, drinking water | Building land, rooms, educational materials, desk bench, blackboard | Toilet | - |
| | Mixed | Playground | Desk bench, educational materials | Toilet, drinking water | School building (Kachha) |
| Kailali | Pure | Playground, drinking water, desk bench, blackboard | Land, school rooms | Toilet | School building (Kachha) educational materials |
| | Mixed | Building, playground, drinking water | Land, rooms | Toilet | Desk, bench, Blackboard |

Alternative schooling Program

Alternative schooling program will offer educational opportunity for undeserved 6-10 years of age, children who do not have easy access to regular schools. The students who will complete program will be encouraged to join the regular school system. This program consists of the following:

- ◆ School outreach program (SOP)
- ◆ Flexible schooling program (FSP)
- ◆ Out of school program (OSP)

Among the above-mentioned programs under the Alternative schooling program, only the out of school program was found being implemented in the sample pockets. In this regard, implemented OSP in Chitawan and Kailali are studied and mention in this report.

Out of school program (OSP)

The Non-formal Education Center (NFEC) was running 1336 OSP I centers in 50 districts and 400 OSP II centers in 28 districts in the FY 2001/02. This program intends to help children of 11 to 14 to develop their functional knowledge and encourages them to enroll in the school. It has two packages: Basic Course of 9 months, and Post-literacy Functional Course of another 9 months. The main strategy of the program is massive advocacy through dialogue and discussion. It gives priority to the children of the special focus groups. The program is implemented on the demand of the target groups and their educational coordinators.

Selection of program spot

An easy-to-go spot is selected, e.g. a school situated at less than one hour's walk and with no forest or bridge on the way to it. should not be selected for the program. The program is conducted at where 15-20 children can participate in the primary education extension program and non-formal primary education program respectively. The non-formal primary education program is conducted at a place where the children have to earn themselves.

Program coverage

The distribution of classes and number of beneficiaries of each program in district are as follows:

Distribution of Alternative schooling centers in the sample district

| District | Prog. | Classes | Beneficiaries | Prog. | Classes | Beneficiaries | Prog. | Classes | Beneficiaries |
|------------|-------|---------|---------------|-------|---------|---------------|-------|---------|---------------|
| Siraha | SOP | 8 | 120 | FSP | ----- | ---- | OSP | --- | ----- |
| Bara | SOP | --- | ---- | FSP | ---- | ---- | OSP | 15 | 375 |
| Dhading | SOP | 6 | 90 | FSP | 8 | 160 | OSP | 14 | 350 |
| Rupandehi | SOP | --- | ---- | FSP | ---- | ---- | OSP | 15 | 375 |
| Kapilbastu | SOP | 9 | 135 | FSP | ---- | ---- | OSP | ---- | --- |
| Kailali | SOP | 5 | 75 | FSP | 5 | 100 | OSP | 30 | 750 |
| Chitawan | SOP | 10 | 150 | FSP | 14 | 280 | OSP | 45 | 1125 |

Gap in pocket and district

| Central level guidelines | Samle District | District | Pocket |
|--|----------------|---|--|
| <p>The DEO will:</p> <ul style="list-style-type: none"> - select places, facilitators and local supervisors - conduct trainings for facilitators and local supervisors. - provide the reading and class conduction materials. | Chitawan | <ul style="list-style-type: none"> - conducted training -distributed materials. - no monitoring activity | <ul style="list-style-type: none"> - School students are attending OSP instead of school because of the long home-school distance. - A grade 4 completer is teaching instead of the facilitator. - School textbooks are being taught teaching instead of OSP books (provided) <p>Each household must pay Rs. 15 per month for OSP. Those who cannot pay, do not send their children to the OSP program.</p> <ul style="list-style-type: none"> - Lack of monitoring. |

| | | | |
|----------------------------------|---------|-----------------------|--|
| - monitor and supervise classes. | Kailali | Lacking in monitoring | Four flexible school programs and 5 school outreach programs are being conducted in 9 VDCs, but RP has not been able to monitor the program because of the on-going Maoist insurgency in the VDCs. The facilitators reported to DEO that 50 students in 7 centers are not receiving educational materials and requested DEO to provide them. The facilitators were trained for 18 days and chalk and duster were supplied. |
|----------------------------------|---------|-----------------------|--|

The head teachers of the pure pocket of Chitawan district said that they have been conducting a class for the primary school children of the Praja community and providing the basic educational materials through their schools. This had worked as pulling factor. After they had opened the class, they requested DEO to conduct the OSP class; but only after five months, they were allowed to conduct it and got the facilitator and the educational materials. The textbooks used were the same as Grade 1 of the formal school because the class started before they were allowed to conduct the OSP. They distributed OSP books to the participants for home study only.

The alternative at Lotanti has a catchment of three villages Lontanti, Charghare (Chhyasling) and Tundikhel, which have 26 households. It takes 30 minutes (maximum) to go from Charghare to the center. The OSP class was conducted by collecting 15 rupees monthly from each household for the salary of the facilitator. The Praja people have become aware of education, but because of money problem, some parents have not been able to send their children to the center.

Chapter VII

Local NGO's Involvement

Introduction

Government as well as non-government organizations have been working to improve qualitatively the education of the special focus groups for about decade. All the local NGOs expressed their commitment to the education of disadvantaged groups of Nepal. The special need education component of BPEP II thrusts on the education of these groups. One of the strategic plans for ESFG of 2000/001 was to mobilize NGOs to implement the program effectively. Therefore, NGO activities in the study pockets were observed to measure the NGO involvement in the concerned areas. However, the study includes only the educational activities for primary school-age children. The following NGOs were found working on primary education in the study pockets of the sample districts:

- ◆ Community Owned Primary Education Programme (COPE)
- ◆ Disadvantaged Group Program (DAG)
- ◆ Praja Capacity Development Program (PCDP)
- ◆ Backward Society Education (BASE)
- ◆ Sukumbasi Utthan Samaj (SUS)

Community Owned Primary Education Programme (COPE)

Introduction

The community owned primary education (COPE) program has been implemented in the Kapilbastu district. This program has been focusing mainly on girls and socially disadvantaged communities since 2000. The main objective of this program is to offer equitable access to quality primary education. Currently, there are 18 COPE schools being run in 5 VDCs of the district.

Program implementing procedure

In Kapilbastu district, the COPE program has geared its effort to effectualize community participation. There is a COPE office established within DDC. An advisory committee has been formed to provide co-ordination, linkage and networking services to the programs of COPE. At the village level, the School Management Board (SMB) has been formed to facilitate, manage, monitor, and support in the implementation of the program. SMBs are built upon an already established community organization created by community-based development projects.

Impact of the program

Although it is too early to assess the impact of the COPE program, the program seems success to have achieved in the implementation aspect. The following are the reasons for the success of the program:

Program in disadvantaged community: Based on the survey made in two VDCs, the COPE program is being carried out in educationally disadvantaged communities covering such ethnic groups as Chamar, Passi, Dhobi, Muslim, Ahir, Bishakarma, Kurmi, Lohar, Kohar,

Kori. Prior to the implementation of the program, the children particularly girls, of the community had remained out of school because the government school was in a far distance and parents were unable to afford school dress, books and stationery. Currently, the COPE school is providing school education opportunities to the disadvantaged children specially girls. The number of girls students is significantly high in both the schools.

Effective community participation: The COPE program has been able to bring community participation in the program implementation area. It has mobilized local resources for school land and building. Similarly, it has obtained incentives such as school dress and bag from DPCP. Finally, COPE itself has provided books and a cap to each student. As mentioned in the group discussion, the concept of community participation is guided by an inherent sense of ownership and feeling of responsibility to the program.

Cohesive feeling: COPE program has been able to create a positive attitude in the students, parents and teachers of the community.

Students: students feel solace at school, maybe, because of the female teacher. They are regular, they do homework regularly. In general, they are devoted to study because they are continuously assessed in school. They pay RS 5/- (monthly) as the ownership charge monthly.

Parents: parents also have the feeling that they are providing quality education to their children. According to them, the teaching-learning environment of the school is much better than in the schools. When asked how they felt, the parents said that they continually observed school, teacher and students because it was their responsibility to do so. The parents said that they know how to supervise a school even though they were illiterate themselves.

Teacher: The teacher feels that she is part of the community participation program. In a query, she said that she was pleased to be called a social worker rather than an employee. This is why she is regular, pays attention to the learning performances of the children, takes care of their physical development and above all, make queries when a student is absent from the school. As a result, the COPE school has neither any drop-out nor any repetition.

In spite of all this, however, the COPE school needs to do a lot of more to achieve its objectives. The school lacks essential infrastructure such as building (currently, the school is housed in a Kachcha building), drinking water, and fencing. There are some non-schooling cases in the COPE program area. Likewise, parents are not satisfied with the multigrade teaching system. As the school upgrades each year, more students are expected to come providing pressure on facilities such as more rooms, teachers and incentives.

Disadvantaged Group (DAG) Program

Introduction

In Siraha, the Shrejana Community Development Center, recognized as Shrejana Club, is a local NGO funded by Save the children/US. Save has been implementing several programs such as literacy, adult literacy, tuition class (since 2048 B.S.) and distributing dress, educational materials (copies, pencils, school bags), jugs and baskets for Dalit students (since last year) under the Disadvantaged Group (DAG) program. DAG has been implemented in 15 schools of 7 VDCs, and 1039 Dalit students have benefitted from the program. The Musahar of both the study pockets who fall within the Dalit group, have also benefited from the DAG program.

Responsibility of Shrejana Club

- ◆ Identify DAG children
- ◆ Organize programs for school and out-of-school children
- ◆ Mobilize grassroots-level clubs and schools
- ◆ Provide DAG teachers as per the need of the school
- ◆ Conduct income-generation program in the community
- ◆ Administer readiness and tuition classes for DAG children
- ◆ Distribute incentives to DAG children (dress, pencil, copy, bag, bucket and jug).
- ◆ Regular monitoring of the program in the project areas.

Activities

Shrejana Club distributed dresses at the beginning of the session. Educational materials (pen and pencil) are distributed once a month to all Dalit students. These incentives were distributed by home delivery in the pure pocket while it through the school in the mixed pocket.

Shrejana Club has also been conducting tuition classes in the village and distributing uniforms and educational materials to all disadvantaged and deprived children. On completion of 9-month tuition, children are admitted to class 1 or 2 at a nearby school. Out of the 30 children who had received the tuition, 12 were admitted to Janata Banawali Primary School last year.

The incentives are distributed only after assessing the performance of the students. Only regular students are eligible for the incentives. So there is a regular monitoring of the program. Sixty four regular and talented students of Shree Sarbajanik Primary School have received copy, pencil, dress, Jug and bucket.

Impact of the program

Enrollment in both the pockets has increased after the introduction of the incentive program. The following is the result of incentive distribution.

| Grade | Total student | | SFG student | |
|-------|---------------|--------------|-------------|--------------|
| | Pure pocket | Mixed pocket | Pure pocket | Mixed pocket |
| 1 | 37 | 34 | 2 | 31 |
| 2-5 | 4 | *39 | 0 | 6 |

Source: Field data

* Many children from children's club, who completed 2 years of OSC, were admitted.

It is clear from the above table that the number of students (Musahar, Dalit and other) of Grade 1 has increased. But the number of SFG students (Musahar) in the pure pocket has not increased. According to the teachers of the pockets, the dress and material distributed to Dalit children by the NGOs seems more effective in drawing children to school than money distributed to the Musahar children by HMG.

Experience gained from the program

The study of local NGOs showed that they have contributed in drawing children to school. Children are very much attracted towards their program. Apart from that, there have been some weaknesses in the program. One of the weaknesses is the duplication. On the one hand, NGO has been distributing incentives to Dalit Primary students (Musahar); on the other, the government is providing money as incentive to the same children (Musahar) in both the pockets. But the number of duplication beneficiaries could be identified only in the mixed pocket from the list of incentive beneficiaries. There were 93 NGO incentive beneficiaries and 79 SFG incentive beneficiaries. Among them 21 beneficiaries were receiving both the incentives.

This shows that it is difficult to say which incentive program actually attracted the target group. The following table shows the total number of NGO and SFG program beneficiaries and the number of beneficiaries who received both incentives.

| No. of beneficiaries | | |
|----------------------|-----|------------|
| NGO | SFG | Duplicated |
| 93 | 79 | 21 |

Source: DEO office and school

Parents have also benefited from the program. On the recommendation of the head teacher, the Club distributes rickshaws to parents who regularly send their children to school.

The community people said that dress distribution should not be discontinued. If discontinued, it might create negative impact on parents and children affecting retention. So it should be regularly.

Praja Capacity Development Program (PCDP)

Praja Capacity Development Program (PCDP) is an NGO, which is involved in social mobilization program. This program covers a total of 1106 households in 30 Praja majority areas of the Chitawan district. The major activities undertaken by PCDP are infrastructure, conservation and resource management, income generation, social infrastructure development, and lobbying (writing letter on demand).

Program implementation

PCDP has enlisted VDC and local-level CBOs to undertake the program. The CBOs are working on enrollment of children in the public school of their catchment area. The issues on child's enrollment and continuation of the education of their children is regularly discussed in their group. The organization also frequently visits households and school in order to get information on education. They also monitor the work of SMC and the teachers' (attendance included) to enhance the quality of education. On the other hand, PCDP itself assists in obtaining the fund and helping the achievement of progress.

Recently, in co-operation of DDC it has managed to raise fund for upgrading the school to the lower secondary level and construction the Praja Hostel in Siddhi and Korak VDC. The DDC has provided special scholarships (lodge, food, books and stationery) to 30 secondary level students in the Shaktikhor VDC. Similarly, DEO and DDC are collaborating to assess the quality of primary education in the Praja community. DDC is providing dress, copy and pencil for primary level girls through VDC but this program has not been regular.

Impact of the program

The dress distribution for girls (only) has discouraged boys. According to the head teachers and SFG parents, only girls get a new dress, to the disappointment of the boys who come to school together. But the program has been successful in encouraging girls for education.

Experience gained from the program

The number of students has increased in lower grades of the primary level, but there is no such increase higher grade. This is mainly because of the irregular distribution of incentive at the lower level.

Backward Society Education (BASE)

BASE has been working for disadvantaged groups since 1985. Its headquarter is in Tulsipur, Dang. BASE has provided a new strategy for the Tharus to fight against their marginalization through the Social Mobilization and Non-formal Education slogan "Education is Necessary".

In Kailali, BASE has helped only the Kamaiya children of Durga primary school of the mixed pocket. The BASE incentives are school dress, shoes, caps, bags, sweaters, papers and pencils.

According to the head teacher, the incentives have attracted Kamaiya children to school. They are doing well in the lower grades. They attend school almost everyday, and do their homework regularly. They have also been able to prove their intelligence by securing the first and second position in the terminal examination. In spite of this, Kamaiya students have been dropping out of higher grades. Surprisingly, the dropout percent of Kamaiya students is higher than that of the other students in higher grades (2-5). BASE has no system to retain the students.

Sukumbasi Utthan Samaj (SUS)

In the partnership of Compassion Ministry Network (CMN) and Sukumbasi Utthan Samaj (SUS) a primary education program is being conducted for the children of the Mukta Kamaiya of Kailali. Three schools are being conducted in Geta, Malakheti and Chaumala VDCs of Kailali. The objective of the program is to make people educationally aware and provide quality education free of cost.

With the assistance of CMN, SUS has assisted Nava Joyoti Primary School in two ways by constructing the school building and supplying educational materials, furniture, and drinking water to the school and by providing the incentives (books, school dress, shoes, cap, paper and pencil) to the pure pocket.

It is important to note that these incentives are distributed in kind sometimes in the school and sometimes in the office. The schooled children receive these incentives for a period of 3-5 years. As reported in the group discussion, SUS has set up 2 other schools, also operated informal literacy classes in 2 VDCs. This NGO works in co-ordination with other NGOs and government. Currently, it is obtaining financial support from the Compassion Ministry Network for schools and from DEO, Kailali, for informal literacy classes.

Learning from NGO activities

- ◆ The double incentive recipient of Siraha shows that there is no co-ordination between the NGO and GO. Both the incentives serve the same purpose. The recipients say, they prefer receiving the incentives kind to receiving in cash. If there had been a difference, the duplication would not have been there. If the NGO provides its incentive to some target group, HMG could use its incentives to another target groups or in another program.
- ◆ The establishment of the COPE office within the DDC, formation of the advisory committee, linkage and networking services constitute the key to the success of the COPE programs. The formation of village level school management board (SMB) to facilitate, manage, monitor and support the implementation of the program form another key factors. The SMBs are additional to already established community organization created by community-based development projects. Concepts such as community participation, mobilization of local resources, and feeling of ownership towards the program should be included in the government programs.
- ◆ The Shrejana club has been given the responsibility of conducting the program identified by the community. Shrejana club has therefore been implementing such activities as mobilization of grassroots-level clubs and schools, distribution of rickshaws to the parents who regularly send their children to school and extra incentives to the students who attend the class regularly. Another key factor in the success of the program is regular monitoring by the representative of the club and monthly distribution of incentives to the students who are in school regular. From this, it can be learned that program should be conducted as per need of the community and that responsibilities should be entrusted to local-level implementers as far as possible.

Chapter VIII

Synthesis

Introduction

The study tries to find out the gaps existing in the program. It identifies the motivating and de-motivating factors at play in the education of SFG. The study focuses on ways to increase access and retention of SFG. The study concentrates on six ethnic castes/religious groups referred to above. The study presents situation analysis used on data. Gaps between the central to the grassroots levels are traced out. Suggestions for filling such gaps are also given. The findings of the existing problems in the basic education for SFG and the solutions to them are given below.

I. Gaps in the program

The study shows the existing gap between the central level program to the pocket level program such as Educational Incentive, Dalit Scholarship, Primary School Scholarship, School Mapping, Continuous Assessment, Girls Education and Alternative Schooling. The following are the gaps existing between the central level and district level programs:

a. Gap in Educational Incentive Program

The DEOs conducted the program without involving the local NGOs. Teachers were unaware of the program. SFG parents and children were also unaware. The Incentive Management Committee (IMC) was formed only at the time of incentive distribution and it appears that it was formed only for distributing incentives.

There is no coordination between the GOs and NGOs in the district and the pockets. So the NGOs are not involved in conducting the program. Teachers and parents were unaware of the program as they were not involved in it. In the formation of IMC, the what committee was not clear about its roles and responsibilities.

In order to make the people aware orientation sessions should be organized prior to the implementation of the program in the community. Coordination between the GOs and the NGOs should be developed at the district and pocket levels.

The study shows lack of mobilization of local the NGOs in the conduct of the program. IMC also was not formed at the beginning of the program. It was formed only at the time of incentive distribution. Parents and teachers are unaware of the incentive programs. Even people related to the incentive program are unaware of their roles and responsibilities. There is no system of monthly progress report on the program activities.

The formation of IMC was delayed because DEO did not show any concern in this matter. People were unaware of the incentive because there was no awareness program conducted. There was no distribution of IMC guideline to the pocket level. The monthly progress report on the activities of the program was not made because there was no monitoring. The concerned persons were not clear about the monitoring concept/procedure.

For a solution of the above-mentioned problems, there should be division of work between the GOs and the NGOs based on to their capacities. In the formation of IMC, the district level should timely follow up the central level guideline. As people are unaware of the incentive

program, there should be a three-day orientation for the IMC members. Similarly, a two-day orientation should be organized by IMC for the pocket level in consultation with the DEO, RP and NGOs. The pocket level participants should be For preparing the monthly progress report, there should be a monthly monitoring of the activities. As mentioned in the program implementation guideline, the monitoring report should be sent to DEO then DEO should send that report to its Women Education Section (WES).

Major findings and suggested action on EIP

| Findings | Causes | Suggested action |
|--|--|---|
| No mobilization of the local NGO in conducting the program | No co-ordination with NGO | Work division between GOs and NGOs The regulation should be approved. |
| No formation of IMC at the beginning was formed only at the incentive distribution time. | No concern of DEO. At the pocket level, the IMC is not clear about its roles and responsibilities | The central level guidelines should be followed by the district level. |
| <ul style="list-style-type: none"> • Not aware of the incentive program. • Not unaware of roles and responsibilities | <ul style="list-style-type: none"> • Awareness program under EIP is not conducted. • No distribution of IMC guideline to the pocket level. | <ul style="list-style-type: none"> • Organization of a three-day regional orientation for IMC members. • Organization of a two-day orientation program by IMC for the pocket level, in consultation with DEO/RP/ NGO. • The pocket level participants should be 10% parents and 20% teachers • IMC should conduct the awareness program mentioned in the guideline at the beginning of the session • IMC guideline should be provided to the pocket level on time. |
| SFG children of the same category belonging VDCs receive the incentives. The SFG children of other VDCs do not receive them. | Designation of VDC-wise EIP program. | The incentive program should be developed school-catchment-areawise so that all SFG children belonging to any VDC could benefit from it. |
| No preparation of monthly progress report on the activities of the program. | <ul style="list-style-type: none"> • No monitoring done. • Not clear about responsibility of monitoring. | <ul style="list-style-type: none"> • Monitoring report should be sent to DEO by program implementers (NGO / IMC). • As mentioned in Program Implementation Guideline, the DEO should send the monitoring report to WES of the DOE. The report should be sent calendarwise. |

b. Gap in Dalit and Primary school scholarship

b. 1. Dalit scholarship

Most of the districts have identified other Dalits. But the Dalits identified by the central level are not identified locally. The Dalit quotas were distributed equally to all the Dalits in Dhading. It was found that the DEO office should invite applications for Primary School Dalit Scholarship through the local newspaper. The office should also ask schools to recommend Dalit children for selection for the scholarship.

The centrally identified Dalits were not included in the local list as all the Dalits of the pocket level were not included in the central list. Schools are facing the problem of identifying Dalits for the distribution of incentive. The Dalits outnumber the quotas given. So it is difficult to distribute the quotas according to the central guideline.

The central level should give authorize DEC to identify Dalits in the districts and prockets. Orientation programs should be organized for schoolteachers, VDC members and parents. This will help them identify the Dalits for the incentives.

Major findings, their causes and suggested action on Dalit scholarship

| Findings | Causes | Suggested action |
|--|--|--|
| <ul style="list-style-type: none">• All the Dalits of the pocket are not included in the central list.• All sample schools did not notify about on quota. Instead, they sent the list of scholarship recipients to DEO.• Quotas were distributed equally to all Dalit students | <ul style="list-style-type: none">• All the Dalits of the pocket are not identified in the central list.• Schools are facing problem on identification of Dalits.• Schools have no idea about the application and publicity.• The school have students of the same status. So it is difficult to distribute quota according to the central guideline. | <ul style="list-style-type: none">• The Central level should authorize DEC to identify the Dalits in the district and the pocket.• Orientation programs about Dalit scholarship should be organized for school teachers, VDC members and parents.• Schools should follow the rules and regulations while distributing scholarship.• There should be a strict punishment system. |

b.2. Primary school scholarship

There exists a gap between the central and pocket levels in the primary school scholarship program. The pocket level schools did not strictly follow the central level guideline of scholarship distribution guideline. All sample schools did not notify about the scholarship quota. The quotas were distributed sometimes amidst school functions and sometimes on no specific occasion at all.

Most of the schools sent the list of the scholarship recipient to DEO. DEO allocate budget on the proportion of the number of schools and girls. Parents and children were unaware of

the scholarship program. Scholarship quotas were distributed sometimes with special function and sometimes without any function.

As the size of the scholarship quota is limited, it should be increased. Preference should be given in the selection for scholarship award to the poor and intelligent girl students.

Major findings, their causes and suggested action on primary school scholarship

| Findings | Causes | Suggested action |
|---|---|---|
| <ul style="list-style-type: none"> All sample schools did not publish notice on the received quota. Instead, all sample schools sent the list of scholarship recipients to DEO. Then DEO allocated budget on proportion to the number of schools and girls. The scholarship is not distributed in school functions in all sample districts. | <ul style="list-style-type: none"> SMC and teachers are unaware of the scholarship distribution process. Parents and children are unaware of the program scholarship in their respective schools. Organizing functions to distribute the the scholarship is being difficult for the schools because of the limited quotas. | <ul style="list-style-type: none"> Scholarship quotas do not meet to the number of girls. The get together of community people of the school catchment area should be organized once a year to distribute the incentive for encouragement them towards school. Poor and bright girls should be selected for the incentive. |

c. Gap in distribution of incentive for SFG

There has been a gap existing in the program implementation also. The guideline from the central level is not strictly followed at the district and pocket levels. For example, according to the central guidelines each SFG child should receive Rs. 300 for educational materials and Rs. 500 for school uniform. But, the DEO of the Rupandehi district provided Rs. 600 (cash) and Rs. 500 for 2 sets of uniforms in the pure pockets. There has been a change in the distribution of the incentives (by the DEO). In the following year, DEO from its own efforts distributed a packet of education materials to each student from its own resources. The following matrix shows the gap in program implementation at each level:

Gaps in distribution of incentives in various levels

Major findings, their causes and suggested action on Dalit scholarship

| Findings | Causes | Suggested action |
|---|--|---|
| Provided incentives to children not enrolled in schools. | It was the policy stated in the guideline | Incentive should be distributed after ebrikknebt. |
| DEO provided incentives each of Rs 1100 [Rs 600 (cash) and 2 sets of school dress equivalent to Rs 500] to all students in 2056 in pure pockets of Rupandehi, but in 2057 DEO itself managed the distribution of packets of educational materials to all students. However in the mixed pocket, the school managed the distribution of school uni-form to all students in 2056. In 2057 DEO itself distributed Rs 500 to 20 new entrants and a packet of education material to 70 students. | IMC is not found effective in the two EIP districts. | The guide line should be followed by the district and grassroots level stakeholders |
| In Rupandehi, DEO did not follow the guideline. | Local level stakeholders decided that incentive was necessary for children other rather the Muslim children. | |

d. School mapping

The study showed that school mapping was not that helpful in identifying SFG and their locations. SFG children could not be identified from the compilation of the data of school mapping.

The reason for the difficulty in identifying SFG from the school mapping is that there is no specification sheet for SFG data in the format. The lack of data collection skill is also another reason for the difficulty.

There should be a separate specification sheet for SFG in the format. It will help to keep a separate record of SFG.

Major findings, their causes and suggested action on school mapping

| Findings | Causes | Suggested action |
|--|---|--|
| <ul style="list-style-type: none"> It is difficult to identify castes and locations from school the mapping. The data in the school map does not specify the castes and ethnicities of disadvantaged groups. | <ul style="list-style-type: none"> No specification sheets for SFG data in the format. Lack of training in data collection and compilation. | <ul style="list-style-type: none"> Need to develop a specification sheet for SFG data in the format. Provide training in data collection and compilation through DEO in district headquarters. |

e. Continuous Assessment System

Continuous Assessment System (CAS) schools considered pre-primary children as drop-outs and enrolled them as entrants to grade I for the next year. But non-CAS schools considered them as repeaters.

The reason for considering pre-primary children as drop-outs is that the under-aged (pre-primary status children are enrolled) as primary children. They are entered as as grade I children in the school register.

Every CAS school should have the pre-primary level. ECD should be developed as a childcare centre in the community. The CAS program should be limited to grade 3, not grade 5.

Major findings, their causes and suggested action CAS

| Findings | Causes | Suggested action |
|---|--|---|
| <ul style="list-style-type: none"> CAS schools considered pre-primary children as drop-outs and enrolled them as entrants to grade 1 for the next year. Non-CAS schools consider them as repeaters. | <ul style="list-style-type: none"> Under-aged children are enrolled as primary students. No system of pre-primary cycle. The children are entered as grade one students in the school register. | <ul style="list-style-type: none"> Start a pre-primary class in each CAS school. Develop ECD the unit as a childcare centre in the community. Limit the CAS program to grade 3 only. |

f. Awareness raising program

The study showed that, Bara, Chitwan and Kapilvastu districts did not conduct the awareness programs in schools and pockets.

The reason for the lack of awareness programs in these sample districts is that RPs' visits were limited to schools only. The RPs did not visit the community. So they were ignorant about where the awareness program was necessary.

To raise awareness in the community, RPs should visit the VDC members and other related people of the community and talk with them about the BPEP program. RPs should also

identify the awareness-needy areas after discussion with the VDC members and the local people. VDC members, teachers, parents and children should be mobilized in the awareness program in the community. Teachers should submit the report of the awareness program to DEO.

Major findings, their causes and suggested action on awareness program

| Findings | Causes | Suggested action |
|---|--|---|
| Bara, Chitawan and Kapilvastu didn't conduct any pocket-wise awareness-raising program in the sample schools and pockets. | RPs generally visit school, not the community so that they are unable to identify the areas where the awareness program is needed. | <ul style="list-style-type: none"> • RPs should make VDC members and other related people aware of the BPEP program. • RP should identify awareness needy areas. • VDCs, SMCs, teachers, parents and children should be mobilized to conduct the program. • Teacher should submit the report on the program to DEO. |

II. Motivating factors

a. Awareness program

Street drama, door-to-door visit (*Ghardilo*) and children's rallies organized the help of head teachers, teachers, students, VDC chairperson/members in Rupandehi district have increased the access and retention of Muslim children to some extent. They seem to have been in successful attracting the Muslim children to school rather than to the Madarasas. In Kailali and Kapilvastu door-to-door visits have raised awareness of the importance of education attracted the SFG children to schools.

Major findings, their causes and suggested action on alternative schooling program

| Findings | Causes | Suggested action |
|---|---|---|
| It Kalaliand Kapilvstu Street drama, door-to-door visit (Ghardailo), and children's rally in have attracted SFG children in school. | <ul style="list-style-type: none"> • Good initiatives of the head teacher, teachers and other responsible persons. | <ul style="list-style-type: none"> • Organize follow-ups to awareness activities frequently. • Conducting awareness activities in the community with the involvement of community people. |

b. School physical facility

In Rupandehi, VDC has provided supported to develop physical infrastructure in the schools for the education of Muslim. Recently, it helped in drinking water, furniture, fencing and in adding a new wing, after the implementation of the SFG program. In Kailali, the Sukumbasi Utthan Samaj (SUS) helped to set up a school for the Kamaiya children. It provided financial assistance to erect the school building and for a supplyit drinking water. It also supplied education material and furniture. In Siraha, classroom space was sufficient for the increasing

number of Mjushahar children. The following aciton are suggested for the improvement of school physical facilities for quality education of SFG children.

Major findings, their causes and suggested action on Physical facilities

| Findings | Causes | Suggested action |
|--|---|---|
| <ul style="list-style-type: none"> • In Rupandehi supported to build physical infrastructure in the sample schools for education of Muslim children. In Kailali the NGO, Sukumbasi Utthan Samaj (SUS), provided financial support for building, supply of drinking water and furniture in . The availability of physical facilities in sample schools is one of the reasons for the attraction of SFG students (including Musahar, Tamang, Muslim and Kamaiya) to the school. | <ul style="list-style-type: none"> • Good Initiative of the head teacher, teachers and local bodies. | <ul style="list-style-type: none"> • Organize awareness program in order to make the community people feel ownership of and responsibility towards the school. • Conduct awareness activities (stepwise) in the community with the involvement of community people. |

c. Incentive program

Educational materials. textbook, day meal, and scholarship by the Government and non-government organizaton have helped to increase the enrolment of the children in the schools. Incentive programs of different organizations have helped the children of some sample schools of Kailali, Kapilvastu and Rupandehi. In Siraha, duplicity of the incentive program (by GO and NGO) has also helped in attracting SFG children to the school.

Major findings, their causes and suggested action on Incentive program

| Findings | Causes | Suggested action |
|--|---|--|
| <p>Distribution of educational materials, textbook, day meal, and scholarship by the Government and NGOs have helped the SFG children in sample schools of Kailali, Kapilvastu and Rupandehi. In Siraha, duplicity of incentive program has helped enrollment.</p> | <p>Piloting EIP program of the Government and effectiveness of the NGO program.</p> | <p>Distribute of incentives in kind (educational materials) rather than in cash to SFG children under EIP program.</p> <p>Supply of day meal under incentive program (in Kailali, Kapilvastu and Rupandehi).</p> |

d. Local teacher/facilitator

One of the findings of the study is that Alternative Schooling Program is one of the requirements of SFG of the areas where school are far. There is a grade 4 graduate teaching the Praja children in an OSP in Lotanti of Chitawan. This place needs a trained facilitator because there is no school nearby. Here a locl facilitator may be preference because of language problem.

Major findings, their causes and suggested action on Local teacher/facilitator

| Findings | Causes | Suggested action |
|--|--|---|
| <ul style="list-style-type: none"> Community people are accepting grade 4 completers as OSP facilitators. Community people are collecting Rs 15 per month for the management of the OSP. | <ul style="list-style-type: none"> School is located far from the community. Most of the children are illiterate. People are aware of the need of education for their children. But the school is far. | <ul style="list-style-type: none"> Facilitators should be appointed among the local people who can speak local language. Facilitators qualification should flexible. Local supervisor should do monitoring properly. |

e. Alternative schooling program

The reason for the demand for an alternative schooling program in the area is that the school is located at life long distance. As a schoolteacher was appointed to the OSP. But because of the distance, the teacher is mostly absent. The grade 4 completer may be acceptable in this situation. The OSP program was started on the initiative of the head teacher in the area. The OSP books were provided late so the school textbooks were used. There was no monitoring for the program.

As the program is conducted far away, supervision is not effective. So a person should be appointed by the local governant to look after the activities of the supervisor, RP and facilitator.

Major findings, their causes and suggested action on alternative schooling program

| Findings | Causes | Suggested action |
|--|---|---|
| <ul style="list-style-type: none"> Grade 4 product is teaching instead of a trained facilitator (in OSP) but it is found accepted by the community people. School textbooks are taught instead of OSP books. | <ul style="list-style-type: none"> OSP is located far from the school so the OSP facilitator is the teaching in the school. OSP was started on the head teacher's initiative in the pocket and the OSP books were provided by DEO only five months after the commencement of the program. Lack of monitoring of the program. | <ul style="list-style-type: none"> Local supervisor should do the monitoring properly. A person should be appointed by locally to the activities of the local supervisor, RP and facilitator. |

III. De-motivating factors

a. School distance

The study showed that children do not have access to schooling in the sample pockets and districts. One of the reasons for the lack of this access is the home-school distance. The

schools in two of the sample pockets were far located. One of the schools was located at a walking distance of one hour and a half whereas the other school was 45 minutes far from the community.

The main reason for the long home-school distance is the scatteredness of the settlement. In rural areas of the country, the settlements are scattered. A definite number of households or a definite population size is required to form a VDC, and facilities are provided accordingly. This is the reason why the schools are very far. This problem was found mainly in hilly areas. The Terai areas where the lands are plain did not have this sort of problem.

In order to solve this problem, the educational organizations should be aware of this problem and start alternative schooling programs for such areas. Incentive programs should be conducted to attract children to school. School dress and nutrition program should be conducted. Mothers' groups should be formed and mobilized in preparing food for the children at the centre/school. Feeling of ownership should be raised in the community people. In order to raise this feeling, the ownership of educational programs should be given to the VDC. Women should be mobilized in the developmental activities of the community. A working committee of women representing the SFG community, parents, teachers and VDCs should be formed. This committee should plan women's involvement in various developmental activities. It will also look after the incentive programs. The following matrix shows the major findings, causes and suggestions regarding access to education for special focus group:

| Findings | Causes | Suggested action |
|--|----------------------|--|
| In two pockets of the sample district, one school is one and a half-hour and the other in 45 minutes from the community. | Scattered settlement | <ul style="list-style-type: none"> • DEO should make aware the people of scattered settlement areas of the importance of education. • VDC should demand Alternative Schooling Programs. • The program should include incentives (dress, nutrition etc.) according to the local need. • Authority to conduct the program should be given to VDC. • Feeling of ownership should be raised in the community people. • A working committee of SFG women community people, parents, teachers and VDC representatives should be formed. Incentive should be managed through this committee. • Dress should be provided only after enrollment to the centre. • Mothers groups should be formed and mobilized to prepare food at the center. |

b. Psycho-social discrimination

Access is not the only reason for the low participation of SFG in education. It is mentioned above that children of hilly areas do not have access to education due to topographic difficulties. Terai region, where the geographical situation is not a barrier, for access to education is difficult. For example, in one of the pockets of the Bara district, none of children were found enrolled in school. In another pocket of the same district, there were only 10 Musahars (out of 90) attending schools.

The study showed that educational unawareness is one of the reasons for children's low participation in school. In Bara, where the school exists within walking distance, children were not enrolled in school. Another reason is the low economic status of parents. Parents are not in a condition to provide education to their children. Even though primary education is free, they cannot provide educational materials to their children. Children are one of the sources of income for the parents. Education is their secondary need. Caste is a cause of low participation of children in school. The (so-called) low caste children feel inferior in front of their (so-called) higher caste colleagues at school. In some cases, they are also discriminated by teachers and students. This discourages them from going to school. The result is the dropout and low participation.

To solve the problem of low participation of SFG the people of the community should become educationally aware. For this, there should be awareness campaigns and programs organized in the community. Awareness programs should be organized regularly so that people may be motivated towards sending their children to school. Literacy classes for parents also should be conducted. As mentioned above SFG children drop out due to the caste discrimination in school. So alternative schooling program for such children should be conducted in those areas. The VDC should demand the alternative schooling programs at DEO. As SFG parents are not in a condition to bear the expense for school dress, it should be provided as incentive. Dress should be provided at the beginning of the academic session. Moreover, nutrition program should be added which will help to attract and retain them in school. Mothers' groups should be formed to look after the management of the nutrition program.

Another to the increase the participation of SFG children in education is to develop the feeling of ownership. VDC should take the ownership of school. A working committee of women members should be formed in order to increase girls' participation in education. The committee should consist of SFG community people, parents, teachers and VDC representatives. The overall incentive responsibility should be given to this committee. Poor economic condition is yet another reason for the low participation of SFG in education. So in order to support the income economy of the community income-generating programs for parents should be conducted. If possible, the income-generating program should be related to local traditional work.

Major findings, their causes and suggested action on low participation

| Findings | Causes | Suggested action |
|--|--|---|
| In the Terai, though access to school is easy. In Bara, none of the children was found attending school in one of the pockets whereas only 10 Musahar children (out of 90) are attending school in another pocket. | No awareness of the importance of education. Parents are unable to provide educational materials. Support to parental work. Caste discrimination | <ul style="list-style-type: none"> • DEO should make people educationally education. • VDC should demand the Alternative Schooling Program to DEO where the caste discrimination exists. • The program should include incentives (dress, nutrition). The incentive should be according to the local need. • Ownership of the program should be given to VDC . • A working committee of women members representing SFG community, parents, teachers and VDC representative should be formed. • Incentives should be managed by the women committee. • Dress should be provided after enrollment in the centre. • Mothers groups should be formed and mobilized to prepare food at the center. • In order to support the economy of SFG, the integrated program of IGP and literacy classes for parents should be launched. • If possible, IGP program should enhance SFG's traditional work on a priority basis. |

c. Economic factor

Low retention or low cycle completion was another problem identified by the study. Retention was very low among the Mushars of Bara and Siraha. Out of 20 Mushar children in grade 1, 18 had dropped out. Likewise, in higher grades of primary level (2-5), six out of 7 children had dropped out in one of the pockets of the study area. The Tamangs also had a low retention rate. In the year 057/058 only, 58.66 percent of Tamang children of Dhading district dropped out from school before completing the primary cycle.

The main reason for those SFG children's low retention in school is their involvement in household work. They are involved in taking care of the cattle and household chores. The Tamang children of the Dhading district are found involved also in crushing stone for their living. As earning is their primary need, they think involving themselves in education leads to economic loss.

Conducting parental education programs through CBOs, NGOs and VDCs in the community would solve the problem of low retention and low cycle completion rate. These organizations should work together in the awareness program. They should try to assure parents of the benefit of education.

Major findings, their causes and suggested action on retention

| Findings | Causes | Suggested action |
|---|---|---|
| 18 Musahar students (out of 20) in grade 1 dropped out and 6 among 7 in higher grades (2-5) dropped out in one of the pockets of Siraha district. Similarly, 58.66% Tamang students in grade 1 dropped out in a pocket of Dhading district. | <ul style="list-style-type: none"> • Children are involved in taking care of the cattle, and doing household chores. In Dhading children start earning by crushing stone. • Thinking of education is economic loss. | <ul style="list-style-type: none"> • Conduct parental education program through CBOs, NGOs and VDC to assure the benefits of education. • The package of parental education should be so designed that the parents become aware of education. |

d. Inadequate management and supervision in the program for SFG

Inadequate management and supervision in the program for SFG was one of the findings of the study *Access to education for special focus group*. It was found that district and grassroots levels were not following the central level guideline. It seemed that the central level guideline for the Incentive Management Committee was not followed in the program districts. According to the central guideline, the program implementing organization should do the monitoring of the program activities. But it was not so in the sample districts. There was lack of monitoring and supervision virtually nil.

The study showed that the main reason for the non-follow-up the central level guideline was the lack of management of supervision. There were no monitoring and supervision of the central level guidelines that were followed in the district and grassroots levels. The central and district level monitoring systems were found limited to the guideline only. The RPs were found not accountable and community people were unaware of the programs.

In order to regularize the central level guidelines in district and grassroots levels, a person should be appointed by VDC to watch the activities of the responsible persons. The central level should take immediate action against those who do not perform their duties sincerely. The RPs should be accountable in monitoring matters. There should be regular system of monitoring. The community people, teachers and parents should be made aware of the programs that are conducted in the community.

Major findings, their causes and suggested action on management and supervision

| Findings | Causes | Suggested action |
|--|--|---|
| The central level guideline for IMC is not followed in the districts. | Lack of management for supervisory work | <ul style="list-style-type: none"> • A person should be appointed by VDC to watch all the activities of the responsible persons who do not perform their duties sincerely. • A system of direct linkage between the central level and grassroots level should be developed. The grassroots should directly send the report of supervision to the central level. The central level should take immediate action. |
| It has been guided from the central level that the program implementing organization should do the monitoring of the program activities. | <p>Central and district level monitoring not in practice. RPs are not working accountably.</p> <p>Community people do not know about the program</p> | <ul style="list-style-type: none"> • RPs should be accountable in monitoring matters. • There should be a calendar of monitoring. • Community people, teachers and parents should know about the program through awareness programs. |

e. Lack of coordination

There is no coordination between local organizations in the programs conducted in the community. In lack of coordination, there is duplication in the program. Some children are receiving incentives from both the government and the non-government organizations. The study showed that there are 93 NGO incentive beneficiareis and 79 SFG incentive beneficiaries in the Siraha district. Among them, 21 were receiving both the incentives in the pure pocket of the district. In lack of coordination between organizations, the Kamaiyas of Kailali district are deprived of the incentive. VDC has not carried out any activity for the benefit of the Kamaiya children in the district.

In lack of coordination, the incentives are distributed without any consultation with the local bodies and DEO. In Sirha, for example, DEO distributed incentives at the beginning of the academic year to both the schooling and non-schooling children. Save the Children/US also distributed the incentives (Dress and educational materials) after the schooling. So the person got both the incentives. There is no clear government rules and regulations regarding the roles and responsibilities of NGOs.

The government and the NGOs should work to remove the duplication in the program. A mechanism should be developed for coordination. There should be a coordinating body of with representatives of both government and non-government organizations. Programs should be distributed through that body. This will help to reduce duplicity.

Major findings, their causes and suggested action in coordination

| Findings | Causes | Suggested action |
|---|---|--|
| <ul style="list-style-type: none"> • Duplicity in the program was found. There were 93 NGO incentive beneficiaries and 79 EIP incentive beneficiaries. Among them, 21 beneficiaries were receiving both incentives in the pure pocket of Siraha. • VDC has not ever carried out any activity for the benefit of Kamaiya student of Kailali district. • VDC wanted to coordinate the ever-implemented programs and accordingly advised all NGOs to unite under the leadership of VDC. | <ul style="list-style-type: none"> • DEO distributed incentives at the beginning of the school session to both the schooling and non-schooling children in Siraha. • Nobody takes interest in the program after the distribution of incentives. SAVE distributed the incentives uniform and educational materials) after enrollment. • NGOs are working without consulting the local bodies and DEO. • HMG rules and regulations regarding the roles and responsibilities of the NGO are not clear. | <ul style="list-style-type: none"> • There should be coordination between related NGOs and HMG, and within NGOs and GOs to remove duplicity of incentives. • Clear-cut task and its regularity should be made for the coordination. • Continuation of coordination is necessary • Job descriptions works and institutions (center to pocket) should be prepared prior to the commencement of the program. Training, orientation, etc. should be provided to all the levels. • Municipality/ VDC should be involved in the pocket level educational programs of SFG. |

f. Language problem

Language has been a problem for the SFG children. Since most of the children of the sample districts are not familiar with the national language, Nepali, it has been very difficult for them to understand the things taught in the classroom. The textbooks also are in Nepali language. They cannot read the textbooks.

As Nepali is the second language of most SFG children, both the teachers and students are facing language problem in teaching and learning, especially in grades 1 and 2. Teachers from outside have no knowledge of the local language.

One of the solutions to the language problem is to appoint a local teacher as far as possible. If not, then teacher should learn the local language. Then it will be easier for both the teacher and the students in and outside the classroom. The instruction should be given in the native language and textbooks and curriculum should be in the national language.

Major findings, their causes and suggested action on language

| Findings | Causes | Suggested action |
|---|--|--|
| Language problem has been obstacle to teaching learning in two sample of the local districts (Chitwan and Dhading). The Tamang and Praja children of grades 1 and 2 of such districts hardly understand Nepali language as it is their second language. | Nepali is the second language most of the local students. Teachers are unable to understand the students' language. Students speak in their own language with them. | <ul style="list-style-type: none"> • Appointment of local teacher solves the language problem of SFG in grades 1 and 2. • Instruction should be given in the languages but textbooks and curriculum should be in the national language. (Stakeholders' view) |

IV. Monitoring system of scholarship distribution

According to the central level guideline, parents of the girls having received the scholarship should be asked about the actual use of the scholarship money. Monitoring is lacking in the scholarship distribution program. As mentioned in the central level guideline, community's concept of the scholarship program should be evaluated. The evaluation report should be sent to the DEO office. There is no monitoring in the sample schools of the pockets.

Parents are unaware of the scholarship program. So the scholarship amount is misused. RPs are not monitoring the program. They do not ask parents about the utilize of the scholarship amount. The evaluation report is submitted without consulting the community people. The report is collected at the DEO office but nothing is done.

Parents, teachers and SMC should be made aware of the scholarship program. A one-day orientation program on the scholarship distribution could be conducted by RPs for them. RPs should be made accountable in this task. RPs should be made responsible for monitoring of the overall program of BPEP II. SMC and head teachers also should be made responsible for monitoring of the existing program in respective schools. One-day orientation program on monitoring for RPs should be organized twice a year.

Major findings, their causes and suggested action on monitoring and evaluation

| Findings | Causes | Suggested action |
|---|---|---|
| Parents of the girls who have received the scholarship were not asked about how the scholarship money is used. | RPs has not taken responsibility of asking about the utilization of scholarship | <ul style="list-style-type: none"> • Parents, teachers and SMC should be made aware of scholarship program. • RP can organize one-day orientation program for them. • RPs should be make accountable for this task. |
| <ul style="list-style-type: none"> • Community's concept of the scholarship program is not evaluated. • RPs submit the evaluation report without consulting the community people. • DEO collect the report but does nothing. | RPs do not work responsibly. | <ul style="list-style-type: none"> • RPs should be made accountable. • A system of compulsory discussion on DEC and action for reward and punishment (to the RP) should be developed. |
| No monitoring process in the sample schools of the pocket. In Dhading one disabled boy has been received primary scholarship. | Organization of training and meeting are the regular jobs of the RPs but they do not perform their jobs well. They frequently participate in training and go to the district headquarter. | <ul style="list-style-type: none"> • RPs should be made responsible for monitoring of the program of BPEP II. • SMC and head teachers should be made responsible for monitoring the existing program in the respective schools. • One-day orientations should be organized by the RPs twice a year |

Chapter IX

Findings and recommendations

Introduction

This chapter deals with the effect of the existing BPEP II program on the children of special focus groups. It includes the motivating and de-motivating factors as well. The research team visited 7 sample districts and 14 pockets to collect necessary information. Thus the chapter is based on field visit and review of related documents and discussions with policy-makers and implementers of the central level, and on the information collected from parents, children (schooled, non-schooled and drop-out), school teachers, facilitators, SMC members, VDC and DDC personnel, and local NGOs directly involved in the education of SFG children 6-10 years of age. Participatory research approach was adopted for the study. District-level interaction sessions were organized to find out the real situation of the caste/ethnic/religious groups included in the study. District-level stakeholders assisted in the study by sharing their experiences. Similarly, FGDs were organized with the pocket-level stakeholders in each sample pocket to identify measures for the improvement of enrolment and retention of SFG children in the schools. The following are the major findings of the study.

Major Findings

The study showed that there have been difficulties in regular monitoring of the program due to the highly uneven geo-graphical condition of the country. There is lack of publicity of the program. The study also showed that one uniform type of educational facility is neither appropriate nor adequate for all VDCs. Motivation, income-generating programs, and appropriate educational environment are almost non-existent. The problems encountered in program implementation indicated lack of classroom, space and local teachers, confidence in children, lack of coordination in the program, lack of educational awareness in the parents, and feeling of ownership. The following are the major findings in different areas of the study.

A. Existing gaps in HMG programs

A.1. Educational incentive program

- ◆ In Bara, the school has no specific incentive program for the Musahars who live within the school catchment area.
- ◆ Bariyarpur VDC of Ward 8 of the Bara district was taken as a pure pocket for the study. Musahar is the major ethnic group of the VDC. Apart from the Musahars, Dusadhs, Chamars, Telis, Yadavs and Dhanuks are found in Ward No. 8 but in the study pocket (Bhansiya Village) only the Musahar people live. There were 43 Musahar households (2 such households in Ward No. 6). The number of the 6-10 age-group Musahar children was 57, of which 31 were girls. It is quite amazing that from the 43 households with 57 children, not a single child goes to school even though the school is just 5 minutes from the village. In Ward 8, not only the Musahars (of Bhansiya village) but also other caste/ethnic groups such as Dusadh, Chamar and Teli that were identified as special focus groups whose children also do not go to school.

- ◆ There were 30 Musahar households in the mixed pocket of Bara. The number of children 6-10 years of age was 90 out of which 40 were girls. Only 10 Musahar boys were studying in school.
- ◆ In Siraha, the incentive programs conducted by Go and NGO for the same target group have somewhat been successful (in Siraha) to attract the SFG of the community. Their enrolment has increased by 20% in pure pocket school. But the dropout is very frequent. Six out of 7 Musahar children had dropped out of grades 2-5, as they had to help their parents at home and in the field.
- ◆ The EIP for SFG has been implemented in Siraha and Rupandehi but all the children belonging to the concerned VDC do not receive the incentive. The children who study in schools in other VDCs are deprived of the incentive.
- ◆ Schools of both pockets of Siraha district do not have records of how many students have received the incentive and how many have not. But the researchers tried to find out the record in both pockets. The list of incentive beneficiaries was found in the pure pocket but not in the mixed pocket. VDC chairperson and head teacher said that they did not have any record of SFG incentives because DEO informed them about the incentives only at the distribution time.
- ◆ IMC members of Siraha and Rupandehi were informed neither about the activities, nor about the roles and responsibility of IMC nor about the monitoring of the program.
- ◆ Lack of coordination with programs of INGO leading to duplication of activities. There were 93 NGO incentive beneficiaries and 79 SFG incentive beneficiaries. Among them, 21 were receiving both the incentives in the pure pocket of Siraha.
- ◆ In Siraha, IMC was formed only at the incentive distribution time and so it did not follow the incentive rules and regulations. All the listed beneficiaries did not receive the incentive; only those who were present at the time of distribution did. IMC and School did not have any record of the incentives distributed.
- ◆ There exists a lacuna between the central level and the district level. According to the central-level guideline each SFG child should receive Rs. 300 for educational materials and Rs. 500 for the school uniform. But, it was found that the DEO of Rupandehi provided an incentive of Rs. 600 (cash) and Rs. 500 for 2 sets of uniform to each primary student in the pure pockets.
- ◆ The district level is not abiding by the central level in both sample districts. The districts have neither updated the list of incentive distribution nor organised regular seminars and meetings of IMC as required by the guidelines.
- ◆ It is mentioned in the central level guideline that incentives should be distributed in a school function through IMC. But in either sample district, DEO involved school and IMC members only as witnesses while distributing the incentives.
- ◆ The central guidelines say that the district and pocket levels should prepare monthly monitoring and quarterly reports. But the district and pocket levels are unaware of this task.
- ◆ According to the guidelines, the program implementing organization should monitor the program activities. But at the district level, there was no regular system of monitoring.
- ◆ According to the guidelines, one of the criteria for the scholarship is 80 percent school attendance. But students were receiving the scholarship even though they did not have that percent of attendance on the record.

- ◆ The pocket level is not following the central level guidelines. It is mentioned in guidelines that schools should notify about the quota received from the DEO office. But the pocket-level sample schools have not done so.

A. 2. Dalit and Primary school scholarship

- ◆ Dalit and primary incentives are provided through SMCs in all the sample schools. But all schools do not send the receipt to DEO. The District Education Office has not taken any action against in this regard.
- ◆ Centrally provided list of Dalits does not include all the Dalits living in local areas. Presence of a large number of Dalit has made it difficult for the local authorities to stick to the centrally prescribed guidelines for the distribution of exact amount of scholarship money.
- ◆ Incentive distribution process is not the same in all the sample schools. According to RP, incentive money is distributed equally to all Dalit students but not according to the quota allocated to the school.

B. *Motivating factors*

- ◆ Organising street drama, children's rally, door-to-door visit programs in the sample districts Kapilvastu, Kailali and Rupandehi have facilitated attracting the SFG children to some extent.
- ◆ Sufficient school physical facilities in proportion to the size of students in school are one of the major motivating factors to attract the SFG children. The students feel good in such an environment where there is sufficient room for study, availability of drinking water and standard furniture. The students of 7 sample schools including Musahar, Tamang, Muslim and Kamaiya were found attracted towards the schools as the schools have necessary facilities in them.
- ◆ The main factor for attracting the SFG children towards the school in Siraha is piloting EIP program of HMG and DAG program of SAVE – US and in Kapilvastu and Kailali is the distribution of incentives such as books, paper, pencil, school dress, shoes, bag, cap and sweater by SUS, BASE, and COPE, DPCP respectively.
- ◆ As a local facilitator, although less qualified, speaks local language services as motivating factor.
- ◆ Alternative schooling program is one of the motivating factors of SFG in those areas where the school lies at a distance. In one pocket of Chitawan district OSP class seemed successful in collecting the SFG students in their own area.

C. *De-motivating factor*

- ◆ Economic factor is still a big hindrance to the participation of SFG children in education. However, it is not the only factor responsible. The main occupation of the Musahar is agri-labour, daily-wage work at the brick factory and basket making. Some people go to India for earning and more than 90% Musahars are engaged in seasonal agricultural work.
- ◆ Psycho-social discrimination is still prevalent. Advantaged group still could not visualise the problem of disadvantaged groups. A group of Musahar children living in five minutes' walk from the existing school have still remained unnoticed by the authorities. Similarly, school-mapping activities of the DOE does not include the details of the SFG in their mapping format.
- ◆ The Tamangs of both the pockets of the Dhading district cannot buy even the basic requirements such as books, pens, pencils, copies, tiffin and school dress for their

children. So they think education is not economically viable and attending school means loss of labour. They are educationally unconcerned, so they use children in their economic activities.

- ◆ Language is a hindrance to teaching-learning in the two sample districts. The Tamang and Praja children of grades 1 and 2 of these districts hardly understand Nepali, which is the medium of instruction.
- ◆ There is the problem of home-school distance in Chitawan and Rupandehi districts.
- ◆ In sample districts, parents receive reimbursement only after they submit the book purchase bills. So the beneficiaries (SFG) are facing difficulty in getting money with which to buy books.

Recommendations

The study makes the following recommendations for the improvement of the program:

A. Gap in the program

A. 1. Educational incentive program (EIP)

- ◆ Local NGO/ Club should be mobilized as mentioned in EIP guideline.
- ◆ Use local government agencies to identify the needy SFGs and their locations.
- ◆ DEO should organize regular seminars and meetings of IMC as mentioned in the central level guidelines.
- ◆ Pocket level orientation program should be organized by DEO in co-ordination with the local government.
- ◆ Thorough awareness programmes are required at the district and local level regarding the SFG and the roles of IMC.
- ◆ Record keeping systems (under EIP) at different levels (DEO, VDC, School and IMC) should be developed for evaluating the effectiveness of the program.
- ◆ The incentive distribution should take place in the Friday program in front of the parents and community people. DEO's presence in the program is demanded necessary.
- ◆ Co-ordination between the government and NGOs and also within the government and NGOs is required. This will help reduce duplication of programs. Specific guidelines are to be developed regarding the duplication of the programme at the local level. Work division among GOs and NGOs according to their capacity should be made. The regulation should be approved in this regard.
- ◆ According to the respondents, the incentive program personnel do not do their duties sincerely. So people do not trust them. Therefore, it is suggested that community group of people from the SFG area should be formed. The group should watch the activities of the personnel to prevent irresponsibility.
- ◆ The central-level guidelines for IMC be made effective. IMC should not be dissolved; it must be retained under VEC.
- ◆ The district and pocket levels should prepare the monthly monitoring and quarterly reports as per in the EIP guidelines.
- ◆ The program implementing organization (DEO) should develop a regular monitoring system as mentioned in the central level guidelines.

- ◆ The district level should develop a reward/incentive system to encourage the concerned personnel to perform better.
- ◆ The SFG incentive program should be launched only for the actual needy groups, not on a nation-wide because all the children of the nation do not need the incentive. It would be better if VDC or DDC or any other capable organization help the SFG children of one ward or area through the primary level by creating a congenial educational environment within the area. Facility could be extended up to grade 10. In this program the facilities mean not providing money but providing the things required.
- ◆ The program should include not only the SFG students of the VDC but also the students around the VDC proximity.

A. 2. Dalit and Primary school scholarship

- ◆ The Dalit and primary school scholarship program are distributed through SMC in all the sample school but schools do not send the receipts to DEO on time. DEO should take action against the schools and RPs that do not send the receipt timely.
- ◆ School mapping activities of the DOE should include the details of the SFG in their mapping format so that identification of pockets of SFG children could become easier in the future.
- ◆ Since parents receive money for textbooks only after they submit bills buying books, parents are faced with difficulty in collecting money for buying them. This has been one of the pushing factors. It would be better if the school itself distribute books to the beneficiaries.
- ◆ The central level should give authority to DEC/VDC in identifying Dalits in their pockets and districts.
- ◆ The number of scholarship quota needs to be raised.

B. *Motivating factor*

- ◆ Incentives and educational materials are the other attractions for the children in school. As SFG children cannot pay for their education, incentives such as school fee, uniform and stationery should be provided. Incentive should be in kind rather than in cash. Incentives should be distributed after the registration of children in the school. The incentive provided should be enough to meet their school requirements. Parents should be made aware of the incentive program.
- ◆ In order to raise the awareness, RPs should identify needy areas and visit the VDC members and other related people of the community and make them informed of the BPEP program.
- ◆ The community should be mobilised to raise the school physical facility to make them feel ownership and responsibility toward the school. For example, COPE has mobilized local resources and community participation for school land and building.
- ◆ Alternative schooling program is appropriate rather than the formal schooling system in an area where the school lies at a big distance. In addition, a person capable of communicating in local language should be given opportunity to teach in the alternative schooling program. As they will be teaching the students of early grades of primary education the academic qualification should be relaxed in such a centre.
- ◆ School dress for SFG children going to alternative schooling programme will help promote their participation in education.

- ◆ Conducting parental education program through CBOs, NGOs and VDCs in the community is essential.

C. De-motivating factor

- ◆ Teachers are not affectionate to the SFG children because they are neither local nor do they belong to SFG. Therefore, it is advisable that local/SFG teacher be appointed as far as possible. This will help attract the SFG children to school and retain them there.
- ◆ Most of the children drop out after completing the primary cycle. They get involved in earning after completing grade 5. So income generation opportunities should be given to the parents for the continuity of their children's study in the school.
- ◆ Settlements in the rural areas are scattered. Schools are far off. So free hostel facility should be provided. The economically deprived SFG children are benefit from this facility.
- ◆ Special incentives such as food, clothing, and other educational requirements should be provided. Children bring tiffin from home. But SFG children are not in a position to bring tiffin. This creates inferiority feeling in them which lead to their drop-out. So tiffin should be provided by the school.

Annex I

List of committees

A. Steering Committee

- Dr. Hridaya Ratna Bajracharya - Executive Director, CERID
Dr. Bijay Kumar Thapa - FRP Coordinator
Mr. Satya Bahadur Shrestha - Chief, NFE Centre/Department of Education
Mrs. Rampyari Shrestha - Chief, Women Education Section/
Department of Education
Mr. Narendra Phuyal - FRP Researcher

B. Working Committee

- Padma Dhakal - Women Education Section, MOES
Dhruba Raj Shiwakoti - Lecturer, Faculty of Education, Tribhuvan University
Renu Thapa - Lecturer, CERID, Tribhuvan University
Madhusudhan Tripathi - Non-formal Education Council, DOE
Bikash Sharma - Non-formal Education Council, DOE
Jayaram Thapa - Computer Analyst, CERID
Anju Shakya - Research Assistant, Formative Research Project, CERID
Narendra Phuyal - Researcher, Formative Research Project, CERID.

Annex II.

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Annex III.

Workshop Interaction Session

The Formative Research Group for Special Focus Group organized an interaction session on the project Access to education for Special Focus Group at CERID Hall on 05/11/22. It was attended by representatives of the NFE department, department of the Ministry of Education, Women's Education Section and COPE Program. The purpose of the workshop was to share experiences and insights gained.

In the interaction session, the researcher, Narendra Phuyal briefed on the aspects of the project. In his presentation he stated the objectives of the project procedure, and shed light on the experiences of his Chitawan field study. After this, Ms. Pramila Rajbhandari spoke on the ongoing activities of the COPE program. Next Mr. Bikash Sharma from the NFE Department and Ms. Padma Dhakal from the Women's Education Section briefly talked on NFE program and incentive and scholarship program respectively. Finally, there was a floor discussion and comment from the policy level and implementer level on the recommendations made on the findings of the field study.

Outcomes of the Interaction Session

The tangible outputs of the workshop are as follows:

Community Own Primary Education (COPE)

COPE emerged under the Local Self-governance Act, 1999. The overall objective of the COPE program is to empower local people, communities and institutions in order to enable them to plan and deliver efficient and quality primary education through "community owned primary schools" which, in turn, is expected to lead to increased enrolment and retention of children (especially girls and socially disadvantaged group), improved teacher performance and enhanced levels of student learning.

The COPE program is being implemented in 6 districts (Bajhang, Achham, Baitadi, Kapilvastu, Okhaldhunga and Rautahat). All the program activities were conducted under DDC in coordination with several bodies VDC, COs, SNB, COPE teachers and COPE students.

Ms. Pramila Rajbhandari also presented the achievement and key evidences of the COPE program. Strengthening the program capacities of DDCs, VDCs, COs, SMBs, etc, development of the feeling local ownership, contribution for quality primary education, regular supervision by parents, SNBs, VDCs, COs, etc were the main achievements of the COPE program.

NFE Program

Mr. Bikash Sharma presented a brief account of the ongoing NFE programs (under BPEP). There are there alternative schooling programs for children.

1. School outreach program
2. Flexible schooling program
3. Out of school program (OSP)

The first two programs are pilot programs, which have been conducting 175 classes in 12 districts. But the Out of school program is being conducted in 75 districts. To conduct these programs Rs 6500 is provided as seed money to the center and Rs 1000 per year for physical facility development. Similarly, paper and pencils are provided monthly and books are distributed yearly.

1. School outreach Program

- School curriculum adopted
- 3 years' teaching
- Participants are children of 6-10 years of age
- Equivalent to class 3 primary school

2. Flexible schooling Program

- Primary (1-5) curriculum condensed into 3 years curriculum
- Equivalent to class 5 primary school
- Centrally developed textbooks provided

3. Out of school Program

- 9 month program (OSP I) and 9 month program (OSP II)
- 9 month equivalent to grade 2 completion
- OSP II has been conducting in 45 districts

Incentives and scholarship programs under WES

Ms. Padma Dhakal spoke on the incentive and scholarship programs for special focus groups components of BPEP (since 2056). The main objectives of the program are to provide the SFG children access to education and retain them in school, help them continue at the primary level, and to make the community aware of the need of education.

This program has been implemented in 3 VDCs in 8 district in Ilam for the Lepchas, in Siraha for the Musahars, in Rupandehi for the Muslims, in Bardia for the Tharus, and in Kanchanpur for the Tharus since 2056, and in Sindhupalchok for the Tamags, in Kapilbastu and Kailali for the Tharus since 2057.

Under this program Rs 500 is given to each new entrant student for the school dress for attraction and Rs 300 each to SFG students for educational materials (for retention).

Likewise Rs 12000 is given for monitoring and supervision, Rs 9000 for IMC meetings and workshops, Rs 12000 for awards to school and Rs 24000 for advocacy. Parental Support Program has also been implemented in all the districts on Rs 300000 each. Guidelines for programs for parents are being prepared.

After all presentations a floor discussion ensued, in which the interaction participants commented on the conclusions and recommendations of the SFG project. The participants were asked who would be responsible for the implementation of the recommendations, but due to absence of high level personnel. No participant could say anything responsibly. Mr. Rajendra Sijapati from the NFE Department said that there was a lack of coordination with DEO so that DEO people thought that NFE program was not their responsibility and that they hardly assisted in the NFE program. Ms Padma Dhakal said that there was no award to those

who did their job well. There should be punishment for those who did not perform well. Since there was no encouragement the program people are not ready to work responsibly. Nobody seems to be serious about the programs. There is no time limit to the government program. Nobody is certain about the program outcomes and about what program comes next.

Findings

The discussions in the interaction session identified the following reasons for failure of the program:

- Lack of coordination. (Coordination should be top-to-bottom)
- Lack of monitoring / evaluation.
- Lack of reward and punishment system
- Problem of identification of SFG people
- Lack of parental programs
- Lack of awareness

Annex IV

Tools for the study

Various types of study tools were used in the study. Most of them were based on participatory research. To spare space, the following study tools used in the field are not given in formatted design.

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for school going Children

General Background

Districts

VDC

Name of School

Ward no

Village

| Roll No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------------|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Cast | | | | | | | |
| Language | | | | | | | |
| Grade | | | | | | | |
| Age | | | | | | | |
| family size | | | | | | | |
| children at home (below 10 years) | | | | | | | |
| number of students at school | | | | | | | |
| Dropout children at home | | | | | | | |

Educational background of the Family (Write summary of the responses)

What is the occupation of your Parents?

Are your parents literates? If yes, passed grade of mother and father

How many sisters/brothers do you have?

Do they all go to school? If no, how many sisters and brothers do not go to school and why?
 If yes, in which grade they are studying?

How many students attend the alternative schooling in an average?

Socio-economic situation

Which language do you speak at home? In which language do you speak at your school? Are there any difficulties in your study due to language? If yes, what do you expect to change?

What do you do after and before the class?

Who motivate you to go to school?

Do your parents allow you to go to play with friends?

Teaching learning environment in the school

When do you go to school? How far is your school from house? How long does it take to go to school? What time does your school start? Are there any difficulties on the way to school?

How is the course? Which subject do you like the most and why? And which subject dislike the most and why?

Do you understand all the subjects in the classroom? If not, why?

What will you do after complete primary cycle?

You want further study? If yes, up to which grade?

Do your parents want further study to you?

If no, what support do you need from your family, from the school and from the teacher?

What should be facilities given you to study further? In which circumstances would you go to school?

How does your teacher behave you?

Does s/he pay equal attention to all students?

Incentives

Do you have been receiving any types of incentives for your study?

When you receive such types of incentives?

How do you receive those incentives, yearly? Monthly or only when you need it?

Who provide you? The incentives are given to you or to your parents?

What do you think about distribution process of incentives?

Are they sufficient to your study? If no, what else do you expect to get for your education?

Are you getting textbooks on time?

Is it possible to go to school without any incentive?

What could be the factors that make your study easier?

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for Parents of regular students

General Background

Districts

VDC

Name of School

Ward no

Village

| Parents No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------------|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Cast | | | | | | | |
| Language | | | | | | | |
| Qualification | | | | | | | |
| Age | | | | | | | |
| family size | | | | | | | |
| children at home (below 10 years) | | | | | | | |
| number of students at school | | | | | | | |
| Dropout children at home | | | | | | | |

Socio Economic Background

| Parents No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|---|---|---|---|---|---|---|
| Religion | | | | | | | |
| Ethnicity | | | | | | | |
| Occupation | | | | | | | |
| income source | | | | | | | |

Incentives

How many children have received incentives (types, sources, and current distribution practice) at your home?

How many children have not received incentives at your home?

What are the specific problems encountered during incentive distribution? (Size of incentive, distribution pattern, and its availability on time)

How has incentive program benefited in terms of access to school and retention particularly to your children? Is it sufficient to meet current schooling expenditure?

What types of incentive distribution strategies would benefit more students of your community?

Educational environment of the children in school

Do you visit your child's school? If yes how frequent?

What is the purpose of your school visit?

How does the school inform you about your child's progress in learning?

How are teacher's behaviors toward your child?

As parents how do you assist your child's learning at home?

How does your child at home allocated his/her time on study and other activities such as for homework household chores game and meeting friends?

Are you satisfied with your child's progress in the school?

What do you want to be your child in future?

What do you expect from him/her?

Do you have problem of school time to send your children to school ? if yes, what time is appropriate for children to go to school ?

Suggestions of parents for the improvement of education

What do children do after they complete primary cycle?

How do you assess the important of primary schooling to engage in any income-generating activities?

In what ways a civic society can participate in school management?

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for the parents of dropout children

General Background

Name of School

Ward no

District

VDC

Village

| Roll No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Qualification of parent | | | | | | | |
| Class | | | | | | | |
| Age | | | | | | | |
| Family member | | | | | | | |
| number of 6- 10 years age group children at home | | | | | | | |
| School going children | | | | | | | |
| Dropout children at home | | | | | | | |

Socio Economic Background

| Parents No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|---|---|---|---|---|---|---|
| Religion | | | | | | | |
| Ethnicity | | | | | | | |
| Occupation | | | | | | | |
| income source | | | | | | | |

Reason for dropout

How common is dropout in the area?

What is the reason of being your child dropout from the school?

Is it possible to send your children again to school? If so, under what circumstances. If not, why?

What can be done to address the problem of dropout?

ake comment on school running timetable

What do you want your child to be in future?

What do you expect from him/her?

Suggestions

How do you assess the important of primary schooling to engage in any income-generating activities?

In what ways a civic society can participate in school management?

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for SFG Parents (Non- schooling)

General Background

Name of School VDC
 District Ward no
 Village

| Roll No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Qualification of parent | | | | | | | |
| Class | | | | | | | |
| Age | | | | | | | |
| Family member | | | | | | | |
| number of 6- 10 years age group children at home | | | | | | | |
| School going children | | | | | | | |
| Dropout children at home | | | | | | | |

Socio Economic Background

| Parents No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|---|---|---|---|---|---|---|
| Religion | | | | | | | |
| Ethnicity | | | | | | | |
| Occupation | | | | | | | |
| Income source | | | | | | | |
| Language | | | | | | | |

Reason for not sending their children at the school

How common is non- schooling in the area?

Why you are not sending your children at school?

What is the reason of being your children are not attending in the school?

What can be done to address the problem of non-schooling?

Is it possible to send your children to school? If so, under what circumstances you can send your children in school. If not, why?

What do you want your child to be in future?

Make comment on school running timetable

Suggestions

How do you assess the important of primary schooling to engage in any income-generating activities?

In what ways a civic society can participate in school management?

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 Access to Education for Special Focus Group

FGD for Dropout Children

General Background

Districts

VDC

Catchments area of the School

Ward no

| Parents No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------------|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Cast | | | | | | | |
| Language | | | | | | | |
| Qualification | | | | | | | |
| Age | | | | | | | |
| family size | | | | | | | |
| children at home (below 10 years) | | | | | | | |
| number of students at school | | | | | | | |
| Dropout children at home | | | | | | | |

Socio Economic Background

| Parents No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|---|---|---|---|---|---|---|
| Religion | | | | | | | |
| Ethnicity | | | | | | | |
| Occupation | | | | | | | |
| income source | | | | | | | |

When you dropped from your school and class ?

How far was your school from your home?

How long did you study in school?

What were the things you like/ dislike the most in the school? (Teacher, School buildings, textbooks, library, game, and school's timetable)

How was teacher's behavior toward you when you were at school?

Were you given any incentives while you were reading? If yes, mention the type of incentive and its duration.

Why did you quit from schooling? (Educational, economic, social, family and other reasons)

Are your friends still reading at school? If yes, why? If no, why?

What difference do you see between you and your friends who are still reading at school?

What do you do at home now? (Help in household work, engage in earning activities outside home- yearly earning and household support from the earning, others)

Do you think to go to school again? If yes, under what circumstances? If no, why?

What do you think to do in future?

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for Non-schooling children

General Background

District
ward no

VDC
Village

| Roll No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Ethnicity /caste | | | | | | | |
| Language | | | | | | | |
| Class | | | | | | | |
| Age | | | | | | | |
| Family member | | | | | | | |
| number of children [below 10]at home | | | | | | | |
| school going children | | | | | | | |
| drop out children | | | | | | | |

Socio Economic Background

| No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|---|---|---|---|---|---|---|
| Religion | | | | | | | |
| Occupation | | | | | | | |
| Income source | | | | | | | |

Do you know any school in your area? If yes, how far is it from here?

Why did not you go to school?

Do you like to go to school? If yes, why? If no, why?

Do you have your friends at school? If yes, what difference do you see between you and them?

If your parents ask you to go to school, would you go to school?

Have you heard about incentives given to your friends? If yes, have not those enticed you to enroll at school?

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for Alternative schooling children

General Background

Districts _____ VDC _____
 Name of School _____ Ward no _____
 Village _____

| Roll No | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------------|---|---|---|---|---|---|---|
| Name | | | | | | | |
| Gender | | | | | | | |
| Cast | | | | | | | |
| Language | | | | | | | |
| Grade | | | | | | | |
| Age | | | | | | | |
| family size | | | | | | | |
| children at home (below 10 years) | | | | | | | |
| number of students at school | | | | | | | |
| Dropout children at home | | | | | | | |

Educational background of Family

What do your father and mother do?

Are your parents literates? If yes, passed grade of mother and father

How many sisters/brothers do you have?

Do they all go to center, or some of them go to school? If no, how many sisters and brothers do not go to center and why? If yes, in which grade they are studying?

Socio-economic situation

Which language do you speak at home? Is it the same at school as well? In which language do you study at your center? Are there any difficulties in your study due to language? If yes, what do you expect to change?

What do you do after and before the class?

Who motivate you to go to center?

Do your parents allow you to go to play with friends?

Teaching learning environment in School

When do you go to center? How far is the center from your house? How long does it take to go to center? What time does your center start? Are there any difficulties on the way to center?

How is the course? Which subject do you like the most and why? And which subject dislike the most and why?

Do you understand all what the teacher teach you? If no, why?

What will you do after complete this class?

Do you want to study further? If yes, up to which grade?

Do your parents want to study you further?

If no, what support do you need from your family, from the school and from the teacher?

What the facilities should be given you to study further? In which circumstances would you go to school?

How does your teacher behave you during the class?

Does s/he pay equal attention to all participants?

Incentives

What do you receive from the center for your study?

Do you receive such types of incentives on time or not?

Are you getting textbook, scholarship, and school uniform regularly?

How do you receive those incentives, yearly? Monthly or only when you need it? Who provide you? The incentives are given to you or to your parents? What do you think about distribution process of incentives?

Are they sufficient to your study? If no, what else do you expect to get for your education?

Is it possible to go to school without any incentive?

What could be the factors that make your study easier?

Interview Guidelines for VDC/ VEC/ Social Workers/ IMC members

Existing situation of SFG children

Which ethnic group/ caste children do not have access to schooling in this area? Why?

How many children of SFG have enrolled at school?

How many of them have not enrolled? If some/ all of them are outside, how it happened?

How common is the dropout of SFG? How many of them dropout each year?

What are the reasons of their dropout? (Educational, social, economic, and family reasons)

Has the school/community initiated any activities for the access and retention of SFG? If yes, list the activities.

Effort of local school for the education of SFG children

Has the school made any effort for the access and retention of SFG?

How are teacher's behaviors toward these children?

Make comment on the study performance of SFG (enrolment criteria, dropout, and promotion rate) and local (VEC/VDC/ IMC and social worker) attitude towards them.

Governments and non- governments' measures for the benefit of the SFG children

What types of incentive programs have been operated for SFG in this area?

Who have operated? How has it benefited to SFG?

How it could be possible to benefit more students? What are the flaws that are associated with incentive programs?

If SFG children are not benefited from incentives, Why have not it benefited to all SFG students /children in terms of access and retention?

What can be done to bring improvement in the incentive programs?

Local effort for the education of SFG children

Is there any VDC programs targeted for SFG in their education?

If yes, mention them. Has it made any effort to bring SFG children at school and retain them? Does VDC has any plan for them?

What type of programs will assist to SFG in terms of their access and retention?

Suggestion

The continuation of current incentive programs

Increase the coverage of current incentive programs

New programs such as income generating projects for parents etc.)

Tribhuvan University
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 Access to Education for Special Focus Group

FGD for DEO/ Supervisor/Resource Person

District survey

Who are the SFG in this district and their number?

| S.No. | Ethnicity | Total number | | 6-10 years age group children | | Remarks |
|-------|-----------|--------------|--------|-------------------------------|-------|---------|
| | | Male | Female | Boys | Girls | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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What types of special incentive programs have been conducted in the district for the primary school age children?

| S.No. | Types of Incentives | Benefited 6-10 years age group children | | Remarks |
|-------|---------------------|---|-------|---------|
| | | Boys | Girls | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Where does SFG live in this district/ area?

| S.No. | Ethnicity | Total number | | 6-10 years age group children | | Pocket areas(Location |
|-------|-----------|--------------|--------|-------------------------------|-------|------------------------|
| | | Male | Female | Boys | Girls | |
| | | | | | | |
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What criteria have been used to identify them?

What types of incentive programs have been operated for SFG ?

| S.No. | Ethnicity | Total number | | 6-10 years age group children | | Types of incentives |
|-------|-----------|--------------|--------|-------------------------------|-------|---------------------|
| | | Male | Female | Boys | Girls | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
| | | | | | | |

Who have assisted for these programs?

How have these programs been operated? Who has exercised the final authority on these programs?

Is there any monitoring of the programs? If yes, what are the criteria and process?

Has the DEO initiated any activities for access and retention of SFG?

(Schooling distance, incentives, social awareness (importance of schooling, strong will for schooling), teacher's pressure, campaign for schooling, future job prospect etc.)

If yes, what are these activities?

Has school informed to DEO about any programs that were carried out from NGO for access and retention of SFG? If yes, What about their programs?

HMG efforts for the children of SFG

How have the current incentive programs assisted to SFG in terms of their access to and retention in schooling?

How broad is the coverage of these programs?

Does it cover to all? If it does not cover to all, how many of them are benefited?

How many still need incentive programs?

What are the strengths and weakness of the incentive programs targeted to SFG in terms of their access and retention?

Make comment on the study performance of SFG (in terms of access, dropout, and promotion) and civic and school's attitude towards them.

Suggest for the future programs to increase the access and retention of SFG children in primary education?

Guideline for Classroom observation

1 Planning and preparation

- ◆ Lesson plan
 - Written all the aspects
 - Used notebook
 - Used teaching directives

- ◆ Objectives of the class

- ◆ Educational material

2. *Teaching in the classroom*

- ◆ Review the last day lesson
- ◆ Explain the new words
- ◆ Given attention to the main points
- ◆ students centered teaching methods
- ◆ Used students Participation
- ◆ Used appropriate teaching materials
- ◆ students also used teaching materials
- ◆ Given substance on the end of the class
- ◆ Fulfill the objectives on time
- ◆ Given adequate knowledge on subject matter
- ◆ Given attention to all the class
- ◆ Used Appropriate language
- ◆ Creating students' curiosity
- ◆ Entered the class on time
- ◆ Involved full time in the class

3. *Evaluation*

- ◆ Questions to the students during the class-time.
- ◆ Evaluate according to objective of the lesson
- ◆ Involved all the students in the evaluation
- ◆ Taken feedback from the evaluation
- ◆ Use of feedback appropriately.

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Research Centre for Educational Innovation and Development
Access to Education for Special Focus Group

Interview Guideline for Head Teacher

General Background

Name : Name of school :
Gender : District :
Qualification : VDC :
Experience : Ward no :
Address : Village :
Training :

Educational status of school

How many students are there in your school?

Total no of students : Boys : Girls :

No of SFG students : Boys : Girls :

How many teachers are teaching in your school ?

How many hour do they teach per day ?

Are you receiving any facilities from VDC, government, VEC, community, NGO, IMC, SMC in the following factors ?

- School building
- Educational material
- Uniform to students
- Others

How have you been managing teaching for SFG students ?

How about regularity of class, teacher and SFG students ?

School related / teaching learning environment

Does the school time effect to the SFG children in their daily life ? if yes, what time and how many hour is appropriate for the students ?

Did you see any changes in class regularity of SFG children after implementation of SFG program ? if yes, what kind of changes ?

Do you find any difficulties / problems to teach SFG children ?

If yes, what kind of difficulties or problem?

Are they different from general children's problem ?

What could be the solution to those problem ?

Are you doing any activities to attract the SFG children ? if yes, what activities ? if no, what can be done to attract the SFG children toward school ?

Do you find any difficulties/ problems to attract the SFG children toward school ?

Are you doing any activities to retain the SFG students in your school ?

If no, why ? if yes, what activities ?

How many SFG student were there in your school last year ?

No of Boys :

No of Girls :

Were there any dropout students? If yes, why did they leave the school ?

What can be done to enroll them again at school ?

Incentives.

What does your school receive from the Government, VDC, SMC, IMC, NGO to conduct the SFG program?

What types of incentives are you receiving ?

How do you receive those incentives ?

Who is responsible for providing incentives to your school ?

How do they provide you ? monthly ? yearly ? or only when the students need for them ?

Do they receive you on time ?

Is this the right way of distribution process ? if no, which process could be better ?

How do SFG children use their distributed incentives ? Are they consuming incentives properly ? if no, what do they do ? and what can be done to consume properly ?

Does your school have special program for SFG children ? if yes, what type of program ? and how does it manage ?

Are those program assisting to the SFG children ? if yes, what did you see the difference on SFG children before and after the program ?

Any difficulties or any positive changes upon SFG children after SFG program ?

What should be supplemented to incentives to attract the SFG children toward school ?

What should be supplemented to incentives to retain the SFG children in school ?

What should be supplemented to incentives to re-enroll dropped out the SFG children to school ?

What could be amendable factors to incentives distribution process to get more effective?

Socio-cultural background

Do children's parents visit school? If yes, how frequent?

What is the purpose of their visit?

Do you inform them about child's learning progress ? if yes, how frequent and how do you inform them ?

If you inform them about their child or any activities of school, do they involve or get any concern about them? if yes, how ?

Are there any cultural practices that effect on their education ? if yes, what are they ? Are they treat boys and girls differently ? who effects more, boys or girls?

What should be acted to attract the SFG children towards school without interrupting their cultural values?

Who retain the class most ? boy or girl ? if boy, what are the reasons for retaining the class ? if girl, what are the reasons ?

Suggestions

What do you suggest enrolling the SFG children to school ?

What do you suggest retaining the SFG children in school ?

What should be the government measures toward SFG?

What should be the future strategy for SFG ?

Tribhuvan University
Research Centre for Educational Innovation and Development
Access to Education for Special Focus Group

Interview Guideline for Teacher

General Background

Name : Name of school :
Gender : District :
Qualification : VDC :
Experience : Ward no :
Address : Village :
Training :

Educational status of school

How many students are there in your school?

Total no of students : Boys : Girls :
No of SFG students : Boys : Girls :

How many classes do you teach in your school per day?

How many hour do you teach per day?

Are you receiving any facilities from VDC, government, VEC, community, NGO, IMC, SMC in the following factors ?

- School building
- Educational material
- Uniform to students
- Others

How have you been managing teaching for SFG students ?

How about regularity of class and SFG students ?

School related / teaching learning environment

Does the school time effect to the SFG children in their daily life ? if yes, what time and how many hour is appropriate for the students ?

Did you see any changes in class regularity of SFG children after implementation of SFG program ? if yes, what kind of changes ?

Do you find any difficulties / problems to teach SFG children ?

If yes, what kind of difficulties or problem?

Are they different from general children's problem ?

What could be the solution to those problem ?

Are you doing any activities to attract the SFG children ? if yes, what activities ? if no, what can be done to attract the SFG children toward school ?

Do you find any difficulties/ problems to attract the SFG children toward school ?

If yes, what are they ?

Are you doing any activities to retain the SFG students in your school ?

If no, why? if yes, what activities ?

How many SFG student were there in your school last year ?

No of Boys :

No of Girls :

Were there any dropout students? If yes, why did they leave the school ?

What can be done to enroll them again at school ?

Incentives.

What does your school receive from the Government, VDC, SMC, IMC to conduct the SFG program?

What types of incentives are you receiving ?

How do you get those incentives ?

Who is responsible for providing incentives to your school ?

How do they provide you ? monthly ? yearly ? or only when the students need for them ?

Do they receive on time ?

Is this the right way of distribution process ? if no, which process could be better ?

How do SFG children use their distributed incentives ? Are they consuming incentives properly ? if no, what do they do ? and what can be done to consume properly ?

Does your school have special program for SFG children ? if yes, what type of program ? and how does it manage ?

Are those program assisting to the SFG children ? if yes, what did you see the difference on SFG children before and after the program ?

Any difficulties or any positive changes upon SFG children after SFG program ?

What should be supplemented to incentives to attract the SFG children toward school ?

What should be supplemented to incentives to retain the SFG children in school ?

What should be supplemented to incentives to re-enroll dropped out SFG children to school ?

What could be amendable factors to incentives distribution process to get more effective?

Socio-cultural background

Do children's parents visit school? If yes, how frequent?

What is the purpose of their visit?

Do you inform them about child's learning progress ? if yes, how frequent and how do you inform them ?

If you inform them about their child or any activities of school, do they involve or get any concern about them ? if yes, how ?

Are there any cultural practices that effect on their education ? if yes, what are they ? Are they treat boys and girls differently ? who effects more, boys or girls?

What should be acted to attract the SFG children towards school without interrupting their cultural values?

Who retain the class most ? boy or girl ? if boy, what are the reasons for retaining the class ? if girl, what are the reasons ?

Suggestions

What do you suggest enrolling the SFG children to school ?

What do you suggest retaining the SFG children in school ?

What should be the government measures toward SFG?

What should be the future strategy for SFG ?

Tribhuvan University
Research Centre for Educational Innovation and Development
Access to Education for Special Focus Group

Interview Guideline for The Facilitator

General Background

Name : Name of school :
Gender : District :
Qualification : VDC :
Experience : Ward no :
Address : Village :
Training :

Educational status of school

How many students are there in your center ?

Total no of Participants : Boys : Girls :

No of SFG Participants : Boys : Girls :

How many hour do you teach ?

Are you receiving any facilities from VDC, government, VEC, community, NGO, IMC, SMC in the following factors ?

- School building
- Educational material
- Uniform to students
- Others

How have you been managing teaching for SFG students ?

How about regularity of class and SFG students ?

School related / teaching learning environment

Does the school time effect to the SFG children in their daily life ? if yes, what time and how many hour is appropriate for the participants ?

Do you find any difficulties / problems to teach SFG children ?

If yes, what kind of difficulties or problem?

Are they different from general children's problem ?

What could be the solution to those problems ?

Are you doing any activities to attract the SFG children ? if yes, what activities ? if no, what can be done to attract the SFG children toward center ?

Do you find any difficulties/ problem to attract the SFG children toward center?

Are you doing any activities to retain the SFG participants in your center?

If no, why ? if yes, what activities ?

How many SFG participants were there in your school last year ?

No of Boys :

No of Girls :

Were there any dropout students? If yes, why did they leave the school ?

What can be done to enroll them again at center ?

Incentives

What does your center receive from Government, VDC, SMC, IMC to conduct the SFG program ?

What types of incentives are you receiving ?

How do you receive those incentives ?

Who is responsible for providing incentives to your center ?

How do they provide you ? monthly ? yearly ? or only when the participants need them ?

Do they receive you on time ?

Is this the right way of distribution process ? if no, which process could be better ?

How do SFG children use distributed incentives ? Are they consuming incentives properly ? if no, what can be done to consume properly ?

Does your center have special program for SFG children ? if yes, what type of program ? and how does it manage ?

Are those program assisting to the SFG children ? if yes, what did you see the difference on SFG children before and after the program ?

What should be supplemented to incentives to attract the SFG children toward center ?

What should be supplemented to incentives to retain the SFG children in center?

What should be supplemented to incentives to re-enroll dropped out SFG children to center ?

What could be amendable factors to incentives distribution process to get more effective?

Socio-cultural background

Do children's parents visit to center ? If yes, how frequent?

What is the purpose of their visit?

Do you inform them about child's learning progress ? if yes, how frequent and how do you inform them ?

If you inform them about their child or any activities of school, do they involve or get any concern about them ? if yes, how ?

Are there any cultural practices that effect on their education ? if yes, what are they ? Are they treat boys and girls differently ? who effects more, boys or girls?

What should be acted to attract the SFG children towards center without interrupting their cultural values?

Who does continue class the most ? boy or girl ? if boy, what are the reasons for retaining class ? if girl, what are the reasons ?

Suggestions

What do you suggest enrolling the SFG children to center ?

What do you suggest retaining the SFG children in center ?

What should be the government measures toward SFG?

What should be the future strategy for SFG ?

1.Specify the following things

VDC -

Health post -

Schools -

Private schools -

Alternative schools -

Hilly region -

Water canal -

River [with or without bridge] -

Culvert -

Household [SFG community] -

Forest -

Kachi road -

Pakki road -

Daily rout line of the children -

Places often visited [temple, park, chautara etc] -

Government offices -

Playground -

Local NGO [Clubs, group, user group, co-operative]-

Community boundary -

Market -

2.tick the below existing program for SFG

- Awareness program
- Incentive program
- Health program
- Environmental program
- Parental income generation program
- Parental education program
- Literacy

Find out the demand for SFG (research should find out the demand program for SFG)

3. Priority ranking to find out the core problem of not sending their children to school.

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Guideline for case study of selected children

- Family background [gender, ethnicity, language, family size, occupation, economic source etc]
- Educational background of the family
- Socio-cultural contexts
- Involvement of child in economic activities and other work
- Attendance records of the children
- Performance records
- Mobility
- Difficulties that they face going school
- Problems to concentrate in study
- Like or dislike of children's parents about school going
- Support from the parents [parents' concerned about their children's study]
- Support from the community people
- Support from the family related person

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Guideline for Spot inquiry

- How far is the school/center from SFG community ? [location]
- What factors are being problem to go to school/ center ? [river, water canal, hillside, no road, narrow road, climbing problem, being alone, seasonal problem]
- Facilities of the school [water, toilet, building, class, tables, benches, slate, text book, copy, pencil, etc]
- Caste discrimination.
- Community co-operation/ involvement
- Unaware of the parents or community about the importance of education
- Don't know about school/center, government policy, incentives.
- Effect of the BPEP II program for SFG [receiving incentives timely or not, monitoring of school/class, progressive report of student's performance]
- Collecting the children's performance before and after the intervention of BPEP II from head teacher, teacher / facilitator.
- Suggestion for improving the BPEP II program

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School Survey Form

A. School Background

Name: _____ Ward No _____

VDC _____ Pocket _____

B. Physical facilities of the School

I. School Outlook

Total land areas used for school

Total number of school buildings

Total number of rooms

Total number of rooms used for classes

Playground facility available/ unavailable

Toilet facility available/ unavailable

Separate toilet facility for female available/ unavailable

Drinking water available / unavailable

II. Class room Outlook

Desk bench - sufficient or insufficient

Condition of Black board - usable or unusable

Educational material - sufficient or insufficient

C. Students

I. Enrolled Students

| 2056/57 | | | | | 2057/58 | | | |
|---------|----------------|-------|--------------|-------|----------------|-------|--------------|-------|
| | Total Students | | SFG Students | | Total Students | | SFG Students | |
| Grade | Girls | Total | Girls | Total | Girls | Total | Girls | Total |
| G-1 | | | | | | | | |
| G-2 | | | | | | | | |
| G-3 | | | | | | | | |
| G-4 | | | | | | | | |
| G-5 | | | | | | | | |
| Total | | | | | | | | |

II. Promoted students

| | 2056/57 | | | | 2057/58 | | | |
|-----|----------------|-------|--------------|-------|----------------|-------|--------------|-------|
| | Total Students | | SFG Students | | Total Students | | SFG Students | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| G-1 | | | | | | | | |
| G-2 | | | | | | | | |
| G-3 | | | | | | | | |
| G-4 | | | | | | | | |
| G-5 | | | | | | | | |

II. Dropout students

| | 2056/57 | | | | 2057/58 | | | |
|-----|----------------|-------|--------------|-------|----------------|-------|--------------|-------|
| | Total Students | | SFG Students | | Total Students | | SFG Students | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| G-1 | | | | | | | | |
| G-2 | | | | | | | | |
| G-3 | | | | | | | | |
| G-4 | | | | | | | | |
| G-5 | | | | | | | | |

III. Repeater students

| | 2056/57 | | | | 2057/58 | | | |
|-----|----------------|-------|--------------|-------|----------------|-------|--------------|-------|
| | Total Students | | SFG Students | | Total Students | | SFG Students | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| G-1 | | | | | | | | |
| G-2 | | | | | | | | |
| G-3 | | | | | | | | |
| G-4 | | | | | | | | |
| G-5 | | | | | | | | |

IV. Average Student Attendance (harvesting and usual season)

| | Total Students | | SFG students | | Total students | | SFG students | |
|-----|----------------|-------|--------------|-------|----------------|-------|--------------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| G-1 | | | | | | | | |
| G-2 | | | | | | | | |
| G-3 | | | | | | | | |
| G-4 | | | | | | | | |
| G-5 | | | | | | | | |

D. Teachers

| Qualification | Trained | | | Untrained | | |
|---------------|---------|--------|-------|-----------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Below SLC | | | | | | |
| SLC | | | | | | |
| IA | | | | | | |
| BA | | | | | | |
| Total | | | | | | |

E. Incentives

| Kinds of incentives | Male | Female | Total | Remarks (Grade of the students |
|---------------------|------|--------|-------|--------------------------------|
| General Scholarship | | | | |
| SFG scholarship | | | | |
| Textbooks | | | | |
| School dress | | | | |
| Nutrition | | | | |
| Other | | | | |

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Guideline for outside activities of the children

A. Regular student

1. Family background

Total household members

Language

Caste/ethnicity

Occupation

2. Personal background

Name

Sex

Class

Age

Name of the school

3. Child's activities in the morning and evening

Time spend for household chores and support to parents' income generating activities(take care of youngsters, grazing thecattles, cooking, cleaning, washing, fodder collection, water fetching, support to porting, watching the home, go to water mill for grinding, selling goods in hat bazaar)/

Time spend for games, sports, friends, entertainment

Time spend for study

B. Drop out student

1. Family background

Total household members

Language

Caste/ethnicity

Occupation

2. Personal background

Name

Sex

Dropped out Class

Age

1. Child's activities full day

Support for household chores and support to parents' income generating program (take care of youngers, grazing thecattles, cooking, cleaning, washing, fodder collection, water fetching, support to porting, watching the home, go to water mill for grinding, selling goods in hat bazaar)

Support for household occupation (farming, traditional occupation, others)

Engagement in income generating activities out side home

C. Non-schooling children

1. Family background

Total household members

Language

Caste/ethnicity

Occupation

2. Personal background

Name

Sex

Age

1. Child's activities :

Support for household chores (take care of youngers, grazing thecattles, cooking, cleaning, washing, fodder collection, water fetching, support to porting, watching the home, go to water mill for grinding, selling goods in hat bazaar)

Support for household occupation (farming, traditional occupation, others)

Engagement in income generating activities out side home

Pushing factors for non schooling and dropout: (a) Economic- small size of farm, landless, traditional occupation, limited supplementary income, limited mobility, (b) Socio-cultural/tradition- early marriage, no importance of girls education and child, isolation from community participation (c) school related – physical facilities of school, class regularity, schooling schedule (time table), instructional problem (language), timely availability of textbooks, timely distribution of other incentive packages.

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