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TABLE OF CONTENTS

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EXECUTIVE SUMMARY

The Context

Nepal has made tremendous efforts and allocated resources to enhancing participation, quality, efficiency, and accountability of schools in basic and secondary education. The GON has also made efforts to retain primary school children in the certain grade or class preventing them from dropping out in last two decades. Alternative school (AS) program in the form of school outreach program(SOP) and flexible schooling program(FSP) is also running throughout the country to encourage students for admission in the primary or lower secondary level at grade 4 or 6 after completing SOP and FSP, respectively. According to Flash Report 2011/12, the overall NER at primary level is 95.1% with 94.5% and 95.6% for girls and boys respectively. When compared with the status of the last year (94.5% total, 93.6% for girls and 95.3% for boys), the NERs for both girls and boys as well as the total have increased. The present status of NER suggests that a total of approximately 173 hundred thousand children (4.9%) are out of formal primary schooling. Of the total, the majority are girls. (Flash Report 2011/12).

Several studies conducted in the past and the reports published by DOE clearly show that despite notable efforts, there are growing numbers of out of school age children and drop-out rate has not been controlled significantly. The other side of the out-of-school population is that significant number of student tends to drop-out from schools in their early grades which regularly add up the number of out-of-school children. As revealed by the study, the poor economic condition of the family, unfavorable school environment, socio-cultural beliefs and tradition, lack of easy access to ECD/PPC, parents' ignorance about importance of education, disabilities of children, parents' unwillingness, involvement of children in the household chores and unawareness about ECD program are some major reasons of out-of-school children . However, there is no study as such that indicates the magnitude of drop-out and unschooled children in the remote parts of the country. Therefore, this study was conducted to assess the situation of out- of- school children in the changed context so that essential measures could be taken for bringing necessary improvement.

Objectives of the Study

The objectives of this study are as follows:

- To assess the magnitude and characteristics of out-of-school children by ethnicity, age, gender, and geographic location.
- To assess the reasons why school age children are out-of-school.
- To critically analyze current situation of out-of-school children suggesting ways to bring them into mainstream education so that the EFA and MDG goals could be met.

Methodology of the study

In view of the existing situation of the school age children of the age group (5-14 years) who are either drop-out or never enrolled, this study aims to identify prevalence of out-of-school children and examine why they are not admitted to school or why they were drop-

out. The focus of the study is therefore on the ~~literacy~~ socio economic status of the family and school age children (5-14 years) of out-of-school children selected purposely at the district and VDC or municipality level and household level. Similarly, the study also focused on the students' enrollment and drop-out pattern and the information about teachers' characteristics and physical conditions of the school. The study also focused on the causes of why school age children do not join school and those who ever joined the school were drop-out.~~.~~

~~On the whole this study therefore focused on the literacy status of the families of out of school children and the reasons for out of school children.~~ In view of the purpose of the study, a combination of both quantitative and qualitative research design of the study was set. The focus therefore was on collecting quantitative and qualitative data and interpretation.

A combination of purposive and random sampling procedures selected~~ing~~ three districts – Taplejung, Jaja~~o~~rkot, and Rautahat ~~and Taplejung~~ representing three ecological belts namely *mountain*, *hills* and *terai* was used. These districts – Jajorkot, Rautahat and Taplejung were from mid-western, central and eastern development regions, respectively. As regards the population of the sample, gender, ethnicity, mother tongue; disability, and economic and social status and geographical locations were used to guide the selection of sample districts.

Altogether there were nine VDCs representing three VDCs (including Municipality) from each district as the total sample districts. Data were collected by using varieties of instruments such as literature review, school survey, interview with concerned personnel namely DEOs, HTs, ~~c~~Chairpersons of the SMCs, and FGDs with the members of SMC. Altogether, sixteen types of interview and interaction guidelines, survey form, ~~interview schedule,~~ observation checklists, and guidelines for FGD was constructed.

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The interview ~~schedules~~ questions as well as the guidelines for the FGD were developed in order to solicit the information from HTs, chairpersons of the SMCs, students, teachers, parents, and VDC secretaries ~~–~~and households of the out-of-school children~~–~~. With a purpose of drawing specific information on the school facilities and students' enrollment, promotion and drop-out trend, a school survey form was used. Similar to draw information about the literacy status of the family members as well as school age children of selected out-of-school children, household survey was conducted. In addition, case study of one out-of-school children from each VDC was taken to draw in-depth information on family background and reasons for school drop-out or never schooling. The purpose of this study was also to suggest measures that could be taken to improve the situation of out – of-school children by sending children to school.

Quantitative data were processed by using Microsoft Excel and qualitative data by manual coding, and tabulation. Qualitative as well as quantitative information and data generated through varieties of sources and study tools ~~were collected~~. ~~Due to dearth of comprehensive data and little up-to-date data on drop-outs and un-schooled children due to limited information available from limited samples of out-of-school children or case studies only, it was difficult to generalize findings on the out- of- school children..~~

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Major Findings, Conclusions and Recommendations

Major Findings:

- The study shows that in the family with more than two or three school age children of 5 to 14 years age, some are sent to school, while others are kept at home for domestic chores or wage earning. In such circumstances sons are preferred than the daughters to send a school. The study has shown that among the total of 578 family members amongst the selected households of out of school children, 249 are literate. This clearly shows that though reasonable level of literacy prevail in the family of out of school childrennn, the school children are deprived of opportunity to join school.
- The district wise school age children of the age group 5-14 years from the selected households indicate that Rautahat ranks first, Jajorkot the second and Taplejung the third in terms of number of never schooling children in the family of out of school children.
- Among the sampled 90 households of out- of- school children of Taplejung, Jajorkot, and Rautahat one in five children on average are drop-out.
- Among the selected households of out of school children, the number of un-schooling children was higher among Dalit than in Janajati or the others.
- The number of schooling children among the families of out-of- school children was higher among Janajati than in Dalit.
- Among the schools visited, the lowest dropout was in ECD and generally higher in grade1 and 5 for both girls and boys both.
- As the root of challenges facing out-of-school children, income poverty, exposure to wage earning in tender age, engagement in household chores, lack of awareness, migration of family, geographical difficulties, location of school in long distance, orphans, gender discrimination, ethnicity, language of instruction, lack of adequate facilities in school like books, pencil and pen, scholarship, school uniform and day meal, and caste are deep-rooted structural inequalities and disparities.
- The study also revealed that lack of supervision, monitoring and evaluation scheme, lack of reading materials, lack of physical assets, and weak monitoring from various units, were also associated with out-of-school children's problem.
- **As effective measures to prevent dropout and attracting school age children to school, there is a need for drastic changes in school curricula and pedagogical practices and incentive system.**
- Most measures taken to address the problem of out- of - school e.g. preventing drop-out from school, and readmit the dropouts in school are indirect and part of a wider scheme to enhance attainment of EFA.
- Apparently as the study shows not a single isolated factor would bring much difference in improving the situation of out-of-school children. Rather a consolidated

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effort to act upon these measures would possibly address much of the problems encountered by the children.

- Due to lack of awareness among the parents they do not favor sending their children specifically daughters to school. They do not perceive any prime consequence of difference whether their children are educated or not. Especially the parent with financial inability prefers having their children stay at home to help when the parents need them. Thus, the values and attitudes of parents regarding education have still to be addresses by launching awareness program on continuous basis

- Measures taken to abolish repetition and to improve the holding power and attractiveness of the school might be an indirect way of helping to reduce drop-out.
- The CAS and liberal promotion scheme in primary level has been taken as a very significant government steps to prevent drop-out. The field findings however have shown positive and negative experiences both in terms of the implications.
- Due to lack of strong implementation strategies of CAS and promotion, irregularity in the class and weak performance are reported to prevail. The headteachers, parents and teachers are not very cautious on effectively using the CAS.

Conclusions

- Despite ~~improvement in school conditions and incentives to school children~~investment of the Government of on school education, the drop-out rate has neither fallen down nor does it have motivated the drop-outs to rejoin school as expected.~~or the school age children for admission to school.~~
- Some of the out-of-school children as well as their parents infer ineffective teaching learning as one of the reasons for school drop-out or not taking admission in the school.
- Experiences show that the provision of ECD has to some extent motivated the school age children to go to primary school. The finding indicates that most of the teachers do not use child friendly teaching methods and lack of effective teaching material is also a problem in using effective teaching methods. Therefore, pedagogical steps have deep rooted importance in improving enrolment of school age children, holding them in school and preventing drop-out.
- It is apparent that only school building, rooms, desks, benches and chalkboards and delivery of free books are not enough for teaching and learning process. Teaching material, trainings etc are also very essential for effective teaching learning process.
- A number of schools situated in the wards or VDCs are not in easy access to children. As indicated by the study the nearest schools are beyond one hour of walk. This circumstance has made situation further difficult to school age children of 5 to 14 years. The schooling need of even 4 to 5 children in remote and isolated place should thus be met even by running a satellite school to reach the pocket area.
- A strong voice among educational administrator, VDC personnel and even the parents was that the children's basic need for schooling should be fulfilled first to send

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their children to school or hold the schooling children in school. Most of the out-of-school children and their parents have demanded for school uniform and accessories and, regular day meal etc.

- A new way of enrolling late entrants to the primary school and preventing drop-out to hold schooling might be shortening the school cycle or school day. It would be more attractive for grown up children than to place them in the beginning grade with younger children.
- A major concern to give rise to the great numbers of repeaters as well as school drop-outs was on poor school facilities. Other cause like parental attitude was also found to be a contributive factor. Those parents whose children did well at school were generally willing to allow their children to complete their education.
- Especially daughters, leaving school at the age of 13 or 14 are involved in domestic chore, earning wages and looking after younger siblings or taking care of cattle**.** Many children had to drop-out because their parents were unable to afford other related expenses even when no school fees were charged, or because they were needed to help out at home.
- The parents and local community should be very active in educating the community about the importance of education, especially of girls.
- Field surveys showed that one of the main causes of never schooling or drop-out was parental attitude. As revealed by the study, door to door campaign for students' admission and other community awareness program are found to be running as day events. These are not adequate to bring changes on the attitude of the parents.
- Government needs to collaborate with NGOs to collect accurate data of out-of-school children and to run various program to the families with poor economy to support them in sending their children to school or preventing from being drop-outs.
- As a consolidated effort, some schools on pilot basis should be providing all educational accessories textbooks, copies, pencils, school uniform, day meal, transportation facilities or allowances as appropriate and living facilities to those who cannot attend school
- In addition to the current practices of providing facilities to schools like PCF, free textbooks and tuition, scholarship in the form of incentive provided. If such facilities are provided to the children they will not only be motivated for schooling but also the parents' cooperation and participation can be sought and the children will enjoy their studies. In addition, the schools of this type will also satisfy parents who do not wish to have their children stay home due to poverty or engage in house hold activities.

Recommendations:

- Organizational measures: Provide training to teachers focusing on child friendly teaching learning and make provision for increased use of multilingual teachers, strengthen the implementation of CAS and promotion scheme of the students by involving PTAs, and teachers' organizations and disseminating about the scheme to the parents of out-of-school children and the local community on regular basis.

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- Pedagogical measures: Improve the pedagogical practices by ensuring allocation of budget for collecting teaching learning material based on curriculum and encourage teachers to use them. Make provision for additional teaching materials so that teachers' dependency on textbooks reduces and participatory learning fosters.
- Stretching the school: Introduce the school mapping system effectively. It can help determines extent of out of school children in a given locality. Make provision to run extended school program or alternative school program focusing the school age children cater their need of small number e.g. 4 to 5 students. It would eventually lead to the demand for the provision of addition of teacher to travel for a pocket school in remote catchment area.
- **Ensure the increment of incentives: Increase incentives to cover costs on all educational accessories like school dress, bag, shoes, Tiffin, stationeries and transportation cost in some places.** In view of the prevailing condition of the schools, there is a need for improving equitable access to basic education by financing for the expansion of physical facilities, including classroom construction and rehabilitation, library and laboratory construction, and the construction of schools for children with special needs, and special scholarship schemes for *Dalits*, marginalized groups, disabled, girls and children from poor households.
- Shortening the school cycle or school: Introduce an alternative way of imparting primary education by shortening the school cycle from five to three years or school day from 6 hours to 3-4 hours.
- Introduce support program: The families with poor economy of out-of-school children should be supported with some income generating activities as an effective government measure. Tie up schooling program with income generation program for such families.
- Build the capacity of SMC. PTA and Local Agencies: Ensure building the capacity development of SMCs as a priority. There is a continued need for building the capacity of SMC particularly in the area of improving the quality of service delivery and good governance, and help improving the schools' physical infrastructure, , generating information about school age children and motivate the children for admission to school.
- Awareness raising program: Ensure collective involvement of not only school as an institution but also teachers, the members of SMC and the teachers associated with professional organizations of the teachers in running various awareness raising program.
- Strengthen and mobilize CLC: In view of the growing number of out of school children, the CLC should be strengthened to track the data of out of school children, and regularly update it. Further the CLC should encourage locally managed partnerships with private sector and I/NGOs.
- Coordinate and collaborate with local NGOs**:** Ensure coordination and complementarily between various NGOs, VDCs, government agencies and the local community working for mutt- sectoral development activities and education program at community and district level. A number of agencies, I/NGO, local bodies, and

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government agencies are working in the community but the partnership has not been successful up to the mark. In recent years the government has taken measures to entrust the local communities for the management of schools. The community management of the schools has had positive outcomes and has strengthened its operation in terms of school operation, planning, social audit and school improvement plan. School should coordinate with SMC, PTA and local community to run awareness raising program.

- **Boarding schools in remote areas: Run some model boarding schools to those school age children from geographical remoteness and scattered settlement, poor economy, orphans and disables. Particularly, education and livelihood of the orphans should be considered as the state responsibility.**

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- Further research: Since this study was limited to some selected out- of- school children and their families, a study with larger sample covering general households representing all development regions and ecological belts should be carried out to look into the gravity of the problems out-of-school children, estimate its size and identify the reasons of out-of-school. .

ACRONYMS AND ABBREVIATIONS

AS	Alternative Schooling
CERID	Research Centre for educational Innovation and Development
CLC	Community Learning Center
COPE	Community Owned Primary Education
CPE	Ccompulsory Primary Education
CRC	Camera Ready Copy
CSSP	Community School Support Program
DDC	District Development Committee
DOE	Department of Education
ECD/PPC	Early Childhood Development//Pre-primary Children
EFA	Education for All
FGD	Focus Group Discussion
FSP	Flexible Schooling Program
GER	Gross Enrolment Rate
GON	Government of Nepal
HTs	Headteachers
IFCD	Innovative Forum for Community Development
IRC	International Red Cross
LS S	Lower Secondary School
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
NER	Net Enrolment Rate
NGO	Nongovernmental Organizations
NFEC	Non formal Education Council
NPA	National Plan of Action
OSP	Out of School Program
PTA	Parent Teacher Association
SESP	Secondary Education Support Program
SLC	School Leaving Certificate
SMC	School Management Committee,
SS	Secondary School
SSRP	School Sector Report Plan
TEP	Teacher Education Project
TESON	Teachers Educators Society-Nepal SOP
TG	Teachers Guide
UNDP	United Nations Development Program
UPE	Universal Primary Education
VDC	Village Development Committee

CHAPTER-I: INTRODUCTION

1.1 STUDY BACKGROUND

Education is indispensable for human capacity development and poverty eradication, and is inevitable key element to promote economic growth, create employment opportunities, and foster civic participation and personal development.

Following the World Declaration on Education for All (EFA) 1990, Nepal has put immense human efforts and financial resources to enhancing quality besides improving access to primary education. A number of donors are supporting the Government of Nepal in its mission for EFA. The international community re-affirmed its vision of EFA through the Dakar Framework for Action. The Dakar Framework proposed 12 major strategies and set six major goals to achieve quality, education for all by 2015. The development of basic and primary education in Nepal received an impetus from the international commitment. Following this the Education for All (EFA) 2004-2009 sector program a comprehensive primary education intervention as part of Nepal's EFA National Plan of Action (NPA) (2001-2015) was implemented and at present the School Sector Reform Program (SSRP) (2009-2015) has been implemented. The NPA provides the long-term vision and planning framework for the Ministry of Education and Sports (MoES) and aims to achieve the 2015 Millennium Development Goals (MDG) and the EFA goals by introducing systemic improvements in service delivery and planning mechanisms.

The SSRP is a continuation of the on-going programs such as Education for All (EFA), Secondary Education Support Program (SESP), Community School Support Program (CSSP) and Teacher Education Project (TEP). Building upon the lessons learnt and gains we have made in the sector, the SSRP also introduces new reforms characterized by strategic intervention such as the restructuring of school education, improvement in the quality of education, and institutionalization of performance accountability.

The introduction of the Constitution of the Kingdom of Nepal 1990 regarded education as one of the fundamental rights. This constitutional provision encouraged the introduction of special policies for educating girls, other disadvantaged groups such as ethnic minorities, and Dalits who have been historically marginalized in Nepal. Moreover, the interim Constitution 2006 has envisaged basic and primary education as right and to be made free and universal. The constitution is explicit on the provision of providing primary education in mother tongue and free education up to secondary level. However, recent publication of the Department of Education indicates about 5 percent of the school going children are still out-of-school. While the percentage of out-of-school going children has significantly come down in the last few years, it is gradually becoming tough to tracking this population as they tend to be scattered in different urban and rural settlements. Failing to track this population would inevitably put us behind in meeting the EFA and MDG goals. Therefore, the Department of Education (DOE) and its development partners have taken out-of-school phenomenon seriously making every bid possible to bringing this population into mainstream education by addressing their diverse educational needs.

The other side of the out-of-school population is that significant number of student tends to drop-out from schools in their early grades which regularly add up the number of out-of-school population. However, it remains to be explored that how many out-of-school population has never been to the school and how many of them are school drop-outs in the communities where there are significant number of out- of- school children. Knowing this would help understand whether the cause is inside the school or within the family and in the community. With broad areas to be explored in selected districts and VDCs, the Department of Education sponsored for conducting an independent study of out-of-school children in Nepal.

1.2 RATIONALE OF THE STUDY

Enforcement of the universal primary education policy has been a challenge in Nepal. Several factors such as economic condition of the families, socio-cultural beliefs, unachieved expectations of parents/students, shortfall in quality and relevance of school education, and blanket policy of the government can be attributed to this situation (Department of Education, 2009). Nevertheless, the government is persistent in its endeavor to achieve universal primary education through decentralized planning and management of school education.

According to Ministry of Education's publication (Education Information, 2068), 5.5% children of school going are out of school and drop-out rate in grade one is 8.3%. Similarly, only 80.6% children remain till grade 5 after admission in grade one. Flash reports mentioned that the percentage of out-of-school going children has significantly come down in the last few years but it is gradually becoming tough to tracking this population as they tend to be scattered in different urban and rural settlements. For e.g. in urban area, many domestic/other child labors do not go to school but their population is not in national documentation. Failing to track such population and lack of education support program to them put us behind in meeting the EFA and MDG goals.

As indicated in the SSRP(2009-2015), about 8% of the current school going population in primary (5-9 years age) and about 25% in basic education (5-12 years age) are still out of school. Likewise, social inclusion and equity issues continue to prevail as the major concern across all levels of education delivery. With low levels of learning achievements and persistently high drop-out and repetition rates, the efficiency and effectiveness in the education sector represents another challenge to be met. Literacy and continuing education form the basis for lifelong learning for all youths and adults between 15 and 45 years of age. Literacy enables them to engage in lifelong learning and contributes to developing their capabilities to sustain their livelihoods and participate in society. Therefore, the government has seriously taken out-of-school phenomenon and trying to bring this population into education mainstream by addressing their diverse educational needs.

Previously, the UNESCO Institute for Statistics considered a child to be out of school if he or she was of primary school age (usually between the ages of 6 and 11 years) and not enrolled in primary school. The standard definition changed in 2005 to include all children in the official primary school age range who are not enrolled in either primary or

secondary school. In this study, the drop-out children of school age children and those who are never enrolled are considered to be out-of-school children. Some facts from the Education For All Global Monitoring Report 2008:

- The total number of primary-school-age children not in primary or secondary school in 2005 worldwide was around 72 million.
- South and West Asia, and sub-Saharan Africa account for 24% (17 million) and 45% (33 million), respectively, of all out-of-school children.
- The share of girls among out-of-school children was 57% (41 million) in 2005. In sub-Saharan Africa girls accounted for 54% of out-of-school children in 2005, compared with South and West Asia at 66%, and the Arab States at 60%. (http://www.welthungerhilfe.de/fileadmin/media/pdf/Stopp_Kinderarbeit/Child_Labour.pdf).
- The present status of NER suggests that a total of approximately 173 hundred thousand children (4.9%) are out of formal primary schooling, of them the majority are girls.(Flash Report 2011/12)

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1.3 OBJECTIVES

The overall objective of this study is to analyze current situation of out-of-school children highlighting on its underlying characteristic features. To achieve this overall objective, following specific objectives are defined.

- To assess the magnitude and characteristics of out-of-school population by ethnicity, age, gender, and geographic location.
- To assess the reasons why school age children are out-of-school.
- To critically analyze current situation of out-of-school children suggesting ways to bring them into mainstream education so that the EFA and MDG goals could be met.

1.4 REVIEW OF RELATED LITERATURE

Efforts to retain primary school children in the certain grade class preventing them from dropping out have been made in last two decades. In view of this study, it is pertinent to begin with literature review and review of documents/reports related to out of school population. A number of studies conducted in Nepal by various institutions reveal that despite increasing access to basic education, a number of challenges remain in our doorsteps in implementing program as reflected by various studies (CERID 1997, CERID 2007), and in progress as pointed out by status reports (DOE/MOES, 2008).

There are many studies under the theme of Out-of-school children. In 2009, Full Bright Consultancy conducted a study on “Identification of Out-of-school children and Possible Measures for bringing them into Formal and Non- Formal Education System” in 2009. Review of related studies. The purpose of this study was to draw information about out of school” children aged between 3 to 9 years and find out the major reasons for non-schooling of children and to suggest measures to bring the ‘out of school” children to formal and non-formal education system. The primary level of information/data collected from 16 sample districts covering all 5 development regions, 3 ecological zones and Kathmandu valley revealed that though School support programs are successful in increasing the school enrolment rate to some extent however, there are still out-of-school

children . The study also repealed that the school support programs conducted by NGO's have shown positive results in the communities. Special need based programs for specific area, are some characteristics of NGO activities. Government's school support program (scholarship, free textbook, Tiffin and kerosene distribution) has also helped to increase school enrolment rate.

As indicated by the study the reasons behind the out-of-school children were poor economic condition of the family, unfavorable school environment, socio-cultural beliefs and tradition, lack of easy access to ECD/PPC, parents' ignorance to importance of education, disabilities of children, parents' unwillingness, involvement children in the household chores and unaware of ECD program are some major reasons of out-of-school children. In addition, lack of child friendly and disabled friendly environment at school, school at long distance and punishment practices were also some reasons behind out of school and drop out (Full Bright, 2009).

In 2009 CERID conducted a study to have in-depth information on the status and provision of alternative schooling and exploring ways for strengthening the program. Specifically the main objectives of this study are as follows:

- To identify the provision made for alternative schooling in terms of types of program, location of schools/learning centers, inputs provided (T/L materials), recruitment of facilitators, training of facilitators, incentives to children, participation of parents and community groups
- To examine the status of alternative schooling in terms of geographical coverage, delivery system, allocation of quota, partner agencies/institutions, management, retention of the children in the program.
- To assess technical and managerial aspects of the program that has influenced the attainment of educational access and quality of children among disadvantaged groups.
- To suggest alternative mechanisms that could be designed and implemented in order to address the issues of under –age and over-age children.

A study entitled 'ensuring free and compulsory basic education for disadvantaged groups in the context of EFA was conducted by CERID in 2009 with purpose to identify the educational status and identify the provisions required for educating children from the disadvantaged groups. Further the study endeavored to identify the measures and processes of how to ensure free and compulsory basic education for the disadvantaged groups in the context for EFA. The study attempted to get respond on the following questions

- What is the existing educational status of children of the disadvantaged groups?
- What provisions are required for educating children from the disadvantaged groups?
- What preventing measures should be undertaken to ensure educational rights of the disadvantaged groups?

The qualitative approach of the study on 5 disadvantaged groups carried out in 5 districts covering Dalits (Lohar/Tamata and Chamar*)* and Janajati (Tamang, Chepang and Danuwar) were considered as disadvantaged sample populations for the study. With the

use of interview, focus group discussion, survey and observation guidelines in-depth information were drawn from district education office, school, head teacher, teachers, school management committee (SMC), parent teacher association (PTA), students, community and NGO. Information through FGD with the schools and the communities was extensively used for triangulation.

The overall educational status of disadvantaged groups has changed over time but they still lag behind in several ways. The study found that enrolment of disadvantaged students was satisfactory, except in the *Chamar* community. Among five ethnic groups, Tamangs, *Chepang*s and *Chamar*s showed their willingness to learn in their own language. However, it has been difficult in the absence of textbooks.

Many disadvantaged families were unable to bear indirect costs of schooling. This was clearly reflected in the outlook of disadvantaged students. In an observation it was found that students of disadvantaged students were not well-dressed. Almost all of them did not have the school dress, and they came with plastic bags, wearing slippers. In schools of the Chepang community approximately 50% students came barefooted. This phenomenon was natural as their family income was too inadequate to meet the expenses (as indicated by household survey).

The welcome to school program has been successful to increase educational awareness among the disadvantaged groups. The school environment of disadvantaged groups was not so good as required. These schools lacked one or more major physical facilities such as classroom, playground, sports items and toilets. Only 50 percent of the sample schools had employed teachers from their own communities. The provision of disadvantaged community teachers was necessary to the key principle of child rights, namely that education should respond and be adapted to the interests of each child. In spite free education policy of the government, primary schooling was in fact not free. Schools raised annual charges and examination fees. Early marriage and child labour did not appear big challenges to the basic education of disadvantaged groups. The roles of DDC and VDC in ensuring basic education were inadequate under the framework of decentralization. DDC simply allocated funds to schools without sticking to any particular norm.

Based on the major findings finally the enrolment and retention of *Chamar* students did not appear satisfactory. It requires special attention. To address this problem, the government should develop and implement an education guarantee program. In spite of the willingness on the part of children to learn in their own language, it has been difficult to instruct in the mother tongue in the absence of textbooks. The government should continue the “welcome to school” program. Schools of disadvantaged children need more classroom space, playground, toilet, sports materials and educational instruments. Provision of local disadvantaged community teachers is necessary to respond to the interests of the children. Schools impose annual and examination fees on the students. However, this was incompatible with the free education policy of the government. The government should eliminate all types of school related fees so as to make primary education truly free for all disadvantaged groups.

Scholarships should be made available to specified disadvantaged groups. The practice of child labor and early marriage should be discouraged to prolong the school retention of disadvantaged students. Stakeholders' participation should be increased under the policy of decentralization. In Nepal, gender issues are also very critical in increasing the access of girls to basic education and also combat the disparity issues. In this connection CERID conducted a study entitled 'Gender issues in school education' in 2009. The study aimed at finding the major gender issues in school education, the aspects that constitutes gender friendliness in school, the ways to make the school gender friendly, the major gender issues faced by female teachers and girl students in school (CERID, 2009). The study revealed various points on gender policy and gaps, gender friendliness in school, gender issues, status and issues related to female teachers and status and issues related to female head teachers.

Specifically, scarcity of female teachers at lower secondary and secondary levels, advantaged from the scholarship, efforts made for increasing the number of female teachers, seating arrangement affecting the interaction between girls and boys in the classroom and difference regarding the gender-friendliness between primary and higher levels of schooling and gender friendliness in physical facility, interaction, teacher (female), community participation and student enrolment could be observed more in primary than in higher levels of school revealed. Further the study revealed that gender issues existed more at higher levels (lower secondary and secondary) of schooling than at primary level, lack of female teachers and head teachers at lower secondary and secondary levels. There was hardly one teacher at secondary and two teachers at lower secondary levels. Feeder hostel has made positive contribution in providing secondary education to girls of remote areas. So there is the need of extending such programs in other districts by increasing its capacity, pay special attention on building toilets and providing water supply in schools, the policy of recruiting them for lower secondary and secondary levels, in addition to the present policy of female teacher appointment at primary level. In addition, the policy of giving priority to local teachers and upgrading their qualification also contributes to their appointment as head teachers of higher levels of school.

Another study 'Assessing quality of education in Madrasas of Nepal, intended to study the extent of quality (if any) of education in these Madrasas and suggest policy measures in terms of input, process and product. The main objectives of this study were to analyze the quality of education in the registered Madrasas in terms of input, process and product, eexplore the perception of the stakeholders related the indicators of quality education, suggest a suitable policy framework for enhancing the quality of education in and making the registration sustainable.

The study carried out in Rauthat, Bardiya and Mahottari districts selecting at least, three Madrasas from each district. The views of stakeholders were collected with the help of survey and observation forms through interviews with the Madrasa teachers and headteachers/organizers and FGDs with members of the Muslim community etc revealed that the registered Madrasas had large numbers of students, with a significant number of

girls. The student teacher ratio was satisfactory but there was a shortage of qualified mainstream course teachers. However, only a few teachers were trained and none of them had the teaching license. In addition, the study revealed that lack of female teachers in the registered Madrasas, low pay, discrimination in the salary of male and female teachers and running of Madrasas in cemented building.

Considering the major findings of the study recommendation were made for a proper curriculum maintaining a proper balance between mainstream and Madrasa courses, upgrading capability of Madrasas and providing training, instruction materials, books, stationery. In addition management training for the Madrasa organizers was recommended.

In 2005, Teachers Educators Society-Nepal, (TESON) conducted a study entitled "Situation analysis of SOP and FSP in Dhading and Siraha districts" with purpose of identifying the existing situation of SOP and FSP graduates; analyzing the positive and negative factors that contributed either to remain in formal school or drop-out and recommending strategic measures for improving the SOP and FSP program. The study revealed that despite the gender gaps there were growing numbers of students in the SOP and FSP in both districts. There was also substantial number of drop-out in both SOP and FSP and the tendency of not joining formal school was high (TESON, 205). Similarly, the study found the overage enrollment of the children in the SOP and FSP. On the part of teachers the study found that the recruitment of female teachers was a positive factor in contributing to increasing enrollment of the children from the disadvantaged groups.

The study recommended for recruitment of more female teachers to increase girls' access to SOP and FSP. Similarly flexibility of class time and launch awareness programs for parents and community members were recommended for ensuring children to attend SOP and FSP and retain them in the formal schools(Ibid, pp. x, xii).

Innovative Forum for Community Development (IFCD) in 1997 conducted a tracer study of out-of-school children's program. The study revealed that girls participation in OSP was very low, only few graduates of the OSP were enrolled in formal school. The study also showed that the students' engagement in household affairs, parents' migration from the community to other places was the barriers in the participation of school age children in the OSP. As preferred by the children the formal school was better than OSP as it could not meet their expectations (IFCD, 1997, pp.6-8). The facilitators' irregularity in the class was also a distracting factor among for OSP among children.

As pilot program a Community Owned Primary Education (COPE) Program was implemented by the GON with support of UNDP/Nepal in six selected districts in 2002. A mid-term report of the program revealed that all primary school students were regular in class and they participated in variety of school activities. A full retention of girls and disadvantaged children in the school was also reported in the findings. The other good practices revealed by the study were the student centered teaching and learning, and

continuous assessment system. Thus the COPE program presented a good model of devolution of primary education contributing directly to meet the EFA and UPE goals.

With purposes of exploring educational status of children of the disadvantaged groups and the provisions are required for educating children from the disadvantaged groups, CRID conducted a study entitled "Ensuring free and compulsory basic education for disadvantaged groups in the context of education for all' in 2009. The study also aimed to identify the preventive measures to ensure basic/free/compulsory/right based education for disadvantaged groups. Case-by-case study of 5 disadvantaged groups included Lohar/*Tamata* and *Chamar*, *Tamang*, *Chepang* and *Danuwar* in 5 districts. As revealed by the study the eenrollment of disadvantaged students was satisfactory, except in the *Chamar* community. The retention rate, however, was challengingly persistent with the Chamar, *Lohar* and *Tamata* communities. As regards the attendance and performance in exam, *Tamang* and *Danuwar* students demonstrated more or less a feature similar to that of the other students.

As recommended by the study the government should develop and implement an education program and respond quickly to meet the demand of textbooks by printing the textbooks on time. Similarly it was recommended for having more classroom space, playground, toilet, sports materials and educational instruments for schools of disadvantaged children provision of local disadvantaged community.

With the objectives to document the previous compulsory primary education (CPE) experiences, analyze how the initiatives were conceived, planned, executed and monitored, and assess the impact of these initiatives in order to draw lessons for the future EFA plan, CERID conducted a case study entitled *Free and Compulsory Primary Education in the Context of Education for All'* in 2004. The study focused in Banepa district revealed that with the help of the community learning center (CLC) the program was successful in eradication of illiteracy in Banepa as it got necessary program prerequisites (CERID, 2004).

CERID conducted a study entitled *"Rights-based education and structural reforms in basic and primary education"* in 2007. The study exposed that despite the provision of scholarship, textbooks and opening of the early childhood center, no satisfactory accomplishments was seen for providing rights- based education to children to suit their needs and demands. A need for the policies and programs for providing rights-based education and classification of the responsibilities of the stakeholders was deemed necessary.

Thus the preceded reviews of the related studies indicate that various efforts have been made in recent years with focus on improving the access and quality of education. But no adequate efforts have been made to assess the effects of the roles played by the HTs, SMC and PTA members and parents in the changing context of the school management. Significant attempts have not been made to expedite the level of awareness and advocacy in the community about school affairs and the transformation in physical condition and learning environment of school.

CERID conducted a research on the project on life skills education for out-of-school youth designed for developing ways and means to address the needs of youth in Nepal. The study revealed that NFEC has run some program for OSP youths but most of them are not functioning to improve the level of OSP youths (CERID, 2007pp.50). This report has indicated the need for continuing any program for OSP youths until they are skilful for the world of work (Ibid, 200, pp.55). Especially for those children who are drooped from the OSP program II or III, there is growing relevance of skills training. On the whole, the report indicated towards the need of developing different types of non-formal education to address the life skills needs of the OSP youths.

With purpose of investigating into the situation of the OSP adolescents particularly girls of Nepal, another study entitled "A study of out- of-school adolescents in Nepal: a research study" was conducted by CERID in 2004. As revealed by the study more that 80% of the adolescents were out- of -school and the provision of education available in formal schools; OSP and skill training provided by various agencies were inadequate (CERID, P.51). Following the findings of the study, a number of recommendations were made. The report however mentioned that the OSP is running on traditional ways and facilities are less, but the classes run smoothly. In this connection, the report made recommendation Need for upgrading facilities, accountability, faxing the number of class according to local needs, and provide appropriate remuneration to the teachers were spelt out by the report(CERID, 2004).

Regarding the FSP and SOP monitored by the Department of Education (DOE), the Status Report 2008 records a good progress at the district level programs. The components of FSP and OSP included printing and distribution of materials, teachers' guide and training manual preparation for FSP for first phase, training manual preparation of school outreach program, reference material preparation for facilitators, preparation of statistics forms, model questions preparation and printing (15 subjects), 6 days TOT for FSP, free textbook distribution for FSP, program monitoring, text-books revision and CRC preparation for NFE-SOP program.

In FSP, the physical as well as financial progress was reported to be 95% and 91%, respectively. Among the nine activities, the physical implementation rate was found highly satisfactory i.e. 90% above. Similarly, financial ones of the these activities were recorded 85% and above expect on remuneration for the new flexible schooling facilitators and training for facilitators (existing) were 68% and 77% respectively. Regarding the OSP the overall physical progress of this subcomponent was 98% and financial implementation rate was 94%.

As indicated by the report the progress related to the activity related to classroom management and training for facilitators (existing), within the subcomponent of OSP, had slightly low physical implementation rates with 89% and 79% respectively. The physical progress for the Inclusive Education (Special Needs Education) subcomponent was satisfactory i.e. 100% among the five activities under it and the financial implementation rate was 94%. At the central level, under two subcomponents -AS and education for

special needs children, altogether fourteen activities were planned for the FY 2007-08. The overall physical and financial progresses of this component were 94% and 75% respectively **(**MOES, 2008).

In the subcomponent of AS, there was highly satisfactory physical progress i.e. 100% for all activities. However, regarding the activities under the subcomponent of Education for Special Needs Children, there were comparatively low physical implementation rates, i.e. ranging from 80% to 91%. The status report 2008 clearly mentioned about the problems, issues related to SOP, and FSP. Most of the districts reported the irregularity of FSP/SOP students and their de-motivation due to lack of scholarship for them. Despite the lack of effectiveness in the program, there is high demand of the SOPs in remote and hill districts (i.e. Lamjung and some districts in Karnali zone). At the same time, the allocation of quotas was reported to be insufficient (MOES, 2008).

In 2008 a study entitled "Gender Equality and Gender Friendly Environment in Schools" was conducted with purpose to find out the determinants of girl's and the female teacher's friendly school environment(CERID, 2008). As indicated by the study most of the parents, students, school administrations and communities felt secure and confident when female teachers are available. Based on the findings, the study recommended for launching massive awareness programs on gender equality on regular basis in addition to existing *Ghar Dailo* (door-to-door) program, In addition program to change the attitude of parents towards the girls was suggested. Also the suggestion were given to address the demand for provisions of transportation, separate toilets with regular water supply, a good library and instructional/sports materials and school uniform was made by girls. The study indicated also on the demand of female teachers to make school environment more convenient and education friendly.

A study entitled *'Access of Muslim Children to Education'* was conducted in 2003 with purpose to identify obstacles to the participation of the Muslim children in public school education and suggest relevant policies and practices. This study has identified economic factor, religious, cultural, language, and incentive distribution that affected access of Muslim children to Education. This study suggested for the need to motivating the Muslim children to join public schools. Other suggestions include accommodating school culture, integration of Islamic learning, motivational programs, special incentive scheme, reservation in higher education, massive out of school (OSP) activities and appointment of government teachers(CERID, 2003).

Another study *'Access of Muslim Children to Education Phase II* conducted in 2004. The objectives of the study were to discuss the role of Madrasas in the participation of Muslim children in the mainstream of school education and analyze enrollment, promotion, repetition and drop-out rates of Muslim children in the school. The thrusts of the study was on socio-economic status of the Muslims, uneducated number of Muslims and repetition, promotion and drop-out rate of Muslim children in schools. Based on the findings the study recommended for recruiting female facilitators (teachers) and increasing participation of children in the incentive programs. The study stressed the need for providing supports to economically backward Muslim families.

A study entitled "*Access to Education for Disadvantaged Groups*" was conducted in 2002 with purpose to find out the educational status and to identify motivating (pulling) and de-motivating (pushing) factors that affect special focus group children. Based on the findings the study provision for alternative schooling was recommended for the over-aged disadvantaged children. For those students whose parents are unable to provide basic educational materials such as books, pens, pencils, exercise books, Tiffin and school dress incentive program is needed. Increased scholarship quota for *Dalits* and primary schools is needed. Similarly, regular assessment systems, increased school physical facility, appointment of local teacher/facilitator, adequate supervision are also needed.

In 2005 another study entitled 'Access of Disadvantaged Children to Education' was conducted by CERID to examine the access rate of educationally deprived children in the country and to find out ways to provide them access to education. The major findings as indicated by the study wee lack of physical facilities, irregularity of teachers, humiliation of other students by the upper caste children, engagement of students in income-generating activities aiming at refunding family loans, and lack of learning opportunities for the children. Provision for temporary community school was recommended to avail school outreach programs on local initiatives for disadvantaged children. In addition, need to develop a policy for teacher appointment and physical infrastructure to the number of children.

With purpose of finding out the participation of girls and disadvantaged children in education and to identify the incentives needed for girls and disadvantaged children, a Study entitled 'Effectiveness of Incentive / scholarship Programs for Girls and Disadvantaged Children' was conducted in 2003(CERID, 2003) . As revealed by the study the participation of girls and disadvantaged children is low because parents want their daughters to get married rather than continue to go to school. High rate of failure and repeater rate in grade was obvious from the study. As divulged by the study the lack of physical facilities, unavailability of classroom space, and lack of adequate number of teachers are other pertinent problems. As recommended providing incentives to all new comers and the *Dalits* in the distribution of the incentives, to by the study parents of most disadvantaged groups to initiate income-generating activities, conduct door-to-door awareness programs and formation mother groups to mobilize them for creating awareness should be encouraged.

CHAPTER-II: METHODOLOGY OF THE STUDY

This chapter deals with the methodology used in the study. The whole description is divided into five sections in order to have clarity of presentation. These sections are: study frame, study samples, study tools, data generation and data analysis and interpretation.

2.1 STUDY FRAMEWORK

The main purpose of the study was to assess the magnitude and characteristics of out-of-school population by ethnicity, age, gender, and geographic location, identify the causes of school age children not enrolling in the school, and critically analyzing current situation of out-of-school children and finally suggesting ways to bring them into mainstream education so that the EFA and MDG goals could be met. The focus of the study is therefore on the literacy status of the family and school age children (5-14 years) of out-of-school children selected purposely at the district and VDC or municipality level and household level. Similarly, the study focused on the students' enrollment and drop out pattern and the information about teachers' characteristics and physical conditions of the school. The study also focuses on the causes of why school age children do not join school and those who ever joined the school were drooped from any grade. Besides some information were drawn from the stakeholders on the extent the information and data on maintained at the VDC or Municipality level ad district level were valid and reliable. Thus in view of the purpose of the study, a combination of both quantitative and qualitative research, was set as the design of the study. The focus however was on qualitative data collection and interpretation.

Basically, the information related to the magnitude of school drop-outs and school age children who are not enrolled, and children who are schooling, were interpreted quantitatively and those related to the causes, impacts, steps related to admit unschooled children to school and readmitting school drop-outs in qualitative way. Further triangulation of information obtained from observations, interviews and focus group discussion (FGDs) with various stakeholders were done. Before proceeding to data collection the tools were revised after pretesting and feedback from the DOE. The field researchers were given intensive orientation in Kathmandu.

2.2 STUDY SAMPLES:

A combination of purposive and random sampling procedures selecting three ecological belts namely *mountain*, *hills* and *terai* was used. Altogether three districts – Jajorkot, Rautahat and Taplejung from mid-western, central and eastern development regions were selected. As regards the population of the sample, gender, ethnicity, mother tongue; disability, and economic and social status and geographical locations were used to guide the selection of sample districts.

As per the study framework, three locations from each district were selected as follows:

- One municipality/ urban location,
- One VDCs with fairly mixed community, and
- One VDCs with particular ethnic predominance

Altogether there were nine VDCs, three VDCs (including one Municipality) from each district. For study purpose, 90 out-of-school children including children who are out –of-school either as a school drop-out or as unschooled children from each VDC/Municipality were selected in consultation with local school, VDCs, community leaders, head teachers etc. Among the total out of school children selected there were ten children (5 girls and 5 boys) from each VDC. For sampling purpose, the households of the selected out- of -school children were chosen purposely. The limitation of sampling was therefore not selecting the households randomly. Additionally, 9 out of school children one from each VDC were selected for case study. On the whole there were 99 children, and 90 households sample population in the study. In order to examine the status of school drop-outs, the school from the local community was selected on the basis of their proximity, A summary of the total sample of this study are given in Table 2.2.

Table 2.1: Sample Districts

Region	Mountain	Hill	Terai
EDR	Taplejung		
CDR			Rautahat
WDR		Jajorkot	

Table 2.2: Summary of the Sample District and Schools

Respondents	Used Data Instruments and Tools			
	Survey	Interview	FGD	Case Study
DEO and RPs		8		
Schools	9			
Headteachers		9		
Teachers			9	
Students		90		9
SMC Chairperson			9	
SMC Members			9	
Parents		90		
VDC Secretaries (Present and Former)		18		
Household Survey	3			

2.3 STUDY TOOLS

With regard to the objectives of the study, both qualitative and quantitative data were collected by using varieties of instruments. Altogether, there were sixteen types of tools and instruments. The data collection instruments included literature review, school survey, interview with concerned personnel namely DEOs, Resource Persons, School Supervisors, headteachers, school drop-outs and never schooled children, and their parents; Former VDC officials and Secretary, FGDs with members and chairpersons of the SMCs, and teachers. Besides, a checklist was used for assessing actual time for instruction and recording the observation of the researchers. Additionally an outline for case study was developed.

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2.3.1 Survey Form and Checklist

A school survey form to collect information about the school enrollment andt and drop-out, physical facilities of the school and information about teachers; a checklist to record information about educational indicators and VDC and district level; household survey form to draw information about literacy status, and source of income of the family members were developed.

2.3.2 Guidelines for Interview and Focus Group Discussion (FGD)

The interview schedules as well as the guidelines for the FGD were developed in order to solicit the information from DEOs, HTs, Resource Persons (RPs), School Supervisors (SSs), headteachers, school drop-outs and never schooled children, and their parents. This was instrumental in understanding the literacy situation, exploring the causes of school drop-outs and never schooled children, factors that might be useful in facilitating readmissions of school drop-outs, admission of never schooled children to school and the contribution of various institutions and organization in increasing the trend of school admission.

2.3.3. Outline for Case Study

For study purpose, an outline for case study was developed. For case study, one out-of-school children from each VDC was taken. The in-depth information on family background and reasons for school drop-out or never schooling was useful in identifying measures that could be taken to improve the situation of out of school children by sending them to school.

2.4 DATA GENERATION

In order to collect the required data and information, the instruments were used in all three districts selected for the study. With a view to clarify the exploring the exploring the conceptual clarity on school drop-outs and out--of school children, literacy status and the sample VDCs and Municipalities, pertinent review of literature and issues was reviewed

Furthermore, interview with key personnel such as DEOs, SSs, RPs and headteachers, former authorities of VDC or municipalities and secretary on duty, and out-of-school children and their parents, FGDs with chairperson and members of SMC, school teachers at community level generated valuable information. The surveys, checklists, interviews and FGDs, by and large, helped to draw precious information on the followings:

- Magnitude and characteristics of out-of-school children at ward and VDC or Municipality level by ethnicity, age, gender, and geographic location
- Literacy status of the out-of-school children (drop-outs and never enrolled) at ward and VDC or Municipality level
- Indication of enrollment, and drop-out rates of the out of children particularly those of disadvantaged groups by gender, ethnicity, disability, socially and economic condition and geographical barriers;

- Efforts made the school, school Management Committees(SMCs), local agencies, VDCs and municipalities, and parents for bringing out-of-school children to formal schools;
- Cases study of school drop-outs and never schooled children of the age group 5-14 years.
- Major issues and challenges including appropriate measures to address the out-of school children.
- Roles of various stakeholders (parents, VDCs/Municipalities) in ensuring education for all
- Suggest possible measures for addressing the issues of out-of-school children to ensure access and quality of education.

2.5 DATA ANALYSIS AND INTERPRETATIONS

Quantitative data were processed by using Microsoft Excel and qualitative data by manual coding, and tabulation. Qualitative as well as quantitative information and data generated through a varieties of sources such as schools, teachers, students, parents and chairpersons and members of SMCs, former authorities and secretaries of VDCs or municipalities and local communities, and out -of -school children were analyzed using simple statistics by considering three thematic areas like magnitude and characteristics of out-of-school population by ethnicity, age, gender, and geographic location, literacy status of the families of out- of- school children, causes for being out-of-school and current situation of out-of-school children.

CHAPTER-III: EDUCATIONAL ACCOMPLISHMENTS IN NEPAL

Nepalese education system until very recent was divided into level- primary education form grade 1- to 5, lower secondary from grade 6 to 8 and secondary grade 9 and 10. However with the implementation of School sector Reform program (SSRP); the Nepalese education system is divided into two levels- basic from grade 1 through 8, and secondary from grade 9 through12. The education system also includes preprimary and early childhood development (ECD). In a period of 10 years, there has been significant growth in educational institutions from the ECD centers to secondary schools. Comparatively the growth rate of community schools is lagged behind by the growth of private or institutional schools; however, in terms of the number of institutions substantial numbers of community schools from primary through secondary schools have increased.

3.1 GROSS ENROLLMENT RATE (GER) AND NET ENROLLMENT RATE (NER)

GER expressed as a percentage is an indicator related is widely used to show the general level of participation in a given level of education, while NER expressed as a percentage gives a more precise measurement of the extent of participation of children belonging to the official school age in a given level of education. An increasing trend of children's participation in school can be considered as an indicator reflecting on the improvement in participation at the specified level of education. When the NER is compared with the GER, the difference between the two ratios highlights the incidence of under-aged and over-aged enrolment.

As reported by the flash report of 2011/12, the overall GER at primary level is 135.9% with 141.2% for girls and 131.0% for boys. A comparison of these figures with the figures of 2010/11 (139.5% total, 144.8% for girls and 134.5% for boys), the GERs, in total as well as for both girls and boys have been reduced at primary level.

Similarly, the overall NER at primary level is 95.1% with 94.5% and 95.6% for girls and boys respectively. A comparison with the status of 2010/11 (94.5% total, 93.6% for girls and 95.3% for boys), the NERs for girls and boys as well as the total have increased. This has clearly indicated that a total of approximately 173 hundred thousand children (4.9%) are out of formal primary schooling, of them the majority are girls. In 2011/12, the total number of new enrolment in Grade 1 and the total number of 5 years' age group population, the overall GIR for grade 1 is 140.7% with 144.2% for girls and 137.3% for boys. The overall GIR 140.7% was lower than that 0f 2010/11 by 1.7 percent points. However, it is still high and this indicates a late entrance of children into grade 1. This is likely to be affecting the overall internal efficiency of primary education. Similarly based on the total number of 5 years' age group, new enrolment in grade 1 and the 5 year's age group population in 2011, the overall Net Intake Rate (NIR) in grade One is 90.7% with 90.2% for girls and 91.2% for boys. Compared with the NIR in the last school year, it has increased by 1.7 percent points (Flash Report 2011/12)

Table 3.1: Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) by levels

Level	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Primary(1-5)	141.2	131.0	135.9	94.5	95.6	95.1
Lower secondary(6-8)	104.1	96.0	100.0	69.5	70.5	70.0
Basic(1-8)	128.6	119.1	123.7	86.1	87.0	86.6

Similarly the total GER at lower secondary level is 100.0% with GER of 104.1% for girls and a GER of 96.0% for boys. The comparison with the status of the previous year (94.5% total, 97.0% for girls and 92.1% for boys) the GER in total as well as for both genders increased in 2011/12. As regards the total NER at lower secondary level is 70.0% with 69.5% for girls and 70.5% for boys in the school year 2011-012. As compared to the status of 2010/11 (69.3% with 68.5% for girls and 70.0% for boys), the scenario of 2011/12 shows some improvement. Based on the 10-12 years age group population in the school year 2011-012, there are 70.0% students enrolled at lower secondary level. This indicates almost 30.0% of 10-12 years age group population is not attending at lower secondary level. In the same way, the GER and NER for the basic level are 123.7% and 86.6% respectively. Thus it is obvious that the students enrolling in the school are either of underage or over age.

Table 3.2: Total number of students at primary, lower secondary and basic level and the 5-9, 10-12 and 5-12 years' age groups projected population, 2011-012

Level	Total enrolment by level			5-9, 10-12 and 5-12 years, age groups projected population by level		
	Girls	Boys	Total	Girls	Boys	Total
Primary	2,411,849	2,371,036	4,782,885	1,708,582	1,809,697	3,518,279
Lower secondary	914,909	897,771	1,812,680	878,691	934,719	1,813,410
Basic	3,326,758	3,268,807	6,595,565	2,587,273	2,744,416	5,331,689

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Attempt was made to collecting data on the key y indicators including gross enrolment rate (GER), net enrolment rate (NER), the promotion ratio, and drop-out ratio in grade 1, 5 and 8. A summary on key indicators related to school education is presented in table. Management of educational information and data the district level is a great challenge. Access to information therefore is very difficult. Even if the data are available the question of its reliability and validity remains unanswered. As revealed by this study there was no proper system of managing educational information Rautahat, Jajorkot and Taplejung distracts. While one DEO has very unsystematic management of data, other has no recording at all. In some case despite having information at DEO office there is no access of data at all.

Of the three districts selected, only two had access for information. Due to lack of proper management of educational data, access to information in the DEO e.g. Rautahat was no possible. The main reason behind this was the absence of the district education officer.

Though it was not possible to get all the required information, the DEO from Taplejung and Jajorkot were cooperative in providing the educational information for study purpose. A review of the data especially in Jajorkot and Taplejung shows that clearly shows that the reporting in Flash report in the Jajorkot was almost similar. In exception the in Jajorkot, the NER at Lower secondary level NER and the grade the promotion through 1-5 were different. However in case of Taplejung, there was no gender wise information. The figure reported by the DEO in Taplejung markedly differed. According to the flash report 2011/12 in grade 1, the Gross Intake Rate (GIR) was 189.7 and Net Intake Rate (NIR) 91 while that reported by the DEO *was* 157.26 *and* 85.44 respectively. When these figures are compared to national average GIR and NIR of 140.7% and 90.7% respectively in 1, Taplejung could be termed as having very high GIR. In case of NIR, the figure reported in the Flash Report and the national average was almost same but the data reported by the DEO was comparatively low. As regards the GER in grade 1 and primary level there is a very big difference between the reporting of DEO and flash report. The promotion rate of grade 5 as reported by the DEO is 92.82 and that by the flash report is 83.8.DEO. Similarly the promotion rate from grade 1 to 5 is 47.06 as reported by the DEO while that according to flash report is 83.83. Regarding the drop-out rate in grade 1, 5, and 8 and 10, there were no information at all. Either it is reporting from flash report or the report from DEO, the GIR and NER for grade 1, grade 5, primary level and secondary all fairly show that notably the percent of the children participating in school are either of overage or under age children in school.

Table 3.3: Notable Educational Indicators in Jajorkot, Rautahat and Taplejung in 2011/12

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S.N.	Indicators	Status of Jajarkot (DEO) 2011/12		Status of Jajarkot (Flash Report) 2011/12		Status of Rautahat (Flash Report) 2011/12		Status of Taplejung (DEO) 2011/12		Status of Taplejung (Flash Report) 2011/12	
		Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1	CED GER	77.1	76	NA	NA	NA	NA	73.06	NA	NA	NA
2	CED NRE	NA	NA	NA	NA	NA	NA	63.29	NA	NA	NA
3	Gross intake rate in Grade one	197	197.7	197	197.7	187.2	191	157.26	NA	189.7	196.2
4	Net intake rate in Grade one	93.1	92.7	93.1	92.7	89.1	87.2	85.44	NA	91	90.1
5	Primary level GER	196.3	199.3	196.3	199.3	189.6	181.4	108.93	NA	247.5	264.6
6	Primary level NER	95.4	94.6	95.4	94.6	92.6	89.7	92.76	NA	96.2	95.7
7	Lower secondary GER	154.6	155.3	154.6	155.3	71.4	67.8	NA	NA	142	146.9
8	Lower secondary NER	54.9	53.1	73	71.8	55.5	52.9	NA	NA	87.6	88.2
9	Secondary GER	103.7	95.2	103.7	95.2	49.5	45.3	NA	NA	93.2	97.5
10	Secondary NER	54.9	53.1	54.9	53.1	39.3	35.2	NA	NA	57.5	55.7
11	Promotion Ratio Grade One	60.5	60.2	60.5	60.2	68.2	70.8	NA	NA	74.8	74.8

S.N.	Indicators	Status of Jajarkot (DEO) 2011/12		Status of Jajarkot (Flash Report) 2011/12		Status of Rautahat (Flash Report) 2011/12		Status of Taplejung (DEO) 2011/12		Status of Taplejung (Flash Report) 2011/12	
		Total	**Girls**	**Total**	**Girls**	**Total**	**Girls**	**Total**	**Girls**	**Total**	**Girls**
12	Promotion Ratio Grade Five	84.2	84.5	84.2	84.5	84.7	87	92.82	NA	83.8	83.8
13	Repetition Ratio Grade One	29.9	27.9	29.9	27.9	24.4	24.2	16.64	NA	16.4	16.4
14	Repetition Ratio Grade Five	6.1	6.3	6.1	6.3	7.1	6.7	4.58	NA	4.5	4.5
15	Drop Out Ratio Grade One	9.6	11.9	9.6	11.9	7.4	5	NA	NA	8.8	8.8
16	Drop Out Ratio Grade Five	9.7	9.2	9.7	9.2	8.2	6.3	NA	NA	11.7	11.7
17	Promotion Ratio Till Primary Level	82.8	84.3	76.7	76.2	80.7	81.7	47.06	NA	83.8	84.3
18	Learning Achievement Percentage	51	NA	NA	NA	NA	NA	NA	NA	NA	NA
19	Learning Achievement Percentage Grade Five	63	NA	NA	NA	NA	NA	51.72	NA	NA	NA
20	Promotion Ratio Lower Secondary Grade Eight	84.9	85.2	84.9	85.2	86.5	82.4	NA	NA	80.8	81.5
21	Promotion Grade Ten	86.2	83.9	86.2	83.9	82.7	76.7	NA	NA	90.6	95.1
22	Repetition Ratio Grade Eight	2.5	2.9	2.5	2.9	1.9	1.8	NA	NA	5.9	5.8
23	Repetition Ratio Grade Ten	2.8	3.3	2.8	3.3	2.8	3.7	NA	NA	3	2
24	Drop Out Ratio Grade Eight	12.6	11.9	12.6	11.9	11.6	15.8	NA	NA	13.3	12.7
25	Drop Out Ratio Grade Ten	11	12.7	11	12.7	14.5	19.6	NA	NA	6.4	2.9

It is thus obvious that the district education office is lacking management of records related to educational data. They have even not managed the record of reports they use to report to DOE. There is great need to ensure a mechanism that helps manage reliable and valid data at district education office. Given the circumstances prevailing at district level, the educational information provided by the DOE can only be trusted for policy formulation and implementation of educational program.

3.2 EXPANSION OF SCHOOLS AND GROWTH INSTUDNETS ENROLLEMNT

A review of the educational statistics summarized in Table 3.1 shows that in 2002, there were 26796 schools and 1505 ECD centers which increased to 34361 schools and ECD centre 33404. Similarly, in 2002 there were 247930 children in ECD centers in 2002 which increased to 1018543 by four fold. Similarly those studying in school increased from 5546381 in 2002 to 7444134 in 2011. As indicated by the data, the girls' enrollment

in ECD program also increased notably from 44.7 % to 48.08% in 2011 on total. By ethnic groups, the enrollment of Dalit children in ECD has also increased students have increased from 71435 in 2004 to 183,310 in 2011. Similarly the Janajati students have increased from 216047 in 2004 to 384,186 in 2011. As regards the girls' participation in ECD, there were 46.1% Dalit girls in 2004 which reached to 49.90% in 2011. Similarly regarding the girls' participation in ECD from Janajati, there were 47.0% girls in 2004 which reached to 48.64% in 2011. At all levels, the enrollment of both boys and girls has increased significantly (see Table 2, Annex I) in community and institutional schools both. Overall the data revealed that the share of the girls' participation in ECD in the respective ethnic group and on the total enrollment was satisfactory. In Nepal dramatic improvements have been made in increasing access to ECED programs between 2003 and 2007. By 2011/12 a total of 33,404 community-based and school-based ECD/PPCs are running. Of which 4,631 pre-primary classes are running in institutional schools and the rest 28,773 running in the community schools and as community based ECDs. Out of the total 1,450,001 children of 3-4 years age group, 1,056,430 children are catered by 33,404 ECD/PPCs. The total number of ECD/PPCs has increased by 7.4% as compared to the number (31,089) in the school year 2010/11. As a result, the percentage of children in Grade 1 with ECED/PPC experience increased substantially. The use of non-formal education as a means of increasing access to schooling has gained popularity in Nepal in recent years. Currently, there are three modalities through which NFE is offered: School Outreach Program (SOP) for ages 6-8, Flexible Schooling Program (FSP) for ages 8-14 and Urban out of School Program (UOSP) covering children aged 6 to 14.

According to the statistics presented in Table 1 Annex, the girls' enrollment in 2002 was 41.6% in primary level, 42.9% in lower secondary level and 42.5 % in secondary which increased to 50.4%, 50.5% and 49.71%, in primary, lower secondary and secondary level respectively.

Table 3.4: Growth of Educational Institutions in A Decade Period (2002-2011)

Level	Types of Institutions	Years									
		2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
ECD Centres	Total	1505	1471	4032	NA	13026	12904	17198	29089	31089	33404
	Community	550	NA	1692	NA	NA	NA	NA	24773	26773	28,773
	Private	955	NA	2340	NA	NA	NA	NA	4316	4316	4,631
School Level	Total	26796	27415	26277	23504	27000	29448	30673	32130	33160	34361
	Primary	26638	27268	24746	23344	26788	29220	30450	31655	32684	33881
	Community	17656	17667	21888	21276	23791	24407	25832	27028	27848	28898
	Private	1223	1499	2858	2068	2998	3424	4003	4627	4836	4983
	Lower Secondary	7917	8249	7436	7097	8465	9739	10411	11341	11939	13791
	Community	3068	3149	5664	5744	6464	6995	7850	8449	8861s	10474
	Private	308	359	1772	1353	2001	2280	2523	2892	3078	3317
	Secondary	4541	4741	4547	4102	5091	5894	6381	6928	7266	7938
	Community	3391	3853	3258	3135	3566	3876	4393	4715	4960	5539
	Private	780	888	1289	967	1525	1693	1976	1976	3067	2399

In primary level, the enrollment of the Dalit (10.46%) and Janajati (23.64%) students in 2004 increased to Dalit (50.75%) and Janajati (50.56%) in 2011. Among the total Janajati students there were 45.3% girls in 2004 which reached to 51.03% in 2011. Similarly the

total Dalit students there were 48.4% girls in 2004 which reached to 50.31% in 2011. Comparatively the percentage of Dalit as well as Janajati girls enrolled in primary level did not increase notably in 2011. Similarly the enrollment of Dalit and Janajati students in lower secondary level was 42.7% and 47.8% in 2004 which reached to 49.57%, and 51.81% respectively in 2011. Similarly the enrollment of Dalit and Janajati students in secondary level was 43.1% and 45.9% respectively in 2004. The enrollment of Dalit and Janajati students reached to 47.51%, and 51.76% respectively in 2011. Thus in terms of students enrollment the growth during the period 2002-2011 was better off in terms of ethnicity, type and level of school.

An insight in the total number of students at primary, lower secondary and basic levels these numbers in the year 2011/12 have decreased by 3.4% s at primary level and increased by 6.6% s at lower secondary levels as compared to that of 2010/11. Of total enrolment at primary, lower secondary and basic levels, 86%, 85.2% and 85.8% are respectively in community schools and 14.0%, 14.7% and 14.2% are in institutional schools. Of the total enrolment at secondary, 83.5% are in community schools, whereas 16.5% are in institutional schools. Apparently as the data shows the share of Dalit enrolment is 21.7% at primary level, 14.6% at lower secondary, and 10.5% at secondary. The share of Janajati enrolment is 37.6% at primary level, 40.8% at lower secondary, and 40.4% at secondary.

3.3 GROWTH OF EDUCATIONAL INSTITUIONS AND TEACHERS

With purpose to meet the requirements of the school for teachers, the government makes provision for teachers' recruitment. Over the years number of teachers has substantially increased from 161086 in 2002 to 258237 in 2111. The share of female teachers was 23.3 % in 2002 which increased to 46.07% in 2011. As regards the teachers trained, 17.7% female teachers were trained in 2002 and the number of trained female teachers reached to 36.25 in 2011(see Table 3, Annex 1).

Table 3.5: Dalit and Janajati Enrolments at Primary through Secondary level

Level	Dalit			Janajati		
	Girls	Total	% of enrolment in total	Girls	Total	% of enrolment in total
Primary(1-5)	526,172	1,036,786	21.7	909,749	1,799,039	37.6
Lower secondary(6-8)	131,546	265,341	14.6	382,942	739,038	40.8
Secondary (9-10)	42,453	89,346	10.5	177,296	342,512	40.4

The data on school teachers from ECD to grade 10(See Table 2, Annex1) level shows that the share of female teachers in primary level was 28.6% and those who were trained were 23.8%. This number increased to female 42.24% in 2011 and the trained number was 42.1%. As regards the number of teachers, by types of school, there were 22.6% female teachers in community schools and 53% in institutional schools in 2002. This number reached to 42.34% and 57.05% in community and institutional schools in 2011. In

case of lower secondary level, there were a total of 15.9% female teachers in 2002 which reached to 27.09 in 2011. Of the total, there were 10.3% female teachers the community schools and 30.6% in the institutional schools in 2002. These figure increased to 19.00% and 42.3% respectively in 2011. As regards in secondary level, the number of 7% female teachers in 2002 reached to 17.17 % in 2011. But especially the number of female teachers was 5.5 % and 9.7% in community schools and institutional schools, respectively in 2002 which reached to 13.49% and 24.12% in community schools and institutional schools, respectively in 2011. Overall picture of the female and male teachers shows that though the number of female teachers is increasing gradually over the years the gender parity index clearly shows that participation of female in teaching profession from primary to secondary level is not satisfactory (See Table 3, Annex 1 -and Table 3.6).

Table 3.6: Shares of teachers by sex in types of schools and levels

Types of Schools	Primary(1-5)			Lower secondary(6-8)			Secondary (9-10)		
	Female	Male	GPI	Female	Male	GPI	Female	Male	GPI
GPI in total number of teacher (all types of schools)	42.2	57.8	0.73	27.1	72.9	0.37	17.6	82.4	0.21
GPI in total number of teacher in Institutional Schools	57.1	42.9	1.33	43.8	56.2	0.78	53.6	46.3	1.16
GPI in total number of teacher (all types of community schools	37.5	62.5	0.60	20.1	79.9	0.25	33.9	66.1	0.51
GPI in total number of teacher (all types of community schools based)	37.9	62.1	0.61	20.1	79.9	0.25	34.3	65.7	0.52

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3.4 EDUCATIONAL WASTAGE

Educational wastage, in the form of drop-out and repetition is a serious problem in many of the schools in Primary schools of Nepal. Therefore in the context of Education for All, even the UNESCO has recognized drop-out as a particular problem by for the last two decades. The child who repeats the grade is generally found to be over-age for that grade and for one reason or other the students would be distracted to continue the school and finally be dropped As a matter of fact the teachers who are not well trained to teach students of varying grades in one class would be trouble in teaching. At the same time, girls' drop-out rates are slightly higher than those for boys in much of the schools surveyed.

By definition a drop-out can be defined as a child who enrolls in school but fails to complete the defined level of education e.g. basic and secondary. For example in Nepal if we consider the primary level (grade 1-5), it means that the drop-out fails to reach the final grade, usually grade V. A repeater is a child who has to repeat the same grade, due to examination failure, low attendance record, or for any other reason. A repeater may or may not become a drop-out, but in Nepalese context the possibility is very high probability.

Operationally, internal efficiency can be described as the number of students graduating from an educational institution (at a particular grade and level of education) expressed as a percentage of the number of students who entered the institution at the beginning of the particular program. The data shows that over 10 year's period shows that there is no uniform trend of promotion, repetition and drop out. However, it is obvious that generally the promotion rate of the students was high in upper level and the repetition rate and drop-out rate lower (See Table 4 Annex 1). Also it was obvious from the table that the promotion rate of students has gradually increased over the years from 2002 to 2010 and the repetition and drop-out. However there is decreasing trends of drop-out in grade 1 and 5 onwards 2007. The drop-out rate in grade 10 from 2008 to 2010 was higher than that of grade 1 and 5. The drop-out rate of 15% in grade 1 in 2002 decreased to 8.3% in 2010 and 7.9 in 2011. Similarly the drop-out rate of 11% in grade 5 and 8 each decreased to 5/9% and 7.3% in 2010. In Nepal Net Primary Enrollment in schools has increased from 81 percent in 2002 to 94.5 percent in 2010. Gender and social parity have been achieved in primary education. The Gender Parity Index for secondary school net enrollment has also increased from 0.87 (2007) to 0.98 (2010). Increasing access to secondary school education (grades 9-12) remains a major challenge as evidenced by the disturbingly low net enrollment rate of 24 percent at this level. More than half of primary level students do not enter secondary schools, and only one-half of them complete secondary schooling. In addition, fewer girls than boys join secondary schools and, among those who do join, fewer complete the 10th grade (DOE).

Table 3.4 shows the grade wise flow rate of students from academic year 2010/11 to 2011/12 for primary through secondary grades. The promotion rates for upper grades (Grades 2 to 5) are better than for Grade One. The table also suggests that the promotion rates for girls, as compared to that of boys, are slightly better in all grades (Table 3.4). These flow rates show the evaluation of internal efficiencies of the students as well as the overall effectiveness of the inputs provided. A thorough study of promotion rate, drop-out and repetition shows that though the promotion rate has improved as compared to the previous school year, the drop-out and reception rate clearly shows the wastage of the inputs provided (DOE, Flash Report 2011/12).

Table 3.7: Internal efficiency at primary level

	PRD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total of Grades 1-5
Total	Promotion rate	70.8	87.4	89	88.8	88.4	83.1
	Repetition rate	21.3	8.3	7.4	7.5	5.4	11.5
	Drop-out rate	7.9	4.3	3.6	3.7	6.2	5.4
	Survival Rate to grades	-	-	-	-	82.8	-
Boys	Promotion rate	70.0	87.3	88.9	88.5	88.3	82.8
	Repetition rate	21.5	8.2	7.4	7.6	5.5	11.5
	Drop-out rate	8.5	4.5	3.7	3.9	6.2	5.7
	Repetition rate	21.2	8.4	7.5	7.5	5.4	11.4
	Drop-out rate	7.3	4.0	3.4	3.6	6.1	5.2

Source: Flash Report 2011/12, DOE, Bhaktapur

Table 3.8: Internal efficiency at lower secondary level 2011/12

	PRD	Grade 6	Grade 7	Grade 8	Grade 6-8
Total	Promotion rate	88.3	88.9	86.9	88.1
	Repetition rate	5.4	5.1	6.0	5.5
	Drop-out rate	6.3	6.0	7.1	6.5
	Survival rate to grade 8				67.5
Boys	Promotion rate	88.2	89.0	87.2	88.1
	Repetition rate	5.2	4.9	5.6	5.2
	Drop-out rate	6.6	6.1	7.2	6.6
	Survival rate to grade 8				66.2
	Coefficient of internal efficiency				66.0
	Cohort Graduation Rates				57.7
Girls	Promotion rate	88.3	88.8	86.7	88.0
	Repetition rate	5.6	5.3	6.3	5.7
	Drop-out rate	6.1	5.9	7.0	6.3
	Survival rate to grade 8				69.5

Source: Flash Report 2011/12, DOE, Bhaktapur

Comparatively the promotion rates for upper grades grade 2 to 5 are better than for grade 1. The data indicates that that the promotion rates for girls, as compared to that of boys, are slightly better in all grades. In case of students enrolled lower secondary and secondary level the promotion rate is in increasing trend in grade 6 to 8 in the year 2010/11. However those repeating the grade and drop-out rates clearly show failure of the system in preventing the wastage (See Table 3.7).

3.5 PROMOTION, REPETITION, AND DROP-OUT RATE IN THE SAMPLE DISTRICTS

With purpose to example the out of school age children a critical review of the drop-out situation of the three districts – Taplejung, Rautahat and Jajorkot has been made. An insight given to the promotion rate at national level in grade 1 to 2, grade5 to 6, and grade 1-5 at primary level; at grade 6, grade 8 and grade 6-8 at lower secondary level and

finally at grade 9-10 in secondary level clearly shows the promotion rate in these districts are higher than the national average promotion rate from grade 1 to 2.

Comparatively the national promotion rate is lower in lower grade and higher in higher grades 5 to 6 or grade 8. Contrary to this, in the selected districts the promotion rate of the students has decreased in upper grades (See Table 3.10). As regards the repetition rate, in lower grade like 1, the national average repetition rate is higher than the district wise average in Taplejung, but less than that of Rautahat and Jajorkot. Similarly in grade like 5 and grade 1 to 5 the national repetition rate is higher than Taplejung but lower than that of two other districts Rautahat and Jajorkot. The repetition rate is very high in grade 1 of three districts Taplejung, Rautahat and Jajorkot as compared to the repetition rate at grade 5(See Table 3.9). There is a different trend of students' promotion and repetition rate in lower secondary and secondary level. Compared to national averages, the promotion rate at lower secondary and secondary level both are lower in all three districts. The promotion rate has increased from lower secondary level to upper secondary level in Taplejung district and the reverse is true with two other districts Jajorkot and Rautahat. The repetition rate is lesser in secondary level at national level as well as in three selected districts (See Table 3.11 and 12).

Table 3.9: Repetition Rate in Primary Level Grade 1 and 5 in 2011-2012

Eco-belts	% of primary level Total Repetition Grade 1 and 5											
	Grade 1			Grade 5			Grade 1-5			Grade 8		
Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
National	21.2	21.5	21.3	5.4	5.5	5.4	11.4	11.5	11.5	5.7	5.2	5.5
Taplejung	16.4	16.4	16.4	4.5	4.5	4.5	8.7	9.2	8.9	5.8	6.0	5.9
Rautahat	24.2	24.6	24.4	6.7	7.4	7.1	13.7	14.0	13.8	1.8	1.9	1.9
Jajorkot	27.9	32.3	29.9	6.3	5.9	6.1	15.7	16.5	16.1	2.9	2.2	2.5

Source: Flash Report 2011/12, DOE, Bhaktapur

Table 3.10: Number and Percentage of Drop-out in Primary Level in 2011-2012

Eco-belts	Drop-out in Grade 1			Drop-out in Grade 5			Drop-out in Grade 1-5			Drop-out in Grade 8		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
National	7.3	8.5	7.9	6.1	6.2	6.2	5.2	5.7	5.4	6.3	6.6	6.5
Taplejung	8.8	8.7	8.8	11.7	11.7	11.7	6.9	7.5	7.2	12.7.	14.0	13.3
Rautahat	5.0.1	9.5	7.4	6.3	9.7	8.2	4.6	6.2	5.4	15.8	8.7	11.6
Jajorkot	5.2	5.0	5.1	9.2	10.3	9.7	8.1	6.2	7.2	11.9	13.2	12.6

Source: Flash Report 2011/12, DOE, Bhaktapur

Table 3.11: Grade wise promotion Rate in LS and Secondary Level in 2011-2012

Eco-belts	% of LS/Sec Level Promotion								
	Grade 6 to 8			Grade 9 to 10			Test Exam		
Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Total	**88.0**	**88.1**	**88.1**	**89.0**	**89.8**	**89.4**	**89.0**	**89.8**	**89.4**
Taplejung	84.5	84.0	84.3	89.5	86.7	88.1	95.1	85.5	90.6
Rautahat	83.7	87.6	86.0	79.1	87.8	84.4	76.7	86.6	82.7
Jajorkot	87.0	86.3	86.7	84.3	87.2	86.0	83.9	87.7	86.2

Source: Flash Report 2011/12, DOE, Bhaktapur

As regards the drop-outs rate it is very interesting to note that. Compared to the national drop-out rate the drop-out rate was very high in all three districts in grade 5 and from 1 to 5. Of the three districts Taplejung reports to have relatively higher drop-out rate than that of Jajarkot and Rautahat in grade 1 and 5 both See Table 3.10). The data shows that the drop-out rate has increased from grade 1 to 5 in all three districts. The trend is reverse in national drop-out rate.

Table 3.12: Grade wise Repetition Rate in LS and Secondary Level in 2011-2012

Eco-belts	% of LS/Sec Level Promotion								
	Grade 6 to 8			Grade 9 to 10			Grade 10		
Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
National	5.7	5.2	5.5	4.0	3.4	3.7	2.9	2.2	2.5
Taplejung	5.8	5.3	5.6	3.9	4.5	4.1	2.0	4.1	3.0
Rautahat	3.2	3.6	3.4	3.2	2.2	2.6	3.7	2.2	2.8
Jajorkot	4.7	4.1	4.4	3.3	2.6	2.8	3.3	2.5	2.8

Source: Flash Report 2011/12, DOE, Bhaktapur

Table 3.13: Drop-out Rate in LS and Sec Level in 2011-2012

Eco-belts	**% of LS/Sec Level Promotion**					
	Grade 6 to 8			**Grade 9 to 10**		
Total	Girls	Boys	Total	Girls	Boys	Total
National	**6.3**	**6.6**	**6.5**	**6.9**	**6.9**	**6.9**
Taplejung	**8.0**	**9.2**	**8.6**	**8.3**	**9.4**	**8.8**
Rautahat	13.1	8.8	10.6	17.7	10.0	13.0
Jajorkot	8.2	9.6	8.9	12.5	10.2	11.1

Source: Flash Report 2011/12, DOE, Bhaktapur

The drop-out rates of three districts have exceeded the national drop-out rate in upper level e.g. lower secondary (grade 6-8) and secondary (grade 9-10). Rautahat shows higher drop-out rates in lower secondary level (grade 6-8) and secondary level (grade9-10) when compared to two other districts. The drop-out rate has decreased from lower secondary level to secondary level in all three districts.

As result of the high levels grade repeaters the teacher encounter with individualized instruction difficult and children will receive little help with their problems. The materials and textbooks for grade-I are generally in selected mother tongues however students report it still as the problem.

CHAPTER-IV: MAGNITUDE AND CHARACTERISTICS OF OUT-OF-SCHOOL CHILDREN

The main purpose of this chapter is to reflect upon on the status of out of school children of 5-14 years based on the selected households of sample out of school children and multi-facets of factors associated with their educational participation, but not to generalize at national level. Beginning from the status of deliberatively selected schools(ECD to grade 8) covering school facilities, teaching resource and students participation, and drop-out**,** this section attempts reflects mainly on the situation of out-of-school children of the school age (5-14 years) selected purposely to know source of their family income, number of household, and literacy status of the family including those who are currently studying, school drop-outs and those who are never enrolled, and distance of the school from the home. This section presents about various components of the school age children who are school drop-outs or those never enrolled into school selected purposely to draw specific information on the reasons to be drop-out from the school or not to be admitted in the school, the exact facilities like books, copy, food and scholarship and other facilities that could motivate the unschooled children to school, the benefit they would see from the school, the family members if any educated, the reasons the parents are not sending their children to school, effects of any peers going to school, their aim in life and their choice for schooling e.g. formal schools or nor formal classes. Similarly this section also describes on the parental perception for school age children who are never schooled, or those who are drooped out from the school; access of the school for the children; the reason they have not send their children to school in case of access to school; the typical ethnic groups or castes who are not participating in formal school or are drop-outs from the school ; estimated number of the school age children who have not enrolled in the schools; and their observation on the types of program needed to enroll the school age children in to school.

Following this the district wise findings on the selected out-of-school children who are never enrolled, or are drop-out has been discussed on different parameters in nine VDCs of three districts – Taplejung, Rautahat and Jajorkot of Nepal. The analysis concentrates, as much as possible, on those districts of the concerned VDCs where the facts and figure on drop-out are found in course of data collection. As it is obvious from various researches availability of data in the country has been noted. It has been obvious from several government document and flash report of the DOE; drop-out is a major source of wastage at the primary level. In this connection, lack of data, and appropriate analysis, is a challenge in attempting to solve the problem.

4.1 THE CONTEXT: OUT-OF-SCHOOL CHILDREN

As various studies shows early drop-out results in a lapse to illiteracy. For example, a recent study in the Philippines found that literacy was not retained if there was drop-out before grade 3(Manila, 1983). By country and region the repetition rate varies. In the countries like Malaysia, the Republic of Korea and the Philippines, the repetition countries rate ranges from 0 to 2%, while that in Indonesia, Singapore, Sri Lanka, Thailand and Viet Nam, the repetition the repetition rate is from 7 to 10 per cent. Bangladesh and Bhutan have repetition rates of 21 per cent. Thus the repetition rate in

Nepal can be termed to be much higher than that in the region. The child who repeats the grade is over-age for that grade and this, added to his feelings of failure, will encourage drop-out. It is obvious from the study that children below the age of 3 also enter into primary school as a result the drop-out rates are compounded.

UNESCO data revealed that a total of 67 million primary school-age children were out of school in the world in 2008. Of the total out-of-school children in the world, about 43 per cent live in sub-Saharan Africa and another 27 per cent in South and West Asia. More than 30 million live in only 15 countries. Furthermore, 74 million children of lower secondary school age were out of school in 2008, pointing to further exclusion. There is a growing concern that the pace of progress towards universal primary education has been slowing over the last several years and that school retention was harder to maintain. It is estimated that around 10 million children in sub-Saharan Africa drop out of primary school every year. Half of all out-of school children in South and West Asia were previously enrolled but dropped out. In both regions, girls are less likely to enroll than boys, and in sub-Saharan Africa, almost three-quarters of out-of-school girls are expected never to enroll, compared with only two-thirds of boys.

There is dearth of actual information regarding out-of-school children and develop profile of these children that reflect the multiple deprivations and disparities they face in relation to education; and identify bottlenecks, analyze existing interventions related to enhanced school participation and develop context-appropriate policies and strategies for accelerating and scaling enrolment and sustaining attendance rates for the excluded and marginalized. Underlying the policy gap is a data gap stemming from the need for rigorous tools and methodologies to identify out-of school children, to measure the scope of exclusion and multiple disparities, to assess the reasons for exclusion, to monitor progress towards universal primary education and to inform policy and planning. This requires improving the quality of data collected through administrative records and household surveys and making more effective use of such data sources. Data reported by governments may understate the number of out-of-school children because of problems in collecting data from schools, or it may overstate the number by leaving out children attending independent private schools that are not registered or recognized.

The urgent challenge of getting out-of-school children into classrooms has been reflected in the key commitments made since the international community adopted the six EFA goals in Dakar in 2000. The declarations emerging from the EFA High-Level Group meetings in Addis Ababa in February 2010 and in Jomtien in March 2011 call on governments to scale up efforts to address the problem of out-of-school children and to ensure equity in education. The UIS/UNICEF Initiative fits within the framework of the Partnership in Statistics for Development in the 21st Century (PARIS21), the overall goal of which is to develop a culture of evidence-based policymaking and implementation which serves to improve governance and government effectiveness in reducing poverty and achieving the Millennium Development Goals".

In Nepal the problem of actual number of out-of-school children who ever participated in the school or who are dropped from the school is a great challenge. Generally, it is

accepted that the schools do not provide child friendly facilities and teaching learning facilities, the financially poor and deprived ethnic groups and minority children are leaving schools because their parents can not afford to keep them in the schools. Further some studies on out-of-school children have revealed that the children of disadvantaged families are dropped out of schools to engage themselves in domestic works and also in labor work to earn for bread. Data from the government source show that in the year 2007(064/65), there were.7.8 million children who were out of school. Available data shows that in the year 2065/66, 1.8 million illiterates were made literate and in the following year 066/067 further 1 million illiterates were made literate. It is thus apparent that around 4 million persons need illiterate further to be literate. However, there is no data on the actual figures on school age children ever enrolled, never enrolled and school drop-outs.

Over years the GON of Nepal has initiated targeted interventions to increase the access to primary education and the quality of education. The strategic interventions include increasing access to and participation in basic education, encouragement, under the aegis of free and compulsory basic education, to the local government to introduce an entitlement scheme, the entitlement for education applies to children between 5-12 years of age. Special provisions to cater to the needs of public school students in Karnali Zone, students from the Dalit communities and students with disabilities across the country, paying special attention to girls In addition other interventions include provision of free secondary education, introduced gradually, by 2015, free secondary education will include at least free services of admission and tuition fees, textbooks and curricular materials will be made available on a subsidized rate, introduction of a special incentive package to promote access, participation and completion of secondary education for the children from disadvantaged families, promotion of partnerships with private providers to safeguard access to secondary, education, expansion of alternative programs such as open and distance learning and flexible schooling to cater for the diverse needs. With purpose of increasing access to education and promoting quality, providing scholarships or some other types of incentives is not enough to ensure they continue going for school age children of disadvantaged and ethnic groups. It is apparent that very few districts are at par with the national average literacy of 44% with boys and 68% with boys.

There were observed differences between the schools of rural and urban areas and one VDC to other in the same district. Differences in drop-out rate between grades, sexes, and ethnicity are prevailing in rural and urban locations. However illiteracy rate is higher in rural area than in urban areas, and so is with the drop-out. As opposed to the data on drop out and grade repeaters, data on out of school were difficult to find out. Despite this the DEOs and VDC are found to be managing the information and data on OSP children, One of the reasons for school drop-out could be the rapid expansion of the primary schools without mapping the school age children and distance of the school from one place to other.

4.2 STATUS OF SCHOOLS

4.2.1 School Facilities

With purpose of selecting out-of-school children and soliciting information about the school and drawing information regarding the school drop-outs and availability of facilities in the schools like curriculum and textbooks and library and provision of teachers, furniture one school was selected from each sampled VDC.

It was found that of the 10 schools selected Jajorkot was the only school with no facilities like library, laboratory, computer, and primary health room and sports materials. Comparatively, Rautahat had all the facilities. The computer and library facilities were in both schools. The laboratory and primary health room were available only in two schools. Relatively the schools in Taplejung also had no better facilities.

Table 4.1: Availability of Facilities in the Schools (in number)

S.N.	Infrastructure and Facilities	District						Total Number of Schools
		Taplejung		Rautahat		Jajorkot		
		Yes	No	Yes	No	Yes	No	
1	Library	1	2	2	1	0	3	9
2	Laboratory	0	3	1	2	0	3	9
3	Computer	1	2	3	0	0	3	9
4	Primary Health Room	0	3	1	2	0	3	9
5	Sports Materials	2	1	2	1	1	2	9

Source: Field Study, Full Bright Consultancy, Kathmandu

4.2.2 Teaching Resource

It is obvious that effectiveness of teaching depends not only on the physical facilities but also on whether all the students have received books and the teachers have received teaching materials and teacher guides (TG) as needed. With the help of textbooks and TG the teachers can update himself and be prepared for teaching. The students on the other hand can make their learning effective. They can gain new knowledge. Table 4.2 clearly shows that there is no school which has all types of materials like books to every student, teaching material for teachers and TG for the teacher.

Table 4.2: Availability of Teaching Learning Materials in the Schools (in number)

S.N.	Infrastructure and Facilities	District						Total Number of Schools
		Taplejung		Rautahat		Jajorkot		
		Yes	No	Yes	No	Yes	No	
1	Books to Every Student	3	0	3	0	1	2	9
2	Teaching Materials	2	1	3	0	0	3	9
3	Teaching Guide	2	1	1	2	2	1	9

Source: Field Study, Full Bright Consultancy, Kathmandu

A teaching manual can help teacher to deliver effective teaching. During the study, it was found that Jajorkot was the only selected district with schools that do not have teaching materials. It was apparent from the study that only one school in Rautahat district had not TG. In Jajorkot none of the schools had teaching materials.

Table 4.3: Availability Basic Infrastructure in the Schools (in number)

S.N.	Infrastructure and Facilities	Jajarkot			Rautahat		Taplejung		Total		
		Yes	No	Total	Yes	No	Yes	No	Yes	No	Total
1	Drinking Water	0	3	3	3	0	3	0	6	3	9
2	Toilet Facility	3	0	3	3	0	3	0	6	0	9
3	Teacher's Toilet	1	2	3	2	1	3	0	6	3	9
4	Ladies' Toilet	3	0	3	2	1	2	1	7	2	9
5	Water in Toilet	0	3	3	1	2	3	0	4	5	9
6	Sports Ground	3	0	3	3	0	3	0	9	0	9
7	Compound	1	2	3	1	2	0	3	2	7	9

Source: Field Study, Full Bright Consultancy, Kathmandu

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It was apparent from the study that Jajorkot was the only district without drinking water facilities. The facilities like drinking water, toilet facilities, and sports ground was available in both districts Taplejung and Rautahat. The toilet facilities were generally available for both teachers and students and provision of separate toilet for females. However there was no compound wall in the schools. Exceptionally one school selected for the study had managed to have compound wall.

4.3 STUDENTS PARTICIPATION: DROP-OUT IN SELECTED SCHOOLS

With purpose to identifying the school drop-outs for case study and in-depth interview, identifying the situation of school drop-outs and assessing the literacy status of the families of out- of -school children, one school from each VDC or municipality was selected. Based on information and data collected to examine the situation of drop-out in the selected schools by VDC/school, grade and ethnic groups, discussions are presented below.

4.3.1 Grade wise Enrolment and Drop-out Rate in Three Districts

A summary of grade wise drop-out rate is summarized by taking aggregate of the total sample schools in three districts (See Table 4.4). The figure shows that the drop-out rate was fairly very low in ECD and *Balabikash Centres*.

Table 4.4: Grade wise Drop-out by Gender in All Sampled School

Grade	Boys			Girls			Total		
	Enrollment	Drop-out	Percent	Enrollment	Drop-out	Percent	Enrollment	Drop-out	Percent
0	106	4	3.77	118	11	9.32	224	15	6.70
1	338	60	17.75	318	60	18.87	656	120	18.29
2	274	14	5.11	250	43	17.20	524	57	10.88
3	231	23	9.96	226	22	9.73	457	45	9.85
4	216	24	11.11	214	27	12.80	430	51	11.94
5	264	57	21.59	251	45	17.93	515	102	19.81
6	359	43	11.98	363	58	16.07	722	101	14.03
7	370	62	16.76	317	35	11.04	687	97	14.12
8	410	23	5.61	337	79	23.58	747	102	13.69
Total	**2568**	**310**	**12.07**	**2394**	**380**	**15.87**	**4962**	**690**	**13.91**

Source: Field Study, Full Bright Consultancy, Kathmandu

However, in terms of formal schooling, the drop-out rate was highest in grate 5 with about 20%. In grade 1, the drop-out rate of 18.29 prevailed on the whole. By gender, the boys' highest drop-out rate was 21.59 % in grade in 5 and the girls' highest drop-out rate was 23.58% in grade 8. On the whole the boys'' drop-out rate surpassed the girls in grades 5 and 7 only. In rest of the grades the girls' drop-out rate surpassed the boys.

4.3.2 Enrolment and Drop-outs: By gender and district

Table 4.5 given clearly shows grade wise enrollment of the students in three districts. It was apparent from the study that among the district selected the highest enrollment was in Taplejung and the lowest in Jajorkot. By gender the ratio of boys and girls in three districts was however not very significant. Of the total students from ECD to Grade 8, there were more girls in Jajorkot than the boys, more boys than girls in Rautahat and more boys than girls in Taplejung. The differences however were not very significant. Boy grade the enrollment in Jajorkot was highest in grade 7 and lowest in grade 4. While in Rautahat the heist enrolment was in grade 8 and the lowest in grade 4. Similarly the highest enrollment was in grade 1 and lowest in grade in 5 in Taplejung. However in terms of drop-out Rautahat seem to surpass the other districts-Taplejung and Jajorkot (See Table 4.6).

Table 4.5: Total Enrolled Student (ECD through Grade 8

S.N.	Class	Jajarkot			Rautahat			Taplejung			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Balbikas	26	22	48	56	57	113	24	39	63	106	118	224
2	1	72	64	136	186	174	360	80	80	160	338	318	656
3	2	47	47	94	175	138	313	52	65	117	274	250	524
4	3	43	47	90	127	114	241	61	65	126	231	226	457
5	4	44	38	82	127	109	236	45	64	109	216	211	427
6	5	41	62	103	176	137	313	47	52	99	264	251	515
7	6	64	92	156	215	189	404	80	80	160	359	361	720
8	7	60	70	130	244	162	406	66	85	151	370	317	687
9	8	58	69	127	281	182	463	71	84	155	410	335	745
Total		547 (49.54)	557 (50.45)	1104	478 (50.85)	462 (49.14)	940 (00)	1543 (52.87)	1375 (47.12)	2918 (100)	2568 (51.75)	2394 (48.24)	4962

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicates percent

Table 4.6: Total Drop-out by Gender and District

S.N.	Class	Jajarkot			Rautahat			Taplejung			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Balbikas/ ECD	0	0	0	4	7	11	0	4	4	4	11	15
2	1	18	13	31	39	43	82	3	4	7	60	60	120
3	2	6	11	17	8	31	39	0	1	1	14	43	57
4	3	6	12	18	14	9	23	3	1	4	23	22	45
5	4	3	6	9	21	20	41	0	1	1	24	27	51
6	5	6	17	23	50	25	75	1	3	4	57	45	102
7	6	5	3	8	37	54	91	1	1	2	43	58	101
8	7	2	0	2	57	25	82	3	10	13	62	35	97
9	8	0	3	3	21	68	89	2	8	10	23	79	102
Total		**46**	**65**	111	**251**	**282**	533	**13**	**33**	46	**310**	**380**	690

Source: Field Study, Full Bright Consultancy, Kathmandu

It is apparent from table 4.7 that among the selected schools, there was no any fixed trend of drop-out in grade 1 through 8 in three districts. The drop-out rate was almost equal and very high in grade 1 of Jajorkot and Rautahat, the drop-out rate being 22.79% and 22.78% respectively. In Jajorkot the second highest drop-out rate was in grade 5 (22.33%).drop-out. In Rautahat the drop-out rate was above 20% in grade 5 through 7, the lowest being 9.54 in grade3. Comparatively Tapljung was better off in terms of low

students' drop-out from grade 1 through 8. The drop-out rate was highest in grade 6 and 7 and lower in grade 2, 5, and 6 with the drop-out rate of about 1%. On the whole the drop-out rate was lowest (9.85%) in grade 3 and highest in 5 among the drop-outs of three districts.

Table 4.7: Grade Wise Drop-out Rate by Gender in Three Districts (in percent)

S. N.	Class	Jajarkot			Rautahat			Taplejung			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Tot
1	Balbikas/ ECD	0.00	0.00	0.00	7.14	12.28	9.73	0.00	10.26	3.77	9.32	4.91	6.7
1	1	25.00	20.31	22.79	20.97	24.71	22.78	3.75	5.00	17.75	18.87	9.15	18.2
2	2	12.77	23.40	18.09	4.57	22.46	12.46	0.00	1.54	5.11	17.20	8.21	10.8
3	3	13.95	25.53	20.00	11.02	7.89	9.54	4.92	1.54	9.96	9.73	4.81	9.8
4	4	6.82	15.79	10.98	16.54	18.35	17.37	0.00	1.56	11.11	12.80	6.32	11.9
5	5	14.63	27.42	22.33	28.41	18.25	23.96	2.13	5.77	21.59	17.93	8.74	19.8
6	6	7.81	3.26	5.13	17.21	28.57	22.52	1.25	1.25	11.98	16.07	8.06	14.0
7	7	3.33	0.00	1.54	23.36	15.43	20.20	4.55	11.76	16.76	11.04	5.09	14.7
8	8	0.00	4.35	2.36	7.47	37.36	19.22	2.82	9.52	5.61	23.58	10.60	13.6
Total		4.17	**8.41**	**11.67**	26.70	**52.51**	**61.04**	0.45	**0.84**	**2.40**	**12.07**	**15.87**	13.9

Source: Field Study, Full Bright Consultancy, Kathmandu

4.3.3 Enrolment and Drop-outs: By Gender and Ethnicity in Three Districts

Grade wise enrollment of the total students by ethnicity in three districts is given Table 4.8. . The study shows that among the district selected the highest enrollment was among Janajati students and the Dalit the lowest in the total from ECD to grade 8. By gender the ratio of boys and girls in the ethnic groups was however not very significant. Of the total students from ECD to Grade 8, there were slightly more girls in Janajati than the boys, more boys than girls among Dalit and more boys than girls in the others category. The differences however were noticeable in the category of others. By grade the enrollment in among Janajati was highest in grade 2 and lowest in grade 4 and 5 ignoring the *Balbikash* and ECD classes. While among Dalit, there was highest enrolment in grade 6 and the lowest in grade 4. Similarly in the category of the others that consists Brahmin, Chhetris the highest enrollment was in grade 8 and lowest in grade in 1.

However in terms of drop-out, on the total there was no definite trend. On the whole the drop-out rate was highest amongst cast category of the 'other'. When Dalit and Janajati groups are compared, in some grades the drop-out rate of Janajati surpassed the Dalit children t and the reverse is true in other grades.. Among Janajati grade 2 is reported to have highest drop-out rate while in case of Dalit the drop-out number is higher in grade 1 and 2 both than in other grades (See Table 4.10). A summary of drop-out rate given in table 4.9 clearly shows that the drop-out rates of Janajati is higher than that of Dalit in

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lower grades like ECD and grade 1, and upper grade 8. In other grades 2 to 7, the drop-out percent of Dalit students is significantly higher than that of Janajati. . In the category of others, the lowest drop-out rate was in Balabikash or ECD and among the grades 1 through 8, the lowest drop-out rate was in grade 4. The highest drop-out rate among the category of the others was in grade 5 (26.73%).as regards the drop-out rates of the students by gender there was no uniform trend. In some grades, the boys' drop-out percent has surpassed the girls' drop-out percent and in other grades the opposite is true. It is obvious from the table that the highest drop-out rate among the Janajati girls was in ECD, and grades 2, 5, 6 and 8.The notable drop-out rates among Janajati girls was in Balabikash/ECD, grade 2, and grade 8.. Among the Dalit girls the highest drop-out was in Balabikash/ECD and grades 1, 2, and 3.The highest drop-out rate among the Dalit girls was in grade 2(22%). In the category of others, the highest drop-out rate among girls was 28.90 in 5.

Table 4.8: Total Enrolled in ECD to Grade 8: By Gender and Ethnicity

S.N.	Class	Janajati			Dalit			Others			Total		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
1	Balbikas ECD	30	43	73	18	25	43	58	50	108	106	118	224
2	1	104	82	186	72	56	128	162	180	342	338	318	656
3	2	52	63	115	55	50	105	167	137	304	274	250	524
4	3	55	62	107	41	59	100	135	105	240	231	226	457
5	4	47	56	103	33	37	70	136	121	257	216	214	430
6	5	52	50	102	39	41	80	173	160	333	264	251	515
7	6	78	77	155	94	79	173	187	207	394	359	363	722
8	7	64	59	123	71	66	137	235	192	427	370	317	687
9	8	65	65	130	55	49	104	290	223	513	410	337	747
Total		**547**	**557**	**1104**	**478**	**462**	**940**	**1543**	**1375**	**2918**	**2568**	**2394**	**4962**

Source: Field Study, Full Bright Consultancy, Kathmandu

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Table 4.9: Total Drop-out in ECD to Grade 8: By Gender and Ethnicity

S.N.	Class	Janajati			Dalit			Others			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Balbikas/ECD	1	6	7	1	2	3	2	3	5	4	11	15
2	1	21	9	30	7	11	18	32	40	72	60	60	120
3	2	1	2	3	4	11	15	9	30	39	14	43	57
4	3	6	4	10	2	9	11	15	9	24	23	22	45
5	4	1	3	4	5	2	7	18	22	40	24	27	51
6	5	2	3	5	5	3	8	50	39	89	57	45	102
7	6	6	2	8	6	8	14	31	48	79	43	58	101

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S.N.	Class	Janajati			Dalit			Others			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
8	7	5	1	6	7	3	10	50	31	81	62	35	97
9	8	4	8	12	4	1	5	15	70	85	23	79	102
Total		**47**	**38**	85	**41**	**50**	91	**222**	**292**	514	**310**	**380**	690

Source: Field Study, Full Bright Consultancy, Kathmandu

Table 4.10: Total Drop-out in ECD to Grade 8: By Gender and Ethnicity

S.N.	Class	Janajati			Dalit			Others			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Balbikas	3.33	13.95	9.59	5.56	8.00	6.98	3.45	6.00	4.63	3.77	9.32	6.70
2	1	20.19	10.98	16.13	9.72	19.64	14.06	19.75	22.22	21.05	17.75	18.87	18.29
3	2	1.92	3.17	2.61	7.27	22.00	14.29	5.39	21.90	12.83	5.11	17.20	10.88
4	3	10.91	6.45	8.55	4.88	15.25	11.00	11.11	8.57	10.00	9.96	9.73	9.85
5	4	2.13	5.36	3.88	15.15	5.41	10.00	13.24	18.18	15.56	11.11	12.62	11.86
6	5	3.85	6.00	4.90	12.82	7.32	10.00	28.90	24.38	26.73	21.59	17.93	19.81
7	6	7.69	2.60	5.16	6.38	10.13	8.09	16.58	23.19	20.05	11.98	15.98	13.99
8	7	7.81	1.69	4.88	9.86	4.55	7.30	21.28	16.15	18.97	16.76	11.04	14.12
9	8	6.15	12.31	9.23	7.27	2.04	4.81	5.17	31.39	16.57	5.61	23.44	13.65
Total		4.76	**8.59**	**6.82**	8.69	**8.58**	**10.82**	1.14	**14.39**	**21.24**	6.21	**12.07**	**15.87**

Source: Field Study, Full Bright Consultancy, Kathmandu

4.3.4 Grade Wise Drop-out Percentage from ECD level to Grade 8: by VDC

With purpose of assessing the trend of drop-out from one school to other and one district to other, an analysis of enrollment and drop-out has been made. The purpose however is just to check the trend from one school to other not to establish the drop-out trend at national level. A summary of enrollment, drop-out and drop-out percent is presented in Table 4.11, 4.12 and 4.13 respectively. It is apparent from the data that generally the drop-out was concentrate in some grade and some VDCs. It is obvious from the table 4.12 the drop-out rate was extremely high in grade 2(51.6%), 3(43.8%) and 5 (46%) of the school in Jagatipur VDC in Jajorkot. The drop-out rate in the ECD classes of

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Table 4.11:Grade Wise Enrollment (ECD to Grade 8: By VDCs with Respect to Gender

S.N.	VDCS		Balbikas	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
1	Dhime	Boys	14	26	12	15	16	11	26	26	23
		Girls	12	28	14	9	10	19	14	19	18
		Total	26	54	26	24	26	30	40	45	41
2	Jagatipur	Boys	0	6	14	12	13	16	29	21	27
		Girls	0	6	17	20	20	34	57	37	31
		Total	0	12	31	32	33	50	76	58	58
3	Sima	Boys	12	40	21	16	15	14	9	13	8
		Girls	10	30	16	18	8	9	21	14	20
		Total	22	70	37	34	23	23	30	27	28
4	Dokhu	Boys	16	38	35	42	26	24	45	28	35
		Girls	25	38	36	45	39	31	38	36	36
		Total	41	76	71	87	65	56	63	64	71
5	Chandranigapur	Boys	10	40	27	22	19	21	14	17	20
		Girls	15	48	20	28	21	27	23	22	16
		Total	25	88	47	50	40	48	37	39	36
6	Gaur	Boys	32	44	65	31	56	104	131	151	198
		Girls	30	44	55	26	45	77	112	84	123
		Total	62	88	125	57	101	181	233	235	321
7	Mahamadpur	Boys	14	102	83	74	52	51	70	76	63
		Girls	12	82	63	60	43	33	54	56	43
		Total	26	184	146	134	95	84	124	131	106
8	Phurumbu	Boys	0	30	13	16	14	17	32	34	32
		Girls	0	36	23	19	19	18	37	45	42
		Total	0	66	46	35	33	35	69	79	74
9	Sikaicha	Boys	8	12	4	3	5	6	3	4	4
		Girls	14	6	6	1	6	3	5	4	6
		Total	22	18	10	4	11	9	8	8	10
Total		Boys	106	338	274	**231**	**216**	**264**	**359**	**370**	**410**
		Girls	118	318	250	**226**	**211**	**251**	**361**	**317**	**335**
		Total	224	656	524	**457**	**427**	**515**	**720**	**687**	**745**

Source: Field Study, Full Bright Consultancy, Kathmandu

Chandranigapur was also very high i.e. 36%. In Jajorkot, the drop-out rate was as high as 41.4% in grade 1 in Sima VDC. In grade 7 of the school of Sikaicha VDC in Taplejung, the drop-out rate was 25%, the highest among other VDCs. –On the whole the drop-out rate was very low in Taplejung in all school sample school.

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Table 4.12: Grade wise Drop-out (ECD to Grade 8: By VDCs with Respect to Gender)

S.N.	VDCS		Balbikas	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
1	Dhime	Boys	0	0	0	0	0	0	0	0	0
		Girls	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0
2	Jagatipur	Boys	0	0	6	3	3	6	5	2	0
		Girls	0	2	10	11	6	17	3	0	3
		Total	0	2	16	14	9	23	8	2	3
3	Sima	Boys	0	18	0	3	0	0	0	0	0
		Girls	0	11	1	1	0	0	0	0	0
		Total	0	29	1	4	0	0	0	0	0
4	Dokhu	Boys	0	2	0	0	0	0	0	0	0
		Girls	2	1	1	0	0	0	0	10	0
		Total	2	3	1	0	0	0	0	10	0
5	Chandranigapur	Boys	2	9	0	0	0	0	4	0	6
		Girls	7	16	0	0	0	0	4	0	7
		Total	0	25	0	0	0	0	0	0	0
6	Gaur	Boys	2	1	4	1	10	40	26	36	1
		Girls	0	10	24	0	13	22	43	14	55
		Total	2	11	28	1	23	62	69	50	56
7	Mahamadpur	Boys	0	29	4	13	11	10	7	21	14
		Girls	0	17	7	9	7	3	7	11	6
		Total	0	46	11	22	18	13	14	35	20
8	Phurumbu	Boys	0	1	0	3	0	0	1	1	2
		Girls	0	3	0	1	0	3	1	0	7
		Total	0	4	0	4	0	3	2	1	9
9	Sikaicha	Boys	0	0	0	0	0	1	0	2	0
		Girls	2	0	0	0	1	0	0	0	1
		Total	2	0	0	0	1	0	0	2	1
Total		**Boys**	**4**	**60**	**14**	**23**	**24**	**57**	**43**	**62**	**23**
		Girls	**11**	**60**	**43**	**22**	**27**	**45**	**58**	**35**	**79**
		Total	**15**	**120**	**57**	**45**	**51**	**102**	**101**	**97**	**102**

Source: Field Study, Full Bright Consultancy, Kathmandu

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Table 4.13: Grade wise Drop-out Percentage by VDCs with Respect to Gender

S.N.	VDCS		Balbikas	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
1	Dhime	Boys %	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		Girls %	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		Total %	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	Jagatipur	Boys %	0.0	0.0	42.9	25.0	23.1	37.5	17.2	9.5	0.0
		Girls %	0.0	33.3	58.8	55.0	30.0	50.0	5.3	0.0	9.7
		Total %	0.0	16.7	51.6	43.8	27.3	46.0	9.3	3.4	5.2
3	Sima	Boys %	0.0	45.0	0.0	18.8	0.0	0.0	0.0	0.0	0.0
		Girls %	0.0	36.7	6.3	5.6	0.0	0.0	0.0	0.0	0.0
		Total %	0.0	41.4	2.7	11.8	0.0	0.0	0.0	0.0	0.0
4	Chandranigapur	Boys %	20.0	22.5	0.0	0.0	0.0	0.0	28.6	0.0	30.0
		Girls %	46.7	33.3	0.0	0.0	0.0	0.0	17.4	0.0	43.8
		Total %	36.0	28.4	0.0	0.0	0.0	0.0	21.6	0.0	36.1
5	Gaur	Boys %	6.3	2.3	6.2	3.2	17.9	38.5	19.8	23.8	0.5
		Girls %	0.0	22.7	43.6	0.0	28.9	28.6	38.4	16.7	44.7
		Total %	3.2	12.5	23.3	1.8	22.8	34.3	28.4	21.3	17.4
6	Mahamadpur	Boys %	0.0	28.4	4.8	17.6	21.2	19.6	10.0	27.6	22.2
		Girls %	0.0	20.7	11.1	15.0	16.3	9.1	13.0	19.6	14.0
		Total %	0.0	25.0	7.5	16.4	18.9	15.5	11.3	24.2	18.9
7	Dokhu	Boys %	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		Girls %	8.0	2.6	2.8	0.0	0.0	0.0	0.0	27.8	0.0
		Total %	4.9	3.9	1.4	0.0	0.0	0.0	0.0	15.6	0.0
8	Phurumbu	Boys %	0.0	3.3	0.0	18.8	0.0	0.0	3.1	2.9	6.3
		Girls %	0.0	8.3	0.0	5.3	0.0	16.7	2.7	0.0	16.7
		Total %	0.0	6.1	0.0	11.4	0.0	8.6	2.9	1.3	12.2
9	Sikaicha	Boys %	0.0	0.0	0.0	0.0	0.0	16.7	0.0	50.0	0.0
		Girls %	14.3	0.0	0.0	0.0	16.7	0.0	0.0	0.0	16.7
		Total %	9.1	0.0	0.0	0.0	9.1	11.1	0.0	25.0	10.0
Total		**Boys%**	**3.8**	**17.8**	**5.1**	**10.0**	**11.1**	**21.6**	**12.0**	**16.8**	**5.6**
		Girls%	**9.3**	**18.9**	**17.2**	**9.7**	**12.8**	**17.9**	**16.1**	**11.0**	**23.6**

Source: Field Study, Full Bright Consultancy, Kathmandu

4.3.5 Teachers' Status: Number and Educational Level

With purpose of drawing very general information about education level, gender and the subject of command for teaching some information were drawn from school survey. A brief discussion is presented below.

4.3.5.1 Education level of teachers

A Summary of the Educational Level of school teachers are given below in Table 4.14. It is obvious from the table that some of the schools have no female teachers at all. Of the total there is only one in five teachers in the sample school. In Jajorkot there were only 4 female teachers (One in Dhime with SLC and 3 with Bachelors degree Sima). In Rautahat there were 9 female teachers 4 in Chandranigapur (2 with bachelor's degree and 2 with Intermediate), 5 in Gaur (Bachelors, and 3 Intermediate) but none in Mahamadpur. In Taplejung there was only one female teacher in Dokhu, 2 female teachers in Phurambu (one Masters Level and one Intermediate). Therefore inconsideration of the low number of female teachers it might be considered as an inducing factor in students' drop-out.

Table 4.14: Educational Status of the Teachers: By District and VDC/School

District	VDCs	Bachelor		Intermediate		Master		SLC		Total		Grand Total
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
		No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Jajotkot	Dhime	0	2	0	2	0	0	1	1	1	5	6
	Jagatipur	0	3	0	3	0	0	0	4	0	10	10
	Sima	0	4	3	5	0	0	0	2	3	11	14
Rautahat	Chandranigapur	2	1	2	4	0	1	0	0	4	6	10
	Gaur	2	10	3	3	0	6	0	0	5	19	24
	Mahammadpur	0	6	**0**	0	0	1	0	1	0	8	8
Taplejung	Dokhu	0	4	**0**	0	0	3	1	2	1	9	10
	Phurambu	0	2	1	2	1	0	0	3	2	7	9
	Sikaicha	0	0	1	2	0	0	2	2	3	4	7
	Total	4	32	10	21	1	5	4	15	19	79	98

Source: Field Study, Full Bright Consultancy, Kathmandu

4.3.5.2 Distribution of Teachers by Ethnic Groups

The table 4.15 summarizes about the distribution of teachers by ethnical groups in each VDC. It is apparent from the Table that there are more Brahmin and Chhetri in Taplejung and Jajorkot than in Rautahat. It is also obvious from the figure that more than one third (37.75%) of the total teachers are Brahmin and Chetri's, one in four are Janajati. The number of Dalit teacher is almost 3%. About one third teachers are Madhesi. The number of Muslim, Rajput, Newar and Thakuri was about only one percent. It is therefore the case that when the cases are about the mother tongues of the teachers, there will be great challenge.

Table 4.15: Number of Teacher by Ethnic Categories

VDCs	Brahmin	Chhetri	Dalit	Janajati	Madhesi	Muslim	Newar	Rajput	Thakuri	Total
	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Dhime	0	5	0	0	0	0	0	0	1	6
Jagatipur	1	8	1	0	0	0	0	0	0	10
Sima	0	3	0	10	1	0	0	0	0	14
Chandranigapur	2	3	1	0	1	1	1	1	0	10
Gaur	0	0	0	0	24	0	0	0	0	24
Mahammadpur	0	0	1	1	6	0	0	0	0	8
Dokhu	8	0	0	2	0	0	0	0	0	10
Phurambu	2	3	0	4	0	0	0	0	0	9
Sikaicha	1	1	0	5	0	0	0	0	0	7
Total	14	23	3	22	32	1	1	1	1	98

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

When asked about their subjects with teaching command most of the teacher mentioned Nepali as the subject of their command. Generally four out of five teachers in various VDCs are reported to be effective in teaching Nepali subject. Exceptionally Dhime VDC of Jajorkot was the only district where more than 80 % teachers mentioned Nepali and Mathematics as the subjects with their commands in teaching. In Dokhu of Taplejung, it is reported to have all teachers with commands in teaching Nepali. The overall trend of teachers' command in teaching subjects clearly shows the dearth of teachers who can teach subject other than Nepali and English.

Table 4.16: Subject with Command of Subject Matter

VDCs	Female		Male		Total
	Nepali	Nepali and English Both	Nepali	Nepali and English Both	
	No.	No.	No.	No.	
Dhime	0	1	0	5	6
Jagatipur	0	0	8	2	10
Sima	3	0	9	2	14
Chandranigapur	4	0	4	2	10
Gaur	5	0	11	8	24
Mahammadpur	0	0	6	2	8
Dokhu	1	0	9	0	10
Phurambu	2	0	6	1	9
Sikaicha	3	0	3	1	7

Source: Field Study, Full Bright Consultancy, Kathmandu

4.4 STATUS OF SCHOOL AGE (5-14 years) CHILDREN

With purpose to knowing status of school age children from 5 to 14 years, a household survey of the school drop-outs, never enrolled was conducted in each VDC. Specifically, the survey focused on family income source, size of the family, literacy status of the family members - literate persons, illiterate persons, school age children those who are studying, drop-out and never enrolled were taken.

For study purpose 10 households from each VDC with a total of 90 household from three districts were surveyed. Table 4.17 given below shows that altogether there were 578 populations. Of the total household surveyed there were three VDC with only Dalit and Janajati population. These VDCs include Jagatipur, Phurungb and Sikaicha. Of the total, population from sample houses 39.27% were Dalit, 37.89% Janajati and the rest of 22.84% Brahamin, Chhetri and Thakuris.

Table 4.17: Total Population of the Sampled Household: By VDCs

S.N.	VDCs Name	Dalit		Janajati		Others		Total
		No,	Percent	No,	Percent	No,	Percent	
1	Dhime	49	71.01	6	8.70	14	20.29	69
2	Jagatipu	69	100.00	0	0.00	0	0.00	69
3	Sima	19	29.23	30	46.15	16	24.62	65
4	Chandranigapur	4	6.90	48	82.76	6	10.34	58
5	Gaur	22	28.95	3	3.95	51	67.11	76
6	Mahamadpur	21	35.00	0	0.00	39	65.00	60
7	Dokhu	37	62.71	16	27.12	6	10.17	59
8	Phurungb	6	10.17	53	89.83	0	0.00	59
9	Sikaicha	0	0.00	63	100.00	0	0.00	63
Total		**227**	**39.27**	**219**	**37.89**	**132**	**22.84**	**578**

Source: Field Study, Full Bright Consultancy, Kathmandu

4.4.1 Occupation

As regards the occupation of the households in the selected districts agriculture is the main as that of common practice in Nepal in reality. Though generally people practice more than one occupation, in rural parts of the country, the study revealed that most of the households understudy has only one occupation. The table 4.18 presented below clearly shows that 42.22% households have agriculture as the main occupation, 37.8% have wage earning and only 8.9% have the occupation of skilled work. Only 3.33 % are engaged in trade and the same percent in foreign employment. About 4.8 % households were engaged in the jobs of peon and driver.

Table 4.18: Source of family income of household surveyed: By VDC

S.N.	District	VDC Name	Agriculture	Foreign Employment	Job (Peon/ driver)	Skill Labour	Trade	Wage Labour	Total
1	Jajorkot	Dhime	3	0	1	0	0	6	10
2		Jagatipur	2	0	0	1	0	7	10
3		Sima	8	0	0	0	0	2	10
4	Rautahat	Gaur	3	1	0	3	2	1	10
5		Chandranigapur	2	0	1	2	0	5	10
6		Mahamadpur	4	0	0	2	1	3	10
7	Taplejung	Dokhu	1	1	2	0	0	6	10
8		Phurungb	7	0	0	0	0	3	10
9		Sikaicha	8	1	0	0	0	1	10
	Total		**38 (42.22)**	**3 (3.33)**	**4 (4.85)**	**8 (8.88%)**	**3 (3.33)**	**34 (37.8)**	**90 (100.00)**

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

Table 4.19 clearly shows that most of the housed holds from Janajati (59.45) are engaged in the agriculture activities. Few percentages of the Janajati and Dalit are engaged in skilled work. Among Dalit, two third household are dependent on wage earning.

Table 4.19: Source of family income of household surveyed: By Ethnic Groups

S.N.	Ethnic Group	Agriculture	Foreign Employment	Peon and driver	Skill Labour	Trade	Wage Labour	Total
1	Dalit	6 (18.18)	0	2 (6.06)	3 (13.6)	0	22 (66.66)	33 (100)
2	Janajati	22 (59.45)	2 (5.40)	1 (2.70)	3 (8,10)	0	9 (24.32)	37 (100)
3	Others	10 (50)	1 (5)	1 (5)	2 (10)	3 15	3 (15)	20 (100)
Total		**(38 (42.22)**	**3 (3.33)**	**4 (4.85)**	**8 (8.88)**	**3 (3.33)**	**34 (37.8)**	**90 (100.00)**

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

4.4.2 Level of Education in Sample Population

The level of education in sample population shows that in terms of literacy, Janajati population was more literate than the Dalit and other. About 56% Janajati and 39% Dalit were literate. As revealed by the data the Illiteracy is higher among the Dalit community (See Table 4.19 and Figure 1).

Table 4.20: Literacy Rate by Ethnic Group

S.N.	Ethnic Group	Total Population	Literate Population		Illiterate Population	
		No.	No.	Percent	No.	Percent
1	Dalit	227	75	33.04	152	66.96
2	Janajati	219	123	56.16	96	43.84
3	Others	132	51	38.64	81	61.36
Total		**578**	**249**	**43.08**	**329**	**56.92**

Source: Field Study, Full Bright Consultancy, Kathmandu

Figure 1: Literacy Rate by Ethnic Group

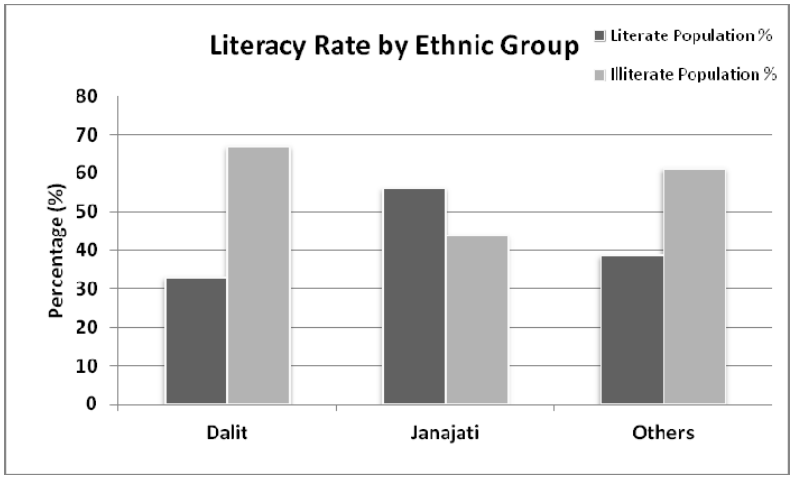


Table 4.21: Literacy Rate by Household Occupation

S.N.	Household Occupation	Total Population	Literate Population		Illiterate Population	
		No.	No.	Percent	No.	Percent
1	Agriculture	234	111	47.44	123	52.56
2	Foreign Employment	19	12	63.15	7	36.84
3	Peon / Driver	26	19	70.00	7	30.00
4	Skill Labor	49	11	22.45	38	77.55
5	Trade	21	12	57.14	9	42.86
6	Wage Labor	229	84	36.68	145	63.32
Total		**578**	**249**	**43.08**	**329**	**56.92**

Source: Field Study, Full Bright Consultancy, Kathmandu

Reasonably, those who have awful economic condition with low-income sources have lower literacy level. A review of the literate people by the occupation of the households shows that the percentage of literate persons is higher among the household involved in the job of peon or driver, foreign employment and trade when compared to those involved in skilled work or agriculture. Among the wage earners about 37% were literate (See Table 4.21 and Figure 2). A review of the literacy level of the districts selected for the study clearly shows that the numbers of literate people is low in three VDCs of Rautahat when compared to other districts. The highest percent of the literate people was in Taplejung (See Table 4.22 and Figure 3)

Figure 2: Literacy Rate by Ethnic Group

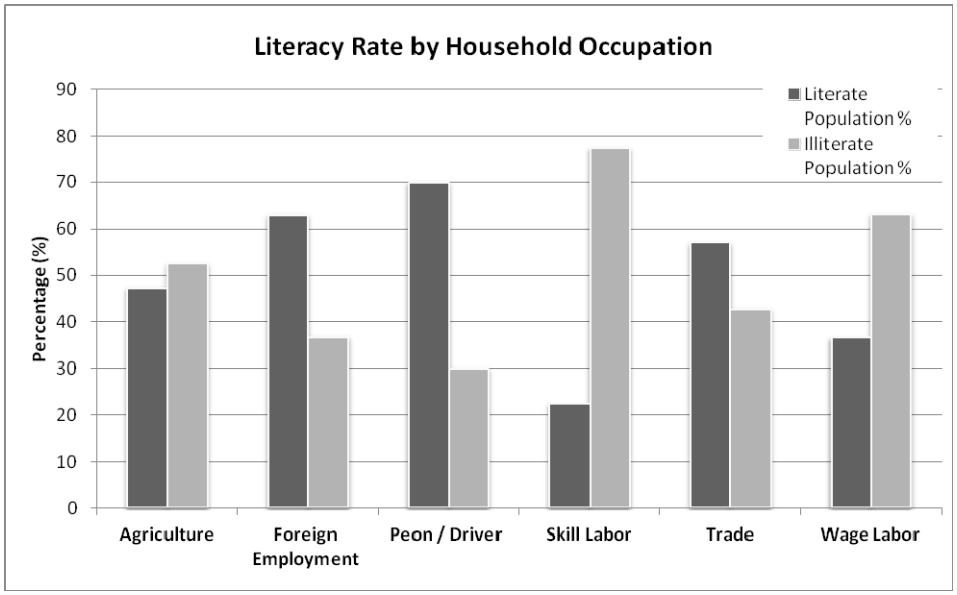
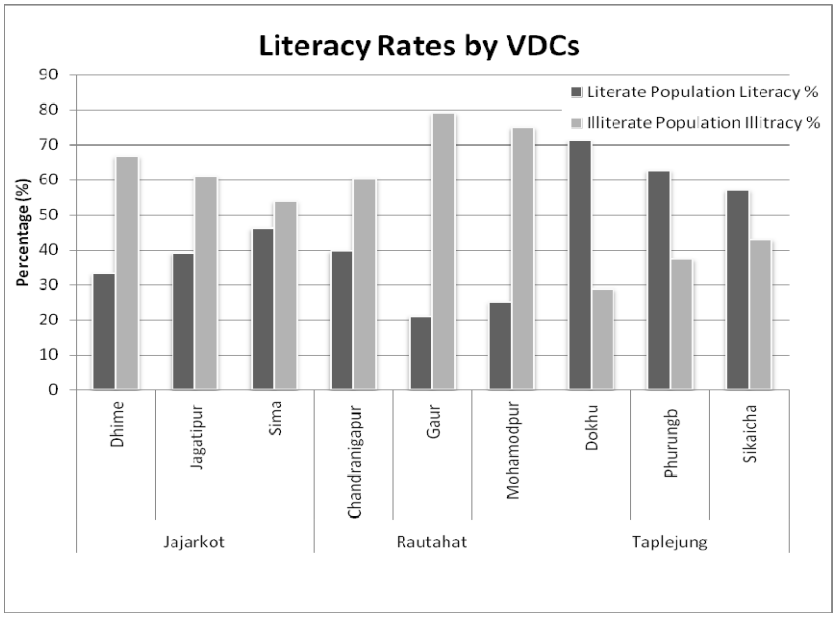


Table 4.22: Literacy of Sampled Houses by VDC

S.N.	District	VDC Name	Total Population	Literate Population		Illiterate Population	
			No.	No.	Percent	No.	Percent
1	Jajorkot	Dhime,	69	23	33.33	46	66.67
2		Jagatipur,	69	27	39.13	42	60.87
3		Sima,	65	30	46.15	35	53.85
4	Rautahot	Chandranigapur,	58	23	39.66	35	60.34
5		Gaur,	76	16	21.05	60	78.95
6		Mohamadpur	60	15	25.00	45	75.00
7	Taplejung	Dokhu,	59	42	71.19	17	28.81
8		Phurungb,	59	37	62.71	22	37.29
9		Sikaicha	63	36	57.14	27	42.86
	Total		**578**	**249**	**43.08**	**329**	**56.92**

Source: Field Study, Full Bright Consultancy, Kathmandu

Figure 3: Literacy Rate of Sample Households by VDCs



4.4.3 Literacy Status of School Age children Amongst Sample Households of out -of- School children

The schooling status of 5 to 14 years children from the sampled households of out-of--school children that were selected purposely was analyzed from different perspective like geographical, regional, cast, religion, poverty and sex. The purpose of such analysis was purposely to identify the literacy status of the family and the school age children and family related factors, perception of parents regarding the root causes of out of school children. The purpose was not to determine the size of out-of-school children. As revealed by the household survey of out-of-school children, the total number of 5 to 14 years age children in the sample population is 254. Overall percentage of children who are schooling are 36.22 %(boys: 41.79% and girls: 30%), never schooling children is 42.12% (girls: 52.50%and boys 32.83 %.). Regarding drop-outs, the net drop-out was 21.65(girls: 17.50% and boys: 25.37). Since this sample constitutes the school age children of those families whose children were identified as out of school children, the dropout or those not admitted in the school may be taken as exception. This may not be representative to the school age children of other households in the concerned VDCs as the present sample selection was not random one.

Table 4.23: School Age Children and Their Schooling Status: By Districts

Districts	Never Schooling Children(5-14 Years)			Children Studying in School(5-14 Years)			School Drop-out(5-14 Years)			School Age Children(5-14 Years)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Jajarkot	21	17	38	14	21	35	5	12	17	40	50	90
Percent	52.50	34.00	42.22	35.00	42.00	38.89	12.50	24.00	18.89	44.44	55.55	100
Rautahat	28	20	48	8	10	18	9	12	21	45	42	87
Percent	62.22	47.62	55.17	17.78	23.81	20.68	20.00	28.57	24.14	51.72	45.97	100
Taplejung	14	7	21	14	25	39	7	10	17	35	42	77
Percent	40.00	16.67	27.27	40.00	59.52	50.64	20.00	23.81	22.08	45.45	54.54	100
Total	**63**	**44**	**107**	**36**	**56**	**92**	**21**	**34**	**55**	**120**	**134**	**254**
Percent	**52.50**	**32.84**	**42.12**	**30.00**	**41.79**	**36.22**	**17.50**	**25.37**	**21.65**	**47.24**	**52.75**	**100**

Source: Field Study, Full Bright Consultancy, Kathmandu

An insight on the district wise school age children of the age group 5-14 years who are never enrolled indicate that 42.22% children in Jajorkot, 55.17% in Rautahat and 27.77% in Taplejung are never enrolled (see Table 4.23). But in terms of the school age children who are now studying there are 38.89 % in Jajorkot, 20.68% in Rautahat and 50.65% in Taplejung.

Among those who are studying currently in school there are 35% girls and 42 % boys in Jajorkot, 17.78% girls and 23.81% girls in Rautahat and 40% girls and 59.52% boys in Taplejung. Of the total schooling age children in Jajorkot, 52.50 % girls and 34.00% boys are not enrolled in school. In Rautahat 62.22% girls and 47.62% boys are not studying in school, while in case of Taplejung, 40.00% girls and 16.67% boys are not schooling.

In the matter of school drop-out, an average 21.65% children are drop-out among the total school age children of three districts Taplejung, Jajorkot, and Rautahat representing mountain, hill and terai respectively.. By district, 18.89% children in Jajorkot, 24.14% in Rautahat and 22.07% in Taplejung were drop-out. By gender, 12.50% girls and 24.00% boys are drop-out in Jajorkot the hilly district. However, the school drop-out in Rautahat the terai district is 20.00% and 28.57% among girls and boys respectively. . As regards Taplejung the mountain district, 20.00% girls and 23.81 boys are drop-outs on the whole school age children.

Table 4.24: Out-of-school Children: By Districts

Ethnic Group	Never Schooling Children(5-14 Years)			Children Studying in School(5-14 Years)			School Drop-out(5-14 Years)			Total(5-14 Years)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
	No. %	No. %		No. %	No. %		No. %	No.		% No. %	No. %	
Dalit	30 (62.50)	22 (45.83)	52 52	12 (25.00)	19 (36.53)	31 31	6 (12.50)	11 (21.15)	17 17	48 (48.00)	52 (52.00)	100
Janajati	18 (45.00)	12 (22.22)	30 31.91	14 (35.00)	29 (53.70)	43 45.74	8 (20.00)	13 (24.07)	21 22.34	40 (42.55)	54 (57.44)	94
Others	15 (46.87)	10 (35.71)	25 41.66	10 (31.25)	8 (28.57)	18 30	7 (21.87)	10 (35.71)	17 28.33	32 (53.33)	28 (46.66)	60
Total	**63** (52.50)	**44** (32.83)	**107 42.12**	**36** (30.00)	**56** (41.79)	**92 36.22**	**21** (17.50)	**34** (25.37)	**55 21.65**	**120** (**47.24**)	**134** (**52.75**)	**254**

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

The Table 4.24 shows that among the Dalit 52% school age children (62.50% girls and45.83% boys) are never schooling, 31% are schooling (25% girls and 39.58% boys) and 17% (12.50% girls and 21.15% boys) are drop-outs. Among the Dalit children who are never schooling, girls share is 57.69%s and that of boys is 42.30%.Among the schooling children, the girls share is 38.70% and that of boys is 61.29%, while in case of drop-out the total shares of girls and boys are 35.29% and 64.70% respectively.

Among Janajati 31.91% school age children are never schooling (45.00% girls and 22.22 % boys). There are 45.74 % schooling children (35.00% girls and 53.70 boys) and 22.34 % (20.00% girls and 24.07% boys) are drop-outs. Among the Janajati children, the girls share with never schooling children .is 60 % and that of boys is 40 %.Similarly, among the schooling Janajati children the, girls share is 32.55% and that of boys 67.44%. Regarding the drop-outs the share of girls is 38.09% and that of boys is 61.90%.. On the whole it is apparent from the data that out of the total population of school going age children, 6.69% are Dalit drop-out, 8.26% are Janajati and 6.69% among the other category of the casts. As regards, the total children who are never schooling, 20.47% are Dalit, 11.81% are Janajati and 9.84% from the other casts and ethnic groups. Similarly, of the total school age children, those who are presently going to school are 12.20% among Dalit, 16.92% Janajati and 7.08% from the other casts..

Table 4.25 presents a picture of school age children in terms of school going children, drop-out and those who are not enrolled. It is obvious from the Table that among the sample VDCs the lowest drop-out rate (8%) was in Dhime VDC of Jajorkot and the highest of 30% in n Mohamadpur VDC of Rautahat. Even in Dokhu of Taplejung the drop-out rate was 25%. Two third of the VDCs selected exceeded the drop-out rate of 21. But generally the drop-out in the three VDCs of Taplejung was high. An insight clearly shows that the VDCs from Jajorkot remain to be with lower drop-out rate than that of the VDC from Taplejung and Rautahat. When the cases are checked out by gender and districts, there is no consistent trend. Among the girls Gaur VDC of Rautahat has highest drop-out

rate (22.73%) and Mohamadpur VDC of Rautahat has highest drop-out rate (41..67) among the boys.

Table 4.25: Status of School Age Children (5-14 years) in Selected Household of Out of School Children

District	VDCs	Never Schooling(5-14 years)			Children Studying in School -14 years)			School Drop-out(5-14 years)			School Going Age children Total		Grand Total
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	
		No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Jajorkot	Dhime	11 (73.33)	8 (36.36)	19 (51.35)	3 (20.00)	9 (40.91)	12 (32.43	1 (6.67)	5 (22.73)	6 (16,21)	15 1)	22 (100	37
	Jagatipur	6 (.00)	3 (30.00)	9 (36)	6 (40.00)	5 (50.00)	11 (44.00	3 (20.00)	2 (20.00)	2 (8.00)	15 (100)	10 (100)	25
	Sima	4 40.00)	6 (33.33)	10 (35.71)	5 (50.00)	7 (38.89)	12 (42,86	1 (10.00)	5 (27.78)	6 (21.42)	10 (100)	18 (100)	28
Rautahot	Gaur	14 (63.64)	9 (56.25)	23 (60.52)	3 (13.64)	4 (25.00)	7 (18.42))	5 (22.73)	3 (18.75)	8 (21.05)	22 (100)	16 (100)	38
	Mahamadpur	6 (75.00)	4 (33.33)	10 (50.00)	1 (12.50)	3 (25.00)	4 (20.0)	1 (12.50)	5 (41.67)	6 (30)	8 (100)	12 (100)	20
	Chandranigapur	8 (53.33)	7 (50.00)	15 (51.72)	4 (26.67)	3 (21.43)	7 (24.13)	3 (20.00)	4 (28.57)	7 (24,1)	15 (100)	14 (100)	29
Taplejung	Dokhu	3 (27.27)	3 (23.08)	6 (25.0)	5 (45.45)	7 (53.85)	12 (52.17)	3 (27.27)	3 (23.08	6 (25.00)	11 (100)	13 (100.)	24
	Phurungb	5 (38.46)	1 (7.69)	.6 (23.07)	6 (46.15)	9 (69.23)	15 (53.57)	2 (15.38)	3 (23.08)	5 (19.23)	13 (100.)	13 (100)	24
	Sikaicha	6 (54.55)	3 (18.75)	9 (33.33)	3 (27.27)	9 (56.25)	12 (44.44	2 (18.18)	4 (25.00)	6 22.22	11 (100)	16 (100)	27
	Total	**63 (52.50)**	**44 (32.84)**	**107 (42.12)**	**36 (30.00)**	**56 (41.79)**	**92 (36.22**	**21 (17.50)**	**34 (25.37)**	**55 21.65)**	**120 (100)**	**134 (100)**	**254**

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

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Table 4.26: Status of School Age Children (5-14years) of Selected Households: By Occupation of the Households

Occupation	Never Schooling(5-14 years)		Children Studying in School(5 -14 years)		School Drop-out(5-14 years)		Total		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Total
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	
Agriculture	22 (44.89)	12 (22.64)	16 (32.65)	28 (52.83	11 (22.44)	13 (24.52)	49 (48.03)	53 (51.96)	102 (100)
Driver/Peon	1 (20.00)	3 (27.27)	4 (80)	4 (36.36)	0 (0)	4 (36.36)	5 (31.25)	11 (68.75)	16 (100)
Foreign Employment	4 (66.66)	1 (14.28)	0 0	4 (57.14)	2 (33.33)	2 (28.57)	6 (46..15)	7 (53.84)	13 (100)
Skill Labour	8 (72.72)	7 (35.00)	1 (9.09)	1 (5.00)	0 (0)	3 (15.00)	9 (45.00)	11 (55.00)	20 (100)
Trade	2 (33.33)	1 (10.00)	4 (66.66)	2 (20.00)	0 (0)	1 (10.00)	6 (60.00)	4 (40.00)	10 (100)
Wage Labour	26 (54.16)	20 (21.50)	11 (24.44)	17 (18.27)	8 (17.77)	11 (11.82)	45 (48.38)	48 (51.61)	93 (100)
Total	**63**	**44**	**36**	**56**	**21**	**34**	**120**	**134**	**254**

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

In the sample population of 90 households of out of school children of 5 to 14 years age from three districts there were 254 children of the school age. This study revealed that of the 254 children of the school age, 92 were schooling, 107, never schooling and school dropouts. It is worth mentioning that even in the sample household of out of school children, there are evidences of schooling children. Overall, the percentage of the school age children (5-14 years) in three districts show that even in the families of the out- of- school children selected for the study, there are other school age children who are presently attending the school. .

The district wise school age children of the age group 5-14 years from the selected households indicate that Rautahat ranks first, Jajorkot the second and Taplejung. the third in terms of number of never schooling children in the family of out of school children. Among the sampled 90 households of out- of- school children of Taplejung, Jajorkot, and Rautahat one in five children on average are drop-out. Among the selected households of out of school children, the number of un-schooling children was higher among Dalit than in Janajati or the others. The number of schooling children among the families of out-of- school children was higher among Janajati than in Dalit. Among the schools visited, the lowest dropout was in ECD and generally higher in grade1 and 5 for girls and boys both.

It was obvious that the number of children who did not go to school was comparatively higher among those families whose source of income was, wage earning, agriculture and skill labor. Those household whose source of income was trade and the job of peon and driver are sending their children to formal school. The drop-out rate however was

low among those families whose source of income was wage earning, trade, agriculture, trade, wage earning, and skilled labor.

4.4.4 Case Studies of Out-of –School Children

With purpose of diagnostic the root causes of out-of-school children (dropout and never enrolled), drawing perception of the children, parental attitude towards their education, parents feeling on their own condition and the factors that could encourage students to be admitted in the school altogether 9 children (4 girls and 5 boys) were selected for case studies. For this purpose, they were children selected from the age group of 10 to 14 years representing various casts and ethnic groups namely Kangwa, Majhi, Yadav, Mahatara, Dhami Sunar, Pun, Mote and Limbu. Some vital information related to family was drawn through personal interview and a close observation for two days was made.

Case studies clearly reveal some typical similarities and differences in causes for not sending school age children to school or drooping out from school. Orphans were among those who are not admitted to school. The poor family was one of the reasons identified through case studies. Due to untimely death of the father or mother, a child had to level under different circumstances either working as a worker in other's home or working as wage earning for family bread. Most of the out-of-school children were normally engaged in domestic chores. They used to spare the whole day either on household activities like grazing cattle like goat and cow, raising chicken or supporting their parents to work in the field. Even they are spending their time looking after their cousin brothers and sisters for bread. These children are interested to go to school.

Some of the children were keen for study but they could join school when they were young because the school was quite far from her home, more than an hour walking distance. As they are grown up they would not like to join classes with younger children. There are also cases where the children are not interested to go to school. Some parents encourage their children to go to school while others do not want to send them to school even if their friends go to school. Some think that a school should be near to their residential area or there should be residential school. It indicates towards geographical structure of those places and difficult human settlement in mountain region as a challenge of sending children to school in a distant school.

Another problem is associated with those who are interested to go to school but are not capable of joining school due to their financial problem. Among the school dropout dues to lack of interest on reading and writing, and essentiality of supporting their parents in domestic chores as their elder siblings are away from the country. Some of the children were earning Rs. 200 per day, while others were earning Rs 2000 to Rs. 3000 per month working in hotel or wage earning or driving a bull cart to be an owner. There are cases where 11 year boy or girl is earning bread for the family. An orphan child is keen to support his/ her single parent. It provides a sound basis for livelihood of the family. The children were also engaged in household activities. Some parents are interested to send their children to school while the children are not motivated for it. Even in the family with dropout there are other children going to school. Some children are keen to work for making money. The case reveals the category of children who are ready for life related

skills like, communicative Skills, entrepreneurship skill and life-long learning & information management rather than regular education. Among the dropouts some are interested to join if they are financially supported. Many children said that they do not like to study.

Girls are interested to be readmitted in the school if they get supportive environment. Some girl dropout and even their parent charged on school environment and poor management for discouraging them. A girl child was reported to be dropout as she failed the exam couple of time in the school. She is motivated to go to school. Children indicated towards school teachers for not becoming competent enough to teach children who need additional support to study. They pointed out the lack of school dress and accessories and supportive environment to go to school. The reason for being dropout was left the school. In a family with 7 children, the mother has died and father is engaged in running gold jewel shop but none are sent to school. One boy of school age spends time loitering with his friends. He did not get supportive environment to go to school.

Usually children do get care in home after death of their mother. They are exposing to risk and dark future. They spend their time working for wage earning, household activities or looking after siblings.

CHAPTER-V: STAKEHOLDERS' VIEWS

With purpose of soliciting the views, opinions and experiences about the schooling status of the out-of-school children, the causes of un-schooling, reasons for not sending children, causes of drop-out and expectation of parents from their children's' education, FGDs and interview with concerned personnel namely DEOs, RPs, SSs and headteachers with school drop-outs and never schooled children, and their parents; Former VDC officials and Secretary, members and chairpersons of the SMCs, teachers, were conducted.

5.1 VIEWS AND PERCEPTION OF DISTRICT EDUCATION OFFICER

The DEOs from Jajorkot and Taplejung perceived the number of school drop-outs to be very low. The reported causes of drop-out were the result of low economic status. In these districts there was lack of a system to manage the data on school drop-out. However, in Rautahat, the DEO was able to maintain the record of school drop-out with support of the World Education. In Taplejung, the DEO reported that school drop-out rate to be only 8%. As regards the district level literacy program, the DEO from Taplejung and Rautahat opined that the participation of the students was encouraging; the program as such was not very effective due to political motive of the teachers in the district. .All the DEOs acknowledged the weaknesses in the running of the program in the district.

As expressed by the DEOs reason for out-of-school children is different for all children As regards the reason of not sending the children to school, the DEOs observed that poverty, children's' engagement in the household activities and wage earning, lack of awareness among the parents,' and geographical hardship were the main reasons. Generally, the reasons for school drop-out were reported to be household works, low economic activities, irregular classes, political problems and lack of awareness among the parents. It was notable that the irregularity of the school classes, political problems and lack of awareness among the parents were the major cases reported to be in Taplejung,

Therefore, schooling support program cannot address all the children. NGOs that are working in specific area are more successful than government program because their program is more need based and focus on specific area only. But the government program is more general and applied in a blanket approach. DEO, VDC, DDC and NGOs are working for schooling programs. They had conducted many types of programs targeting out-of-school children. Expectation of out-of-school children parents and schooling programs are matched together. They have achieved the success in their program too. However, it seems those stakeholders do not have good networking, cooperation and collaboration. They are working in piece meal approach. If they could go collaborating with each other they can get more output from their investment and effort. The out-of-school children's familys are under poverty line, the job creation for their parents is also essential. Providing opportunities for children and parents has helped to enroll children in school. The government has to work intensively in this aspect to bring out-of-school children to school.

With regard to reducing the drop-out in the school, DEOs pointed to the essentiality of running massive awareness raising program, subsidy in food stuffs to parents with low economic status and designing income generating program. DEOs from Jajorkot and Rautahat emphasized on subsidy in food stuffs to parents with low economic status and designing income generating program, while that from Taplejung stressed on designing income generating program for the parents of students with poor economy and running massive awareness raising program.

With regards to targeting program for disadvantaged students groups like Dalit and differently able students, DEOs clearly mentioned that provision of scholarship, free admission and delivery of books, meaningful interaction with parents and running awareness program focusing on sending school age children to formal school are essential. Especially, in Jajorkot provision of scholarship and free admission and delivery of books were emphasized, while in Rautahat only free admission and delivery of books was emphasized. In Taplejung, provision of scholarship, meaningful interaction with parents and running awareness program focusing on sending school age children was suggested.

The study revealed that recoding of data on out-of-school children was serious problem in the DEO. It is interesting to mention that none of the DEOs perceived their roles in managing the data on out-of-school children. One DEO namely Rautahat was supported by world Education in conducting detailed survey with the help of World Education Program. In two other districts, the schools were made responsible to collect information on out-of-school children with the help of RP. The data thus collected were required to computerize. This approach of data collection was found only in Taplejung. In Jajorkot there was no data recording system. The DEOs however observed opined that interaction with concern stakeholders, launching student admission program and regular monitoring of school were the tasks performed by the DEOs. Particularly, the task of monitoring school activities was done only in Jajorkot not in the rest of the districts.

As revealed by the study the stakeholders like DEO, teachers, parents, school teachers and local NGOs have taken initiatives for encouraging school age children for admitting in school. They have shown their involvement in launching awareness program for education, door to door program, holding interactions with the community level stakeholders, and providing awards. As revealed by the study holding interaction with concerned stakeholders was the only activity in Taplejung, while in Jajorkot additionally awareness program for education was launched. In Rautahat all types of programs were carried out. One very common strategy adopted by the DEO for schooling of out-of-school children was interaction with the grassroots level stakeholders

With regards to increasing participation of school age children to formal school and making the class effective DEOs have suggested that the stakeholders are contributing in a variety of the ways from their position to bring children in school. Because of their effort, enrolment rate in primary school has increased. The flash report 2011/12 clearly shows a very encouraging trend of students' enrolment. Depending on the situation of the district the DEOs have suggested various strategies to admitting school age children to

formal school, preventing drop-out and reentry of school drop-outs. DEO from Jajorkot mentioned that necessary support to the student from the local stakeholders, transparency of school activities and launching subsidy program for the parents of out-of-school children might be the key measures. In Taplejung door to door program focused on admission of school age children or readmission of drop-out, availability of teaching materials, provision for trained teachers and creation of children friendly environment in the schools were enforcing factors. Particularly in Rautahat necessary support to the student from the local stakeholders, awareness program in the community, door to door program focused on admission of school age children or readmission of drop-out and launching subsidy program for the parents of out-of-school children were the major strategies suggested. DEOs in general mentioned that the government and local community should give attention to infrastructure development in all schools, improvement in pedagogical practices, and awareness program for the parents and provision of compulsory education.

5.2 VIEWS OF THE HEADTEACHERS

The head teachers were interviewed with purpose of soliciting the views, opinions and experiences about the schooling status of the out-of-school children, the causes of un-schooling, reasons for not sending children, causes of drop-out, severity of the problems of never schooling or drooping out from the schools. The interview was useful in soliciting information and views regarding the programs initiated by the school to increase the participation of school age children who have limited access to schools, the quality of the ECD and primary classes and the roles of local agencies and community to upgrade their status, the measures that school can play to support the out-of-school children and finally the status of alternative schooling program running in the community increase.

In terms of the opinion of the headteachers, from all districts Taplejung, Rautahat, and Jajarkot, the prevalence of out-of-school children (never schooled or drop-out both) was a serious problem in the community. They perceived that the main causes of very low participation of school age children were low economic status and the engagement of the school age children in the earning jobs. In Jajorkot one of the main causes of why school age children do not go to school or leave the grades uncompleted was the geographical remoteness.

As regards the case of never schooling children, the head teachers from Taplejung and Jajorkot mentioned the geographical remoteness and distant school as the cause. The headteachers have a common observation that lack of awareness among the parents about education and mainly their poverty are the causes of never admitting their children in the formal school. In Rautahat, the engagement of the children in the household activities and temporary settlement in the area also the reported causes. Generally the causes of drop-out also found to be similar to that of never enrolling. In most of the communities average time to reach a primary school is 15 to 30 minutes and in some communities primary schools are still beyond one-hour distance. It is generally found to be a pertinent reason for out of school and school drop-out.

Generally bad economic condition with low-income sources, engagement of children in household chores and lower literacy level of the parents education have direct impact on the education of children aged 5-14 years in Taplejung–, Rautahat–, and Jajarkot. In Taplejung child marriage is also reported to be a cause. In all districts drop-out is often a problem from grade 1 through 8 in all districts. However, this problem is more serious in higher grades 4 and 5, or 7 and 8 at basic level.

The local community schools, DEO, District Development Committees (DDCs), VDCs and NGOs are working for improving schooling programs. They have conducted many types of programs targeting out-of-school children. The parents, local community and the schools are contributing from their position and their support is helping to bring children in school. The programs specifically are door to door campaign as enrollment campaign, appropriate counseling, awareness program targeted to guardians, support to increase the educational/academic standard of school, conduct aid/subsidy/scholarship/ reward program. In Taplejung system of prize and enforce positive sanction and support for infrastructural development of the school and proper environment to the student are seen. In Jajorkot appropriate counseling and help to needy student are provided by different organization. Because of the coordinated efforts, enrolment rate in primary school has increased to some extent. Some NGOs that are working in specific area are more successful than government program because their program is more need based and focus on specific area only.

As regards the program targeted to Dalit, differently able persons and backward community, following programs are conducted:

1. Awareness, scholarship
2. Free admission and availability of textbooks
3. Scholarship for women and Dalit
4. Interaction with parents.

In addition various programs are running for out-of-school children to increase their access to education. They include door to door program and interaction with parents, subsidy program in package and self employment program to parents. In Taplejung and Jajorkot the entertainment based academic program was con ducted.

As regards the ECD classes and primary schools, the headteachers were not very eager to share the experiences. However they mentioned that few ECD classes were run by providing salary to the facilitator from private sources. In Rautahat and Jajorkot, ECD and primary classes were reported to be running properly. In Taplejung lack of physical facilities in the primary schools and ECD classes are reported. In Taplejung and Rautahat the teacher were reputed to be inefficient. As regards the role of school in helping out-of-school children, the teacher mentioned that school can be instrumental in identifying the drop out student and motivate them to join school, running awareness program in the community, conducting entertainment based education program and mobilize the community in conducting subsidy program like school uniform, stationery support and other education materials support.

Above all, the headteachers viewed that the alternative schooling program like school outreach program (SOP) and flexible school program (FSP) are not conducive tom motive out-of-school children to admit them in formal school. However they think that the SOP and FSP are receiving support from the DEOs, the weekly or monthly entertainment program, awareness program for the parents about the importance of education are conducted.

5.3 VIEWS OF THE RESOURCE PERSONS

Similar to the view of the DEO, the RP from Jajorkot indicated the number of school drop-outs to be very high in the district and mentioned that the data collection on out-of-school children would be carried out under the recommendation of the school principals. The RPs from Jajorkot and Taplejung mentioned that data management would be possible through the use of flash report 1 and 2 to be submitted to the DEO. However the data were not processed at all and simply maintained in the file only. The RPs from Rautahat estimated the number of school drop-out to be 6000 in the district. In Taplejung the total number student in class one is reported to be 13681 and the drop-out is 3802.

As regards the district level literacy program, the literacy program in Rautahat was not satisfactory. In terms of the quality of literacy classes in terms of the participant's number and delivery of textbooks, literacy classes in Taplejung are also reported to be weak. Exceptionally Jajorkot was reported to have good literacy program. As expressed by the RPs, the reason for not sending the school age children is different from one district to other. Mainly the parental cause for not sending the children to school or having the drop-outs was poverty of the household and illiteracy in all districts. In Jajorkot and Taplejung the other reasons were lack of awareness among the parents, irregularity of classes in the schools; geographical hardship and seasonal migration of the household were the main reasons.

Generally, the reasons for school drop-outs were lack of knowledge on importance of education in parents is the most prominent reason for out-of-school children. Some parents are found to be irresponsible towards their child's education (negligence). In Jajorkot the main causes of school drop-outs were reported to be household works, low economic activities, irregular classes, and unfriendly behaviors of the teachers. In Taplejung failure in the specific grade was also reported to be one of the causes in drop-out. With regards to measures to be taken for readmission of school drop-outs and admitting those who are never enrolled various points were suggested (See Box 1).

Box 1: Measure for helping out of school children

- Aid program (food, shelter, dress, reading materials like textbooks and stationery copy for poor people) for poor families
- Day meal for children
- People awareness program / interaction program related to educating children
- Teaching children with love in child friendly environment
- Providing scholarship and encouragement program
- Developing flexible school shift for classes.
- Implementing employment based income generation program for poor families
- Making education skill and competency based education

With regard to reducing the drop-out in the school, DEOs pointed to the essentiality of running massive awareness raising program, subsidy in food stuffs to parents with low economic status and designing income generating program. DEOs from Jajorkot and Rautahat emphasized on subsidy in food stuffs to parents with low economic status and designing income generating program, while that from Taplejung stressed on designing income generating program for the parents of students with poor economy and running massive awareness raising program.

The DEOs are also reported to be working on program for disadvantaged groups like Dalit and those with differently able students. To this end, DEOs are focusing on distribution of reading material and scholarship and other aid program in Jajorkot and Rautahat. In Jajorkot extracurricular informal activities and inclusive classes are introduced to prevent drop-out. Taplejung however has planned to give orientation program to the headteacher and SMC members about launching program for out-of-school children. In Taplejung home visit program and welcome student's admission program to persuade the parents for sending their children to school has been initiated by the DEO. These days DEOs in Rautahat and Jajorkot have gave attention to launching of awareness program for the parents and interaction with parents at community level.

There was no major differences on the need of the district on the roles stakeholders could play to address the problem of out-of-school children. Interview with RPs revealed that currently ruining schooling support program cannot address all the issue of Out-of-school children . With regard to reducing the drop-out in the school and admitting school age children to formal school assess the CAS program, disseminate about the automatic promotion scheme, design new motivational program keeping in confidence the local community members. Many parents respond that they cannot afford the educational expenses. To the knowledge of RPs, school age children of the poorer family especially girl children are required to support their parents in household chores. They are therefore not motivated to go to school. In addition monitoring of the drop-out s in the local schools, increasing regularity in schools, running support program to the poor parents and strengthening the pedagogical practices were reported to be the major steps not only in preventing the drop-outs but also increasing the access of school age children to schools.

Though notable impacts are not visible, the stakeholders like DEO, teachers, parents, school teachers and local NGOs have taken initiatives for encouraging school age children for admitting in school.

5.4 VIEWS OF THE SCHOOL TEACHERS

With purpose to solicit the information about the existing status of out-of-school children , the reasons for never schooling or drop out of school age children, the characteristics of the population whose children are out of school , the facilities that should be provided to motivate the out-of-school children for schooling or prevent the drop-out rate, the types of incentives of r facilities that could motivate school drop-out to readmit in the school, the status of alternative schooling program and its role in motivating school children for schooling, FGD was conducted in each VDC selected for study.

The teachers viewed that generally the access for school age children is satisfactory The FGD reveled that about 90 % children go to school in the selected VDCs. However the percent of irregular student and drop-out is very high. The reason behind this was ineffective teaching learning. Observation was made that almost 60% children are literate in Jajorkot and Taplejung. There was no consistent opinion between teachers about the percent of school drop-out. In the local community of Jajorkot about 100 children were out of school. 40 to 50 in Rautahat, while in Taplejung and Jajorkot about 20 % school age children are reported to be school drop-out.

In the local community school 15-20 students were reported to be drop-out. In all district Dalit are reported to have more out-of-school children. In schools of both hill and mountain districts, the school children were not motivated to go to school due to long walking distance of 2 to 3 hours. Next to Dalit more Janajati children like Magar were out of school. Generally poverty of the family and engagement in household activities were the causes of not attending the school all districts. In Rautahat and Taplejung school age children were engaged in wage earning. Lack of awareness program on education among parents, poverty of the family and involvement of children in household activities were major causes of not admitting children in the school. Child labor and traditional thinking were also cause in Rautahat and Taplejung district. Geographical difficulty or distant school was also why the children were not motivated for school in Taplejung.

As indicated by the teachers the reasons of drop-out were not much different than the cause of never schooling. Lack of interest among children on study and failure, and parents' motivation to engage children for household activities due to poverty were additional reasons for drop-out. In response to the facilities or programs that should be designed for motivating parents to send their children to school, the teachers suggested for providing the cash of students' scholarship to parents, massive awareness program to motivate parents for sending their children to school, and programs geared to upgrading the living standard of the families in all districts. Especially in Rautahat, support for dress, meal and accommodation and pocket money for children, and provision of prize to the parents of those students who are regular in school were suggested. –In Jajorkot employment based education for children was suggested. In Taplejung support for dress, meal and accommodation and pocket money for children was suggested.

As mentioned by the teacher, providing dress, Tiffin, books and copy to the student and other support to fulfill essential things of the children could be instrumental in motivating children for schooling in all districts., Provision for adequate sports materials in schools, flexible formal schooling, and employment based job for the poor families were suggested steps to motivate children for schooling in Taplejung. Similarly, skill based training for parents and provision of school prize for regular students could be the source of motivating children for admission in schooling in Jajorkot and Rautahat.

Teaches mentioned that there were no literacy classes and alternative schooling program. As a major step to attract children for schooling, providing scholarship poor children from Dalit community, Tiffin and sports material and awareness raising program and self- employment opportunities were noted. In addition allotment of ECD classes, appointment of teacher based on students' number and skills based education were recommended in Taplejung. Further child friendly class was recommended in Rautahat and Taplejung both for strengthening schooling program.

5.5 VIEWS OF THE SCHOOL MANAGEMENT COMMITTEE CHAIRPERSONS

Generally the causes of why school age children are never enrolled are reported to be lack of awareness among the parents, poor economy of the family in all districts. The cause of being orphans and geographical difficulties to go to school was other causes in Jajorkot and Taplejung. However engagement in engaged in household activities were other cause in Rautahat and Taplejung. Similarly, regarding school drop-out, economic problem, and engagement of children in household chores were found to be the main causes in all districts. In addition other causes include lack of appropriate social environment to go to school in Jajorkot, unstable political condition of the country in Taplejung and lack of protection in Rautahat.

In such situation the SMC and other stakeholders have made their best efforts in motivating school age children to go to school by advising the parents. In Jajorkot scholarship is given to only those schools who do not drop-out and not to those who only go for scholarship. In such situation scholarship is stopped for drop-out. Generally school teachers are given proper direction to prevent school drop-out in Jajorkot and Taplejung, while awareness raising program are conducted in Rautahat and Taplejung. Awareness program for the local community and guardians regarding education are conducted in Rautahat and Taplejung.

Towards the efforts to be made by the SMC chairperson and other stakeholders to help school age children join school, it was suggested that awareness program with focus on "teach our children" and provision of scholarship should be made in all districts. Distribution of food and dress to motivate unschooled children are also suggested to go to school in Taplejung, whereas income generation activities for parents were recommended in Rautahat and Taplejung.

In case of school drop-outs to motivate them rejoin the school, the SMC chairperson and other stakeholders in all districts mentioned that suggested that the amount of scholarship should be increased and efforts to design employment based training for the parents. In

Taplejung emphasis was made on the government to design special program for the poor families of the children, where as in Jajorkot massive campaign to raise awareness war stressed.

In Jajorkot Dalit and Janajati students were reported to be attending school only for scholarship and be either irregular or drop-out. Despite these difficulties all districts are reported to have growing percentage of schooling children. The SMC chairpersons of Jajorkot and Taplejung observed that generally the teaching materials are not delivered in time. Generally none of the SMC chairpersons in three districts mentioned the classroom teaching to be effective. Lack of monitoring and supervision of school in Taplejung, weak management of classes and ineffective teaching are reported in Rautahat and Taplejung.

With regards to increasing school age children's participation in the schools and make positive achievement social cohesion and increasing people awareness was suggested in all districts. In Jajorkot and Taplejung it was suggested for good relation between teacher and school management committee, regular monitoring and evaluation of the school from district education office, and fair selection and appointment of teacher appointment should be fair. –Further increasing quota of ECD classes in Jajorkot and effective government oily to enroll children in school was suggested in Taplejung.

Usually the local stakeholders, teachers, parents and communities have participated in construction of school building, participation in meetings and assembly run by school and the students' admission program run by the DEOs. Above all the SMC chairperson mentioned that commitment of school teachers, regular monitoring from DEO and increasing financial support o school are must to increase participation o school age children.

5.6 VIEWS OF THE SCHOOL MANAGEMENT COMMITTEE MEMBERS

Similar to the SMC chairpersons, the SMC members appeared to be knowledgeable about the school drop-outs and school age children who were never enrolled to some extent. They felt difficulty to mention the exact number in Jajorkot and Taplejung. In one school of Jajorkot, 150 students were estimated to be drop-out and about 50 never enrolled in that community. In Rautahat and Taplejung, the School drop-out was estimated to be 5% to 15 % and never enrolled 5% to 10. The SMC members mentioned that poor economy of the family and lack of awareness among the parents are the main causes why school age children are never enrolled in all districts. The cause of geographical difficulties to go to school and engagement of children in household activities were other causes in Jajorkot and Rautahat.

Similar to the cause of never schooling the cause common to all districts were poor economy of the family and lack of awareness among the parents. As regards the cause for not enrolling the children school, early marriage as the practice in local community and geographical difficulties prevail in Rautahat. Similarly, regarding school drop-out, economic problem, and engagement of children in household chores were found to be the main causes in all districts. In addition other causes include lack of appropriate social environment to go to school in Jajorkot, unstable political condition of the country in

Taplejung and lack of protection in Rautahat. Migration of parents to India for job was also the cause of school drop-out among the children in Jajorkot and Taplejung. In Jajorkot poor infrastructure in school, inefficiency of school teacher to understanding children' feeling and engagement in household chores were the main cause of school drop-out.

As regards the measures taken by the SNMC and stakeholders door to door program for admission was special one in all districts. In Taplejung delivery of books, pen available from the SMC to the children of poor economy and providing dress, book and copy from teachers were taking place in Taplejung. No significant effort was made in Jajorkot.

Indicating towards the need for motivating school age children to school and also promoting readmission of school drop-out, the SMC members suggested that providing free, Tiffin, increasing the amount of scholarship, regular home visit program and awareness raising are suggested by the SMC members. Additionally the suggested that skill oriented training should be given to the parents of poor children to reduce poverty. The SMC members felt that the enrolment in school is increasing as compared to last year. Especially in Rautahat the SMC members mentioned that about 40% students are irregular in classes. Similar observation made by the SMC chairpersons and members was that the commitment of school teachers, regular monitoring from DEO and increasing physical facilities in school are essential to improve the condition in school. On the whole the SMC members recommended that delivery of free textbooks in time, appointment of good teachers, increasing amount of scholarship and proper distribution providing scholarship to needy people.

5.7 VIEWS OF THE PARENTS

FGD was conducted with parents with purpose of identifying their views on the causes of not admitting their children in school or dropping out from school, the access to school, and the prevalence of out-of-school children in the community, and effective measures that should be taken to combat with the problems.

Parents mentioned that household engagement and being orphan were the main reason why children are not sent to school. In Taplejung lack of awareness about education and location of school far from the home were fueling the problem in out-of-school children. Disability of children was also reported in Rautahat and Taplejung. In all districts the parents viewed that the main cause of school drop-outs were lack of interest among the children for schooling, poverty and engagement in household activities, failure in the examination and punishment from the teachers and unfair influence of friends.

In Jajorkot failure in the examination and unwanted influence of friends were the reported cause of school drop-outs. Regarding the access to school, most of the respondents mentioned affirmatively. 84.6%, in Jajorkot 76.9% in Taplejung and all in Rautahat reported that children's have access to school. Indicating the reasons for not sending their children to school, the parents viewed that their poverty, lack of interest and awareness among the children own interest and requirement of the children in earning wages were major ones (See Table 5.1).

Table 5.1: Reasons for not sending children to school (Responses expressed in frequency)

Issues	Jajarkot	Rautahat	Taplejung	Total
	No.	No.	No.	
Less interest in study and low awareness	13	9	18	40
Wage labor to run house	11	1	2	14
Low economic base	5	7	2	14
Lack of guardian (orphan0	2	0	1	3
Differently able person	0	3	0	3
Due to household chores	0	5 (	5	10
School far from the home	0	0	6	6

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

The parents were not very knowledgeable regarding the estimated number of school age children who have not gone to school or who are drop-outs. Only few made a wild guess of 10-15 children as drop-out or never enrolled in their community. On the whole, the number of Dalit and Janajati children who were out of school were reported to be high. In Rautahat, Yadav, Shah and Muslim children were drop-out or not admitted to school. Towards improving the situation of out-of-school children , provision of prize for regular students, launching of the awareness program targeting the children for admission in school and running subsidy program for the poor parents have been recommended.

5.8 VIEWS OF OUT OF SCHOL CHILDREN

Students who never attended school for education were asked about why they were not admitted, their parents perception about their education, were they interested in going to school or not, facilities that could motivate them join the school, the benefit they would receive after participating in the school and the reason why they were not sent to school by their parents.

Similarly, the drop-out school age children were asked about why they were drooped, their parents perception about their education, are they interested in readmitting to school or not ,facilities if they are motivated to join the school, the benefit they would receive after participating in the school and the reason why they were not sent to school by their parents.

5.8.1 Views of School age drop-out children

The drop-out children revealed that lack of their own interest to study and the poor economy of the family were the major reasons of their drop-out. Children's unwillingness to continue school was also the reason in Taplejung and Rautahat , while engagement in household affairs were the reason for not going to school in Jajorkot and Taplejung as well. The other reasons for children's drop-out were their illness for long time, punishment by the teachers and orphans.

When asked about their interest to readmit in the school, only 55% showed their positive response in all districts. The rest were not interested for one reason or other. Those interested for school mentioned that they can continue education with their friends and be a capable for job in future. On the whole, more boys than the girls aspired for getting job in future after receiving school education. Provision for getting books, pencil and copies and meal in the school was the conditions spelt out by children for continuing school in all districts.

In Taplejung and Jajorkot children spelt out exemption for domestic works by the parents were the conditions for continuing school. As regards the positive outcomes of being educated the children mentioned that they could receive either job in future or be a great scholar. Some of the children do not know what exactly they would be in future after schooling.

Table 5.2: Educational Status of Family Members

Status of Education	Jajarkot			Rautahat			Taplejung			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Literate	9 (90)	4 (80)	13 (86.66)	6 (46.15)	2 (13.33)	8 (53.33)	10 83.33)	1 (8.33)	11 (91.66)	25 (78.21)	7 (21.87)	32 (100)
Illiterate	1 (10)	1 (20)	2 (13.33)	7 (53.84)	0 (0.0)	7 (46.66)	1 8.33)	0 (0.0)	1 (9.09)	9 (90)	1 (10)	10 (100)
Total	10 (100)	5 (100)	15 (100)	13 (100)	2 (100)	15 (100)	11 91.66)	(1 8.33)	12 (100)	34 (80.95)	8 (19.04)	(100)

Source: Field Study, Full Bright Consultancy, Kathmandu
Number within parenthesis indicate percent

On the whole reported cases of family members, about 76 % are reported to be literate. But by distinct, 86% family members in Jajorkot, 53% in Rautahat and 83% in Taplejung are literate. However, none of the female members are literate in Rautahat and Taplejung. As regards the parents' reasons for not sending their children the children admitted that they had no interest to go school. This reason was more obvious in the children of Rautahat and Taplejung. In Jajorkot the children were drop-out as they had no guardian to look after (See Table 5.3.)

Table: 5.3: Reasons parents do not send their children to school

Issues	Jajarkot		Rautahat		Taplejung		Total
	Boys	Girls	Boys	Girls	Boys	Girls	No
	No.	No.	No.	No.	No.	No.	
No guardian	2	1	0	0	0	0	3
Lots of work in home due to low economic profile	3	5	3	1	3	0	15
No interest in study	4	0	10	1	9	1	25
Illness for long time	0	0	1	0	0	0	1
Total	9)	6	4	2	12	1	44

Source: Field Study, Full Bright Consultancy, Kathmandu

When asked about whether the children are still willing to go to school 6 out of 10 children wee affirmative. Comparatively those who were not willing to go to school prevail more in Rautahat. In Jajorkot 9 out of 10 were willing to join school and in Taplejung 6 out of 10, while that in Rautahat only 4 out of 10 were willing to join school. On the while more boys than girls were interested to get readmission in school.

Interview with the drop-out reveal that the children would like to be great scholar and wise person, mechanic, farmer or businessmen. However the aim to be great scholar or wise person was powerful in Jajorkot, while to be a mechanic or farmer was strong in Taplejung and businessman in Rautahot. In Jajorkot the percent of the children who wished to be a scholar was higher (42.85%) than those wishing to be a farmer (7.14%). Similarly in Rautahat the percent of the children who wished to be a businessmen r was higher (21.42%) than those wishing to be a scholar or mechanic (7.14%). On the whole 35.71% in Jajorkot, 53.33 % in Rautahat and only 7.14% in Taplejung have no idea on what they would like to be in future.

5.8.2 Views of never enrolled school age children

Parents in all district revealed that lack of their own interest to study was the first reason of never schooling in all districts. In Jajorkot and Rautahat parents' denial to send to school, poor economy of the family and engagement in household affairs were the reason for not going to school.

The cause of location of school to be far, difficulty in walking was also the reported reason In Jajorkot and Taplejung. Untimely death of the parent was also the cause of why the children do not go to school. Some of the children do not know why exactly they are not in school and the consequences of not going to school. In all districts, notable of cumber of children were interested to go to school as many of their friend are school attendants. They will know new things after going to school. Among those who were not

interested to go to school, the reasons were shyness due to grown up age, physical punishment receives by their friends, difficulty in walking and their ignorance.

Table: 5.4: Reasons why children were not sent to School

Issues	Jajarkot		Rautahat		Taplejung		Total
	Boys	Girls	Boys	Girls	Boys	Girls	No
	No.	No.	No.	No.	No.	No.	
Parents denied to send school	3	1	5	0	2	1	12
No guardian	2	0	1	0	0	0	3
No interest in study	3	3	2	0	2	1	11
Low economic profile	1	1	0	0	0	1	3
Household chores	2	1	3	0	5.	0	11
School very far from home	0	1	0	0	5	4	10
Disability	3	0	3	0	0	0	6
	14	7	14	0	14	7	56

Source: Field Study, Full Bright Consultancy, Kathmandu

About four out of five children who were interested to join school in future mentioned delivery of books, copies, pencils and day meal as the precondition. Some children expressed their interest to go to school if their parents allow them to go, while some other mentioned the need of nearby school. No differences were seen between the perception of girls or boys.

Table 5.5: Interest to go to school

Issues	Jajarkot		Rautahat		Taplejung		Total
	Boys	Girls	Boys	Girls	Boys	Girls	No
	No.	No.	No.	No.	No.	No.	
Feel like going school	7	5	11	0	7	6	36
Don't want to go school	3	1	3	0	2	0	9

Source: Field Study, Full Bright Consultancy, Kathmandu

More than half the interviewee children mentored that they would be great scholar and get job if they receive good education. One thirds of the children mentioned their ignorance while few mentioned that they can develop their capacity of understanding things. Two third of the family members were educated in the family of the children who

are never enrolled, The share of the family members who are literate were 13% in Jajorkot, 23.3% in Rautahat and 16.7% in Taplejung.

Knowing their reaction about schooling or not schooling, the children were asked on why their parents did not send them to school, or why they were not interested. Main reasons for not sending children to school are the lack of easy access, the long distance between their house and school, lack of knowledge on importance of education. Especially girls' children and boys of grown up boys were involved in helping their parents in household activities. No parents are motivating their children to go to school. One out of 10 children could not go to school due to their physical disability and one out of five could not go to school as the school was too far. As regards the option for education, school were the most liked (68.20%) place not literacy centers. Some 11% were interested to go to literacy centre. On the whole, the share of the children those who are not interested to go to school is very high (44.4%) in Jajorkot and Rautahat both.

Table 5.6: Children wish to future (responses expressed in frequency)

Issues	Jajarkot		Rautahat		Taplejung		Total
	Male	Female	Male	Female	Male	Female	No
	No.	No.	No.	No.	No.	No.	
Would be a farmer	2	0	2	0	0	0	4
Would be great scholar	4	0	8	0	3	2	17
I don't know	2	4	2	0	1	2	11
Would be good human	1	0	1	0	0	2	4
Driver	0	0	1	0	2	0	3
Sports man	0	0	1	0	0	0	1
Singer	0	0	0	0	0	1	1

Source: Field Study, Full Bright Consultancy, Kathmandu

As regards their aim in life the children spelt out that they would be farmer, be a great scholar or good person. In Jajorkot one of the three children wished to be a scholar. Those willing to be a farmer were 16%. In Rautahat about half the number of children interviewed wished to be scholar, 13.33% aimed to be farmer. In Taplejung about one in three wished to be a scholar and 15.4% a driver. Those wishing to be good human being were 2 out of 13 and 1 out of 13 a singer in Taplejung.

5.9 VIEWS OF THE PRESENT AND FORMER SECREATERIES OF THE VDC

Similar to other stakeholders like DEO, RP, headteachers, parents and teachers and chairpersons and members of SMC, present as well as former secretaries of VDCs were

interviewed. The purpose were to identify the status of out-of-school children in the VDC, the causes of not admitting the school age children in the school and school drop-out the school, various programs conducted by the government, the DDCs and NGOs to increase the access of children to school, and measure taken to reduce the out-of-school children and prevent drop-out and supporting parents to encourage them to send their children to school.

The respondents firmly believe that the rate of admitting children to school has increased the drop-out rate decrease in recent years. One of the main reasons was the provision of scholarship of the children. But it is not very satisfactory at all. Especially the children from Dalit and underprivileged group have not received the opportunities and they are still out of school. The scholarship provided has not been so much encouraging for motivating school age children to school. The remoteness of school has been one of the causes in Taplejung.

On the whole Dalit and girl children were deprived of the opportunities. In all districts drop-out and irregularity of students to school was severe problem. Similar to the opinion of other stakeholders, the remoteness of school, lack of awareness among the parents about education and poverty of the parents were the prime causes of not admitting children to school were mentioned by the respondents.. The drop-out was the cause of family poverty and lack of awareness, and location of school far from the home. In Jajorkot and Rautahat more girls than boys were out of school. In Taplejung the gender difference was not so significant. Lack of interest for study among children, lack of favorable social climate and children's engagement in household activities were the prime reasons for drop-out. In addition child marriage was also one of the causes.

With purpose to increasing the access to school, physical improvement in school, scholarship in cash to the parents, and provision for dress to Dalit and marginalized children are prominent feature. One of the programs is awareness raising programs with focus on schooling of children in the local communities. The VDCs are providing support for construction of school building and providing scholarship for needy people. The VDCs are running awareness program focused to Dalit and marginalized children particularly in Jajorkot and Taplejung. The VDCs are also providing scholarship and support to form a library. VDCs are also assisting running literacy program in the local community. In Taplejung VDCs are supporting for running child development centre and salary for the literacy classes. DDC has extended support to school for physical improvement in all districts. In Taplejung some budget is allocated by DDC for arranging dress for Dalit children. The DDC in Taplejung has also provided support for teacher training frequently

With the government efforts some NGOs and INGOs like HRDC for drinking water for children to school and HELVITAS for building construction are supporting in sending school age children in Taplejung and Jajorkot. Similarly Aasaman Nepal has assisted in running for literacy class and Room to Read in the construction of building. In Jajorkot Dipross Nepal has assisted for educational material, IRC has provided books, copy, dress, and school fee for disadvantaged groups. In Rautahat, Plan Nepal has supported for building and poverty alleviation fund for income generating activities to poor family and

World Education for household survey program. In Taplejung DFID has extended assistance for construction of school building.

In the name of supporting admission of school age children to school, door to door program and scholarship has been provided by the VDCs in Rautahat and Taplejung. No efforts as such have been made. As regards the efforts targeted to the Dalit, and backward community for increasing participation in school, Dalit scholarship system in school was managed in Jajorkot and Rautahat and subsidy program for Dalits and marginalized in Taplejung was mentioned.

The VDC secretaries were not consistent, on why parent could be supported for helping them send their children. Economic support and increasing awareness among people was most often spelt out for supporting parents. The VDCs have also distributed dress and bag for out-of-school children.

Table 5.7 given below shows the types of parental support program for improving the literacy status, parental support programs focused on improving the living standard of the family and increasing quota for scholarship and distributing dress and school bag were recommended. In Jajorkot and Taplejung distribution of Litto-Pithto (flour) in every school, improving the quality in education was recommended. Some respondents even suggested separate school for Dalit to increase their participation. In Jajorkot and Rautahat distribution of free books, pen, and copies to children was suggested. The respondents also mentioned that generally there were no alternative school in all place but some of the local community have run the program and as a result of it, a positive attitude for sending children to school was seen. A sense of motivation to send to school has grown among the parents.

Table 5.7: Suggested Parental Support Programs for sending Children to School (responses expressed in frequency)

Suggested Program	Jajarkot	Rautahat	Taplejung	Total
	No.	No.	No.	
Economic help	2	2	2	6
Increase awareness among people	3	2	2	7
"Litto-pitho (Cerelac) program in every school	1	0	1	2
Free book, pen, copy to children	1	2	0	3
Improve the quality in education	1	0	2	3
Separate school for Dalits	0	1	0	1
Practical education	0	0	1	1
Provide treatment (health) expenses	0	0	1	1
Awareness program for guardian	3	3	3	9
Life standard reform program in local level	1	1	1	3
Expand scholarship amount	2	2	2	6
Give dress, bag and motivate	0	0	1	1
Total	14	13	16	43

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As regards the strength and weaknesses of the literacy program as well as SOP and FSP, the VDC secretaries observed that in Jajorkot and Taplejung a sense of increased enrollment was observable. The general impression of the VDC secretaries was that lack of supervision, monitoring and evaluation scheme, lack of reading materials, lack of physical assets, and weak monitoring from various units, and widening gap between community schools and institutional schools were also the reasons associated with the problems of out-of-school children. Interview revealed that in the local community there was lack of subject based, and qualified teachers, but because of few teachers, there were no regular classes. One of the benefits of the SOP and FSP in the community was reported to be the chance of being a teacher for local people. Special campaign should be conducted in the issues related children's study coordinating with different agencies

CHAPTER-VI: DISCUSSION AND FINDINGS

The field data presents a scene of wide diversity between districts and VDCs and even within districts with respect to repetition and drop-out during the school cycle. Repetition and drop-out are main indices of wastage. While out of school is a main problem among school age children there is so much variation between schools. As revealed by the study one of the main problems is on identifying the real magnitude of out-of-school children due to real data on drop-outs and never schooled children. At present the available data is based on samples, case studies and little up-to-date data available.

Though school selected in general was one per VDC, the problem of high drop-out rates is severe. The national data on the repetition and drop-out of the three sample districts shows that the high repetition and high drop-out rates are usually in the early grades of school. In case of the families of the out-of-school children, there are very specific reasons on how the drop out problem is growing severely. The study has that shown that there are many desirable measures which may be taken to enhance the holding power of the school. Apparently as the study shows the drop-out problem seemed to be more closely related to socio-economic and family factors than the factors within the educational system. The Flash report of 2011 revealed a fairly high rate of repeaters, even in well developed areas, with the largest number of first time repeaters at class (grade) I. The number of children who repeated two or three years from classes (grades) I to V was also considerable. Discussion and major findings of this study are presented in succeeding paragraphs.

6.1 SUPPORTS TO SCHOOL AND SCHOOLING PROGRAM

Most of the school visited in 9 VDCs of three districts revealed very few female teachers. In those schools the textbook, curriculum and other incentive were available but the students did not receive the textbooks in time. In most of the households of the out-of-school visited, lack of knowledge on importance of education was one of the prominent reasons for out-of-school children (never enrolled and drop-out). Some parents are found to be very insensitive towards their children's education; especially for girl children. Generally, the parents wanted their children to be a scholar or a good person and receive a skilled job. None of them wished their children to be a doctor or an engineer or politician. Most of the parents also mentioned that their children are not interested to go to school. Some mentioned that due to ineffective school, the children were drop-out from the school. A notable number of parents think that the schools were too far and their children did not receive the incentive like school uniform, day meal, books, copies, pencils and children are not interested in going to school.

The VDC and some I/NGOs are active in some places to support school and schooling program. They have supported to construct school and also to run school and some literacy classes by providing support for dress, stationary, Tiffin, bag, and teaching material. The NGOs and local communities are running school admission program, door-to- door program, provision of scholarship and so on. These types of programs have increased number of school going children. But the continuity of school support program is essential. Though the AS programs are running in some places most of the parents are

not are of these programs. And the parents are not very keen to re-admit their children to school. It was obvious from the field observation that no initiative as such has been made to have good environment in school. Some of the parents of school drop-out and the children who are never enrolled mentioned the fear of teacher's punishment as one of the cause of discouraging children

A number of reasons of out -of -school children e.g. school drop-out and never enrolled has been revealed from the discussion with different categories of stakeholder like DEO, RPs, headteachers, teachers, VDC secretaries, chairperson and members of the SMC and parents...Having a number of reasons mentioned, it is very difficult to indicate selected major causes for out- of -school children. As revealed by the study the reasons of out-of-school children are: poor family, Illiterate parents, culture of discriminating between son and daughter, use of children in household chores, engagement of children in income generating activities, lack of job among the parents, unawareness of the local community and parents about the importance of education, migration of the households for hunting jobs..

The school and DEO have been supporting the schools for enrolling school age children to school or preventing the drop-out. There is provision of scholarship for girl child, and Dalit, distribution of textbooks, free admission to all children. However, delivery of books has not been made in time and the scholarship is misused by the parents. The school is not regularly monitored and the schools have not been able to run massive awareness program, conduct interaction with guardians about importance of education and launching program focused on increasing children's' enrollment. There are no organizations that can provide guarantee for distribution of various education materials, school dress for children and subsidy and income generating activities for parents/guardians. The follow-up, monitoring, review and evaluation of school programs from the local community, PTA and SMC is almost none**.** It was apparent from the study that none of the stakeholders mentioned about the need for capacity buildings of SMC, PTA, Teachers, RPs and holding coordination meeting with different public and social agencies.

The root of such challenges facing out-of-school children, income poverty, exposure to wage earning in tender age, engagement in household chores, lack of awareness, migration of family, geographical difficulties, location of school in long distance, orphans, gender, ethnicity, language of instruction, lack of adequate facilities in school like books, pencils and pens, scholarship, school uniform and day meal and caste.. Because of these disparities, even with promising government efforts for increasing access to school national indicators are falling short of universal EFA goal.

6.2 MANAGEMENT OF EUCATIONAL INFORMATION AND DATA

Management of educational information and data at the district level is a great challenge. Access to information therefore is very difficult. Even if the data are available the question of its reliability and validity remains unanswered. As revealed by this study there was no proper system of managing educational information at the district education office and VDC in Rautahat, Jajorkot and Taplejung districts. The DOE initiated the Flash system in 2004 in response to the fact that data collection at a single point in time was inadequate

for capturing both the initial enrolments and those at the end of school year. The EMIS collects school level information twice a year with the Flash I reporting on school level characteristics at the start of the school year, and Flash II reporting on those at the end of the school year. At present, most data available on school level education is obtained from annual school census in the form of Flash I and Flash II. Despite the requirements of the schools for submission of Flash I and II School Census covering all levels and types of schools – pre-primary to higher secondary (community aided, community unaided, private or institutional schools, religious schools and alternative schools) running in the country, it was simply impossible to get required information from the DEO in the districts selected for the study. To maintain in the Flash Reporting system the responsibilities for each agency/level are well defined in order to ensure the uniformity, consistency and quality of data. However, the prevailing situation in the districts selected for the study was not encouraging one. In this context transfer of the DEOs and lack of their orientation to newly assigned district was also a problem. The VDCs that are involved in collecting information about illiterate population above the age of 15, have also not maintained that dat.

6.3 STATUS OF PROMOTION, REPETITION, AND DROP-OUT IN SAMPLE DISTRICTS

Analysis of educational information available through Flash Report indicate that among the districts selected for study the repetition rate is very high in grade 1 as compared to the repetition rate at grade 5. But repetition rate in lower grade like 1, the national average repetition rate is notably higher than the district wise average in Taplejung, Rautahat and Jajorkot. The upper grades like 5 and grade 1 to 5 the rate is higher in the selected districts.

When compared to the national drop-out rate, the drop-out rate in grade 1 was lower than that of Jajorkot and Taplejung but higher than that of Rautahat. But in case of grade 5, the national drop-out rate was lower than that of all three districts. Of the three districts Jajorkot is reported to have relatively higher drop-out rate than that of Taplejung and Rautahat in grade 5. In case of grade 5, the drop-out rate is highest in Taplejung and lowest in Rautahat. The drop-out trend in upper level e.g. lower secondary (Grade 6-8) and secondary (Grade 9-10) shows that in general the national as well as district wise drop-outs rate in grade 6-8 was higher than that in grade 9 to 10 or grade 10 alone.

The study found that Jajorkot was the only district with schools that do not have teaching materials. It was apparent from the study that Rautahat district consisted one school that had no TG at all. In Jajorkot none of the schools had teaching materials and facilities like library, laboratory, computer, primary health room, and sports family. In Jajorkot none of the schools have toilet facilities.

Cases of the school selected from three VDCs in each district reveal that among the district selected the highest enrollment was in Taplejung and the lowest in Jajorkot. Of the total students from ECD to Grade 8, there were more girls in Jajorkot than the boys, more boys than girls in Rautahat and more boys than girls in Taplejung. By gender the ratio of boys and girls in three districts was however not very significant.

Of the three districts the highest enrollment was among Janajati students and the Dalit the lowest in the total from ECD to grade 8. By gender the ratio of boys and girls in the ethnic groups was however not very significant. By gender the ratio of boys and girls in the ethnic groups was however not very significant Of the total students from ECD to Grade 8, there were slightly more girls in Janajati than the boys, In some grades the drop-out rates are higher among Janajati, while in other grades the Dalit children have higher drop-outs rate. Among Janajati grade 2 is reported to have highest drop-out rate while in case of Dalit the drop-out number is high in grade 1 and 2 both than in other grades. The data clearly shows that the drop-out rates of Janajati are higher than that of Dalit in lower grades e.g. ECD and grade 1 and upper grade 8. In other grades 2 to 7, the drop-out percent of Dalit students is significantly higher than that of Janajati. The drop-out rate among Janajati children is higher in grades like ECD, grade 1 and upper grade.8, while among the Dalit children the drop-out rate is high in grade 1 and 2.

It is apparent from the data that generally the drop-out was concentrate in some grade and some VDCs. In Rautahat, the ECD classes of Chandranigapur show a very high drop-out i.e. 36%. The drop-out rate was as high as 41% in grade 1 in Sima VDC of Jajorkot district. In Taplejung, the drop-out rate was 25%, the highest among other VDCs in grade 7 of the school of Sikaicha VDC Above all the drop-out rate was very low in Taplejung when compared to other sample school in Jajorkot and Rautahat. .It is thus obvious that in the mountain the drop-out rate is lowest when compared to Jajorkot the hilly district and Rautahat, the Terai.

Further it is obvious that more than one third of the total teachers are Brahmin and Cheri's, 22.44 % Janajati. The number of Dalit teacher is almost 3% and about one third are Madhesi 32.65 %.The overall trend of teachers' command in teaching subjects clearly shows the dearth of teachers who can teach subject other than Nepali and English. Among the households of the out-of-school children, nearly 42.22% have agriculture as the main occupation, 37.8 wage earning and only 8.9 have the occupation of skilled work. Only 3.33 % are engaged in trade and the same number in foreign employment. About 4.8 household were engaged in the jobs of peon and driver.

Most of the Janajati (59.45) households are engaged in the agriculture activities. Few percentages of the Janajati and Dalit are engaged in skilled work. Among Dalit, two third household are dependent on wage earning. Reasonably, those who have awful economic condition with low-income sources have lower literacy level. Among the literate households, the percentage of literate persons is higher among the household involved in the job of peon or driver. This clearly shows that incapability of the parents to support their children in sending school or preventing drop-out

Among the total population of schooling age children, only 36.22 % is currently studying. (girls: 14.17% and boys: 22.05 %%). One of the reasons why the difference between girl and boys prevail is the parental discrimination between their sons and daughter. The district wise cases of selected households with out of school children of the age group 5-14 years who are never enrolled indicate that 4 out 10 children in the hilly district Jajorkot, 1 in 2 in Rautahat of Terai and 1 in 3 in Taplejung the mountain district are never

enrolled. But in terms of the school age children who are now studying there are 38.88 % in Jajorkot, 20.68% in Rautahat and 50.64% in Taplejung. Of the total schooling age children in Jajorkot, 15.55 % girls and 23.33% boys were schooling, while in Rautahat 9.2% girls and 11.49% boys are schooling. In Taplejung, 18.18% girls and 32.46% boys are schooling and among those who are schooling there are 35% girls and 42 % boys in Jajorkot, 17.78% girls and 23.81 girls in Rautahat and 40% boys and 25% girls in Taplejung are among those who are studying currently in school.

As revealed by the study on an average, 1 in 5 children is school drop-out in the families of out of school children selected from three districts. Regarding the drop-out, in Jajorkot, the hill district, there are 18.88% children, in Rautahat the Terai district 24.14% and 22.07% in Taplejung the mountain districts. By gender the drop-out rate is 5.55% girls 13.33% boys are drop-out in Jajorkot. In Jajorkot, among the drop-out, are 29.41% and 70.58% for girls and boys, respectively. As revealed by the study ethnicity has also relationship with drop-out and un-schooling. The reason behind it was the occupation and economy of the parents. On the total Dalit children of school age, 52% are never schooling (30% girls and 22% boys), 31% are studying presently (12% girls and 19% boys) and 17% (6% girls and 11% boys) are drooped from school. Among the Dalit children who are never schooling, there are 57.69% girls and 42.30% boys, among the schooling children 38.70% are girls and 61.29% boys and among the drop-outs there are 35.29% girls and 64.70% boys.

Overall percentage of the school age children (5-14 years) in three districts show that those who never enrolled was comparatively higher among those households whose source of income was skill labor, wage earning, foreign employment and even agriculture. Those households whose source of income was trade and the job of low position like peon and driver were sending their children to formal school. The drop-out rate however was low among those families whose source of income was wage earning, trade and skilled jobs too. This clearly shows that the government efforts at present to hold children in the school and motivating school age children to formal school are inadequate in view of the present situation of the schooling program and socio-economic condition and poverty of the parents. This study also shows that one of the reasons for out of school drop-out was associated with occupation and income of the parents.

6.4 FACTORS RESPONSIBLE FOR OUT-OF-SCHOOL CHILDREN

As indicated by the study the reasons for drop-out and non enrollment of school age children aged 5-14 years may be divided into two categories- internal and those external.

6.4.1 Internal factors

As revealed by the study the schools selected for study purpose are not fully equipped with physical facilities like buildings, furniture, drinking water and toilets, computer and library facilities, educational aids, and laboratory in Nepal. Similarly the traditional system of promoting students on the basis of yearly exam has also discouraged children to continue school. As a result there is adverse effect on pedagogical practices of the teachers that potentially affect the children's learning experience.

As indicated by the study most of the dropouts are the result of and exert an influence upon retention or dropout. In some schools, the facilities available are inadequate for the number of students who attend the schools. There are not enough schools, and within existing schools there are not enough benches, desks, or chalkboards to mention only the most basic equipment. This was especially true of many schools in the poorer schools in the VDCs. In some VDCs, there appear to be enough schools but due to their long distance, the children were required to walk for 1 to 2 hours. As a result, the parents could not send their children specifically girls to school due to tender age and insecurity

The SSRP (2009-15) plans to ensure access to all children, particularly those from marginalized population groups. In this connection, provision of targeted scholarships, increased use of multilingual teachers and learning materials and provision of mid-day meals in targeted districts are spelt out. A school mapping exercise would determine the extent of out of school children in a given locality. The government should ensure the expansion of physical facilities including classroom construction and rehabilitation, and a number of interventions such as provision of free textbooks for students and teachers both and delivery in time, provision of multilingual teachers and instructional materials to schools and other quality-enhancing block grants in the annual school improvement plan, salary grants to improve the pupil-teacher ratio, performance-based incentives and matching grants to schools, and performance-based student incentives. Further strengthening of EMIS and Flash reporting systems and development, digitization and training for local curriculum; and (updating of curriculum to gradually adopt a competency based system, textbooks and teacher guides, piloting of a number of innovative quality interventions and their evaluation, introduction of both continuous assessment system and sample-based standardized student assessments for grades 3, 5 and 8 are spelt out. Some of the reform initiatives are already in place. .

Students are given free textbooks and scholarships and the teachers have been trained. Unfortunately, the best conditions for running schools by taking effective measure are not available in the rural schools. In most of the schools in remote villages, there is not even seating room and furniture for the children. There is little incentive for primary school students, no support program for the parents, no sufficient number of trained teachers, and no reasonable number of female teachers. Most of the parents demand for subsidy and the children request for school uniform, day meal, books, copies and pencils. Some parents even request for financial support for income generation work. Most of the out-of-school children are involved either in wage earning or helping parents in household activities.

It is universally accepted that teachers play an important role in improving the quality of education and quality improvements can only be sought with an adequately sized teacher-force, with teachers who are well-trained, and committed to improving the learning outcomes of children in their classrooms. With this idea in centre of planning, strenuous efforts have been made to overcome shortages of teachers, to provide in-service training, and to improve pre-service training in Nepal. Most of the studies conducted in Nepal reveal that whether it is the case of student's performance or that of

the teachers, the need for quality trained teachers to improve pedagogical practices, educational standards and to retain students in the schools is very essential.

In recent years GON introduced PCF as a pilot and provided 4,000 Per capita funding (PCF) a student enrolment based funding (as opposed to teacher–based funding) that is expected to enhance quality and efficiency through increased school choice (for children), -based salary grants to unaided schools in 2007/08. Since the FY08/09, the PCF instrument has been continuing to be the primary funding modality to provide non-salary grants to schools to finance free textbooks and other quality interventions in the school improvement plan. Moreover, all additional teachers' salary grants for un-served students under SSRP will be channeled through PCF. PCF provides a major shift in funding formula and avoids political influence in resource allocation to schools.. However evidence shows that PCF has not been instrumental as expected to hold students in primary school and attract out of school children to school.

Apart from inadequate facilities and poorly trained teachers, organizational practices within the school also have an impact on dropout or retention. In the region many countries do not automatically promote a child. Generally annual examination is a well established means to decide on the promotion of the students. As a result the child who fails the examination is not promoted, has to repeat the grade. "Failure" is one of the major powerful factors causing a child's educational attainment.

In Nepal the provision of continuous assessment system (CAS) and liberal promotion in primary level has been exception in this context. Due to lack of strong implementation strategies of CAS and liberal promotion in the recent years, the irregularity in the class and weak performance are reported to prevail. The teachers are not very cautious on effectively using the CAS and liberal promotion system. The practice of liberal promotion interpreted practically as automatic progression through the grades has not been not be free from problems. The parents are not aware of the CAS and liberal promotion in primary level. The field findings have revealed that in some schools despite being irregular in the school they are promoted. In another instances the out-of-school children reported that they were dropped out from the school as a result of being failure repeatedly in the same grade. The government's efforts to address this issue with the CAS and liberal promotion have not been successful as expected.

Above all three measures: provision of sufficient schools teaching and learning materials and equipment, of enough teachers who are adequately trained, and automatic promoting to abort repetition, are of major importance in increasing the retention capacity of the school preventing dropout. Other measures used by the GON for free tuition fees, provision of free textbooks and uniforms, and use of the mother tongue as the medium of instruction are also very important. In addition, provision of ECD program may be considered instrumental in the drive to prevent drop-out. Further improvements in school situation and environment, community involvement in school management, and involvement of Parent Teachers Association (PTAs) and teachers' professional organizations in school admission campaign –could be taken instrumental in the drive to enroll school age children to school and reentry of drop-out in the school. A pre-school

class or kindergarten would help to prepare the child for the formal school experience in grade I. Besides the above mentioned internal factors there are a range of factors external to the educational system which would be very positive to address the issues of out-of-school children.

6.4.2 External factors

In view of the prevailing condition of the schools, there is no regular scheme of financing schools for the expansion of physical facilities, including classroom construction and rehabilitation, library and laboratory construction, and the construction of schools for children with special needs, and special scholarship schemes for *Dalits*, marginalized groups, disabled, girls and children from poor households. The regular funding like PCF and scholarship and free textbooks are not adequately supporting the effective teaching learning in the class and attracting the out of school children

Due to lack of awareness among the parents they do not favor sending their children specifically daughters to school. They do not perceive any prime consequence of difference whether their children are educated or not. Especially the parent with financial inability prefers having their children stay at home to help when the parents need them. Thus, the values and attitudes of parents regarding education have still to be addresses by launching awareness program on continuous basis. No campaign as such is running on regular basi to motivate the school age children to join the school or attract the dropouts for readmission in the schools. Parental attitude among the household with poor economy for long has not been favorable to sending out of school children to school.

There are various external factors affecting drop-out and non-schooling of the school age children (5-14years). The economic and social condition of the family is a single most crucial factor for the drop-out and distracting factor school age children from enrolling into school. The field data reveal that the school dropout as well as never schooling of school age children mainly prevails among poor and deprived sections of society. Other distinct external factors include parental illiteracy, parents' occupation which is not enough to earn livelihood, orphans, tendency of seasonal migration and parental socio-economic condition and struggle for earning livelihood, potential involvement of children for wage earning and domestic chores. The contribution of the child's labor to the family welfare is an important reality.

The child's age and sex also affect drop-out. In societies where less attention is given to women and girls, fewer girls enroll in school and more girls than boys drop out of school. Another major factor affecting both enrolment and drop-out is geographical location. The settlement in mountainous and hilly regions and remoteness of school is also a key factor. As revealed by the study, the school age children in mountainous as well as hill areas experience higher out-of-school children to long distance of the school.

It is apparent from the study that no provision as such has been made at the community and district level to determine the extent of out of school children in a given locality. The practice of school mapping has not considered the access of educational facilities to out of school children. None of the stakeholders like, chairperson and members of SMC,

head teachers, VDC secretaries or the RPs and SS have estimate of out of school children in the local communities.

The SSRP proposes to complement the national literacy program by financing the operation of community learning centers however the CLCs are slightly involved in operation and management of literacy classes under the Nonformal Education Centre. They are engaged in collecting data of the out of school youths and adults of the age group 15-60 years not those below 15 years. A number of agencies, I/NGO, local bodies, and government agencies are working in the community but the partnership has not been successful up to the mark. There is great need for coordination and complementarily between agencies at community and district level. In recent years the government has taken measures to entrust the local communities for the management of schools. The community management of the schools has had positive outcomes and has strengthened its operation in terms of school operation, planning, social audit and school improvement plan. But the school visited in course of this study has not been able to advocate for the role of the SMC and PTAs in the campaign to motivate out of school children to school. This study has revealed that none of the stakeholders have pleaded for their need to build up capacity.

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CHAPTER-VII: CONCLUSIONS AND RECOMMENDATIONS

The schooling status of 5 to 14 years children from the families of out-of-school children was analyzed from different perspective like geographical, regional, cast, religion, poverty and sex Apparently as the evidences from out of school children of 5 to 14 years and their family show the major causes of the problem of drop-out and un-schooling of the school age children at the primary level of education are unusual socio-economic and educational awareness. The government measures to tackle the socio-economic causes by providing incentives like free textbooks, and scholarship to students are not adequate. In this connection, the children as well as their parents and most of the stakeholders have clearly spelt out the need for free stationery, free uniforms, and free mid-day meals. .

Most measures taken to address the problem of out of school e.g. never enrolled, prevent drop-out, and readmit them in school are indirect and part of a wider scheme to enhance attainment of EFA. Apparently as the study shows not a single isolated factor would bring much difference in improving the situation of out-of-school children. Rather a consolidated effort to act upon these measures would possibly address much of the problems encountered by the children. In view of the field findings, expectations from the stakeholders and beneficiaries and prevailing facilities provided by the government, following conclusion and recommendations are made.

7.1 CONCLUSIONS

- Data is not readily available, and beginning of maintaining comparative data practiced in recent years by the DOE is not sufficient in making the estimation of trends smooth. Review of the educational status of the selected households of out-of-school children shows that in the family with more than two or three school age children, some of them are sent to school, while others are kept at home for domestic chores or wage earning. Even in such circumstances sons are preferred than the daughters. The study has shown that among the total of 578 family members amongst the selected households, 249 are literate. This clearly shows that though reasonable level of literacy prevail in the family of out of school children, the school children are deprived of opportunity to join school. The cases from school survey have shown that generally drop-outs are more in grade 1, 5 and 8.
- Since this study was focused to only the households of selected out of school children and one sample school per VDC, the very limited data presented here is not sufficient to estimate the size of out of school children (dropouts as well as never schooled). However, in-depth interview with selected out of school children and their parents, and analysis of school records shows that many children had to drop-out because their parents could not afford to pay related expenses even when no school fees were charged, or because they were needed to help out at home. This case was true mostly to children at the age 10 to 14.
- As it would be easier to improve internal conditions than external ones due to prevailing, conditions and infrastructure, it seems that one way to prevent drop-out would be to bring improvement in school curricula and pedagogical practices and

incentives system to the children to improve the holding power and attractiveness of the schools for children of the poor and disadvantaged groups.

- Deliberations with stakeholders and interview with out of children shows that frustrations due to failure in examinations and the detention of children in various classes in primary level has also been one of the contributing factors to drop-out. The CAS and liberal promotion in primary level has been taken as one of the significant government steps to prevent drop-out. The field findings however have shown the positive and negative experiences both in terms of the use of CAS and liberal promotion.
- The provision made in relation to CAS and promotion scheme of children, suggests for having collaborative efforts of the parents and headteachers in matter of promoting students in exceptional cases. The government's efforts to address this issue with the CAS and liberal promotion have not been successful as expected.

- It is obvious that when there are more repeaters they make classes far larger than they need be. As a result due to age of the students and level of learning the classes become so heterogamous that the teaching learning becomes very ineffective.

- It has long been recognized that a highly qualified and trained teacher can be instrumental in improving teaching learning at all educational levels. Provision of in-service training of different length and types, competency based training are very useful to upgrade qualifications. In addition, increased use of multilingual teachers and learning has been suggested. Some studies have shown that female teachers might be one of the ways to have pedagogical improvement, retention of the students and their performance. As a result of these efforts, the drop-out rate is neither fallen down nor does it have motivated the drop-outs to rejoin school or the school age children for admission to school. Some of the out-of-school children as well as their parents infer ineffective teaching learning as one of the reasons for school drop-out or not taking admission in the school.

- Experiences show that the provision of ECD has to some extent motivated the school age children to go to primary school. The finding indicates that most of the teachers do not use child friendly teaching methods and lack of effective teaching material is also a problem in using effective teaching methods. Therefore, pedagogical steps have deep rooted importance in improving enrolment of school age children, holding them in school and preventing drop-out. Use of mother tongues in teaching at primary level, development and distribution of different language based textbooks. Experience from Malaysia, Viet Nam, China and India have very positive experience that if the children are exposed to pre-school experience it will encourage them to come to the primary school. It is apparent that only a school building, rooms, desks, benches and chalkboards and delivery of free books are not enough for teaching and learning process. Teaching material, trainings etc are also very essential for effective teaching learning process.

- Views of the stakeholders, and that of out-of-school children and the case studies of selected out-of-school children reveal that one of the major reasons of out-of-school children (drop out as well as never schooling) was long walking distance between the home and the school. Because of scattered settlement in hill and terai belts in few places of Nepal, a number of schools situated in the wards or VDCs are not in easy access to children. As indicated by the study the nearest schools were beyond one hour of walk. This circumstance has made situation difficult to school age children of 5 to 14 years for attending school. The schooling need of even 4 to 5 children in remote and isolated place can also be met even by running a satellite school to reach the pocket area. For this purpose additional quota of school teacher in nearest school and expansion of the reach of the school in pocket area would help address the problem and thereby fulfill the government's commitment for EFA for all children by 2015.

- Few years back the GON has initiated for providing free primary education. In practice, the fee education means free tuition and free textbooks only. When asked about the parental support needed for schooling the out-of-school children, a strong voice among educational administrator, VDC personnel and even the parents was that the ~~childrens~~children's~~'~~ basic need for schooling should be fulfilled to send their children to school or hold the schooling children in school. Nepal since long has very positive experience that a variety of incentives have been provided to school children for encouraging their participation at the primary level to attain EFA. The typical examples of incentives are free education, provision of textbooks, provision of mid-day meals, clothes and scholarships of different forms. It is however difficult to make a solid conclusion on whether there is actual decline in drop-out-of-school children or as a direct consequence of the incentives the school age children are motivated to be enrolled at primary schools. Most of the out-of-school children and their parents have demanded for school uniform, regular day meal.

- In remote places, shortening the school day may be useful in attracting the children to join school and also preventing drop-out. It would be logical to have school day of only three to four hours than five or six hours as experienced in the AS. It would be more attractive to working children. It could be tried out with some pilot projects to address the real needs of out- of- school children to deliver education with recognition of their valuable time to earn their own livelihood. A new way of enrolling late entrants to the primary school and preventing drop-out to hold schooling might be shortening the school cycle or school day. It would be more attractive for grown up children than being placed in the beginning grade with very much younger children.

- A major concern to give rise to the great numbers of repeaters as well as school drop-outs was on poor school facilities and ineffective teaching learning. Other cause like parental attitude was also found to be a contributive factor. Those parents whose children did well at school were generally willing to allow their children to complete their education. On the other hand, parents of confirmed repeaters usually made their children, especially their daughters, leave school at the age of 13 or 14. They were involved in domestic chore, earning wages and looking after younger siblings or taking care of cattle**.** Many children had to drop-out because their parents were

unable to afford other related expenses even when no school fees were charged, or because they were needed to help out at home.

- Several studies have indicated that involving the community in school affairs are a positive steps in not only improving the standards of teaching learning activities but also in enhancing enrolment and preventing drop-out. It is apparent that increased parents' participation in school activities, educational process and the scheme like CAS and liberal promotion practiced earlier can hold the students in schools. The efforts of government to form PTA, involving local community in the school management are very positive measures in motivating parents for sending their children to school and in preventing school drop-outs. The parents and local community should be very active in educating the community about the importance of education, especially of girls.

- Field surveys conducted in three districts taking samples of the households of out of school children showed that one of the main causes of never schooling or drop-out was parental attitudes. The parents and local community should be focus of the awareness program for sending out-of-school children to school and prevent school drop-out. As revealed by the study door- to-door campaign for students' admission in school and other community awareness program are found to be running as day events. Essentialities of running such program on a regular basis by covering various types of program that are in place and addressing the out-of-school children are emphasized by the stakeholders. The parents should be educated about various programs that are supportive to sending their children to school and the values of education.

- At community, various NGOs and government agencies are working with different user groups and committees, conducted different awareness program and income generation program. They have also conducted base line studies in various sectors of education, health, income generating activities and drinking water and other various sectors. But it was apparent that due to lack of coordination and collaboration, there is lack of systematic data and information management at district and community level. Therefore, government needs to collaborate with NGOs and local government bodies like VDCs and the CLCs to collect accurate data of out-of-school children and to run various program focusing the families with poor economy to support them in sending their children to school or preventing their children from being drop-outs.

- As a consolidated effort, some schools on pilot basis should be providing all educational accessories textbooks, copies, pencils, school uniform, day meal, transportation facilities or allowances as appropriate and living facilities to those who cannot attend school In addition to the current practices of providing facilities to schools like PCF, free textbooks and tuition, scholarship in the form of incentive provided. If such facilities are provided to the children they will not only be motivated for schooling but also the parents' cooperation and participation can be sought and the children will enjoy their studies. In addition, the schools of this type will also satisfy

parents who do not wish to have their children stay home due to poverty or engage in house hold activities.

7.2 RECOMMENDATIONS

Based on the conclusions presented above, following recommendation are made:

- **Organizational measures** Provide training to teachers focusing on child friendly teaching learning and make provision for increased use of multilingual teachers, strengthen the implementation of CAS and promotion scheme of the students by involving PTAs, and teachers' organizations and disseminating about the scheme to the parents of out-of-school children and the local community on regular basis.
- **Pedagogical measures**: Improve the pedagogical practices by ensuring allocation of budget for collecting teaching learning material based on curriculum and encourage teachers to use them. Make provision for additional teaching materials so that teachers' dependency on textbooks reduces and participatory learning fosters.
- **Stretching the school**: Introduce the school mapping system effectively. It can help determines extent of out of school children in a given locality. Make provision to run extended school program or alternative school program focusing the school age children cater their need of small number e.g. 4 to 5 students. It would eventually lead to the demand for the provision of addition of teacher to travel for a pocket school in remote catchment area.
- **Ensure the increment of incentives**: Increase incentives to cover costs on all educational accessories like school dress, bag, shoes, Tiffin, stationeries and transportation cost in some places. In view of the prevailing condition of the schools, there is a need for improving equitable access to basic education by financing for the expansion of physical facilities, including classroom construction and rehabilitation, library and laboratory construction, and the construction of schools for children with special needs, and special scholarship schemes for *Dalits*, marginalized groups, disabled, girls and children from poor households.
- **Shortening the school cycle or school**: Introduce an alternative way of imparting primary education by shortening the school cycle from five to three years or school day from 6 hours to 3-4 hours.
- **Introduce support program**: The families with poor economy of out-of-school children should be supported with some income generating activities as an effective government measure.
- **Build the capacity of SMC**. PTA and Local Agencies: Ensure building the capacity development of SMCs as a priority. There is a continued need for building the capacity of SMC particularly in the area of improving the quality of service delivery and good governance, and help improving the schools' physical infrastructure, , generating information about school age children and motivate the children for admission to school.
- **Awareness raising program**: Ensure collective involvement of not only school as an institution but also teachers, the members of SMC and the teachers associated with professional organizations of the teachers in running various awareness raising program.
- **Strengthen and mobilize CLC**: In view of the growing number of out of school children, the CLC should be strengthened to track the data of out of school children,

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and regularly update it. Further the CLC should encourage locally managed partnerships with private sector and I/NGOs.

- **Coordinate and collaborate with local NGOs:** Ensure coordination and complementarily between various NGOs, VDCs, government agencies and the local community working for mutt- sectoral development activities and education program at community and district level. A number of agencies, I/NGO, local bodies, and government agencies are working in the community but the partnership has not been successful up to the mark. In recent years the government has taken measures to entrust the local communities for the management of schools. The community management of the schools has had positive outcomes and has strengthened its operation in terms of school operation, planning, social audit and school improvement plan. School should coordinate with SMC, PTA and local community to run awareness raising program.
- **Boarding schools in remote areas**: Run some model boarding schools to those school age children from geographical remoteness and scattered settlement, poor economy, orphans and disables**.** Particularly, education and livelihood of the orphans should be considered as the state responsibility**.**
- **Further research**: Since this study was limited to some selected out- of- school children and their families, a study with larger sample covering general households representing all development regions and ecological belts should be carried out to look into the gravity of the problems out-of-school children, estimate its size and identify the reasons of out-of-school..

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ANNEXES

ANNEX-1: OUTPUT TABLES

Table 1: Growth of Educational Institutions in A Decade Period

Level	Types of Institutions	Years									
		2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
ECD Centres	Total	1505	1471	4032	NA	13026	12904	17198	29089	31089	
	Community	550	NA	1692	NA	NA	NA	NA	24773	26773	
	Private	955	NA	2340	NA	NA	NA	NA	4316	4316	
School Level	**Total**	26796	27415	26277	23504	27000	29448	30673	32130	33160	
	Primary	26638	27268	24746	23344	26788	29220	30450	31655	32684	
	Community	17656	17667	21888	21276	23791	24407	25832	27028	27848	
	Private	1223	1499	2858	2068	2998	3424	4003	4627	4836	
	Lower Secondary	7917	8249	7436	7097	8465	9739	10411	11341	11939	
	Community	3068	3149	5664	5744	6464	6995	7850	8449	8861s	
	Private	308	359	1772	1353	2001	2280	2523	2892	3078	
	Secondary	4541	4741	4547	4102	5091	5894	6381	6928	7266	
	Community	3391	3853	3258	3135	3566	3876	4393	4715	4960	
	Private	780	888	1289	967	1525	1693	1976	1976	3067	

Table 2: Growth of Educational Participation of Boys and Girls:
ECD Level to Secondary Level (2002 to 2010)

Level	Category	Years								
		2002	2003	2004	2005	2006	2007	2008	2009	2010
ECD/PPC	**Total**	**247930**	**257121**	**512151**	**922557**	**553983**	**823106**	**881247**	**947278**	**1018543**
	Girls%	44.7	44.2	46.0	46.2	47.8	46.0	47.1	47 .1	48.0
	Dalit	NA	NA	71435	137721	82827	105786	140429	164622	182633
	Girls%	NA	NA	46.1	46.9	48.7	47.7	49.2	49.5	49.5
	Janajati	NA	NA	216047	357175	227910	314361	339746	367619	398697
	Girls%	NA	NA	47.0	46.8	48.1	46.8	47.8	48.55	48.5
School	**Total**	**5546381**	**5746841**	**6062608**	**6464670**	**6301236**	**6533411**	**6964553**	**7295433**	**7463793**
	Girls%	44.6	45.4	35.1	46.9	47.7	48.2	49.0	49.6	50.1
	Dalit	NA	NA	567587	1106530	923610	1032279	1189615	1250828	1387530
	Girls%	NA	NA	45.3	35.5	47.5	47.9	48.7	49.5	49.5
	Janajati	NA	NA	1547659	2273130	2348927	2637642	2853063	2871558	2934031
	Girls%	NA	NA	47.2	4792	48.8	49.2	49.6	50.3	50.7
	Community	**4976688**	**5071154**	**5410519**	**6034077**	**NA**	**5792545**	**6154622**	**6278782**	**6512430**
	Girls%	45.1	45.4	46.3	47.3	NA	48.9	49.7	50.7	51.1
	Intuitional	**569693**	**675687**	**652089**	**430593**	**NA**	**740866**	**2359901**	**1016651**	**951363**
	Girls%	40.5	40.9	42.2	41.6	NA	42.5	14.8	43.0	43.4
	Primary	**3928684**	**4025690**	**4030045**	**4502697**	**4320715**	**4418713**	**4782313**	**4900663**	**4951956**
	Girls%	41.6	45.4	46.3	47.4	48.3	48.9	49.5	50.1	50.4
	Dalit	NA	NA	421605	969059	764208	847412	966146	979975	1064487
	Girls%	NA	NA	4.6	34.5	48.3	48.6 6	49.4	50.2	50.6
	Janajati	NA	NA	952872	1602047	1643475	1807931	1927078	1890852	1
	Girls%	NA	NA	47.8	48.4	49.3	49.6	49.8	50.3	50.5

Level	Category	Years								
		2002	2003	2004	2005	2006	2007	2008	2009	2010
	Community	**3579471**	**3588964**	**3604945**	**4233873**	**3932489**	**3965927**	**4288517**	**4256010**	**4363443**
	Girls%	45.8	45.8	6.3	47.8	48.9	49.6	50.2	51.1	51.3
	Intuitional	**3928684**	**4025690**	**4030045**	**4502697**	**4320715**	**4418713**	**4782313**	**4900663**	**4951956**
	Girls%	41.6	41.9	42.7	41.7	42.7	42.6	43.1	43.0	43.3
	I. secondary	**1137101**	**1210059**	**1444997**	**1374796**	**1301134**	**1443515**	**1466862**	**1604422**	**1699927**
	Girls%	42.9	43.6	45.2	45.73	46.62	47.1	48.2	49.0	49.9
	Dalit	NA	NA	98133	107482	123378	141838	167819	202695	241601
	Girls%	NA	NA	42.7	43.2	44.1	45.0	46.0	47.6	48.7
	Janajati	NA	NA	952872	1602047	1643475	1807931	1927078	1890852	1891523
	Girls%	NA	NA	47.8	48.4	49.3	49.6	49.8	50.3	50.5
	Community	**989093**	**1049689**	**1296295**	**1270077**	**NA**	**1255541**	**1263313**	**1366348 1**	**469133**
	Girls%	43.8	44.4	45.7	46.1	NA	47.8	49.0	50.1	50.9
	Institutional	**148008**	**160370**	**148702**	**104719**	**NA**	**187974**	**203549**	**238074**	**230794**
	Girls %	37.4	38.5	41.2	41.2	NA	42.4	42.9	43.0	43.3
	Secondary	**480596**	**511092**	**587566**	**587177**	**679387**	**671183**	**715378**	**790348**	**811910**
	Girls%	42.5	43.8	44.3	45.7	46.1	46.0	47.2	48.1	48.8
	Dalit	NA	NA	47849	29989	36025	43029	55650	68158	81442
	Girls%	NA	NA	43.1	40.7	41.7	42.1	43.7	45.2	46.1
	Janajati	NA	NA	177431	186692	203412	248476	291125	311858	331343
	Girls%	NA	NA	45.9	46.1	47.0	47.7	48.6	49.6	50.4
	Community	**408124**	**432501**	**509279**	**530127**	**NA**	**571077**	**602792**	**656424**	**679854**
	Girls%	42.6	44.4	44.8	46.1	NA	46.7	48.0	49.1	49.8
	Institutional	**72472**	**78591**	**78287**	**57050**	**NA**	**100106**	**112586**	**133924**	**132056**
	Girls%	41.8	40.7	41.2	41.9	NA	42.0	43.0	43.1	43.6

Table 3: Increasing Trends of Schoolteachers: By Gender

Level	Type	Category	Years								
			2002	2003	2004	2005	2006	2007	2008	2009	2010
School Level		**Total**	161086	165102	97740	130626	141605	165423	207567	222904	247083
		Female	37612	43675	18792	35651	43546	49061	68859	75305	88420
		Female %	23.3	26.5	19.2	27.3	30..8	29.7	33.2	33.8	35.8
		Trained	33707	27993	39197	52305	82498	89001	131116	159310	193036
		Female Trained	5965	4568	7379	12212	24708	23923	44161	53764	68939
		Female trained %	17.7	16.3	18.8	23.3	29.9	26.9	33.7	33.7	35.7

Table 4: Teacher by School Level and Share of Female Teachers

Level	Type	Category	Years								
			2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary level	Total	**Total**	110173	112360	70555	91679	95503	116846	143574	153536	167216
		Female	110173	112360	70555	91679	95503	116846	143574	153536	167216
		Female %	28.6	29.1	23.5	32.4	37.8	35.5	38.6	39.6	42.2
		Trained	17878	16062	26528	34857	57191	67210	96298	113096	134991
		Female Trained	4257	3475	6273	9759	20548	21304	36943	44076	56411
		Female Trained %	23.8	21.6	23.6	28.0	35.9	31.7	38.4	39.0	41.8
	GOV/N	Total Teachers	88197	88517	70555	69316	71851	95454	108453	116471	126551
		Total Female Teachers	19912	20737	16560	17295	21990	29522	35968	40188	47477
		F. Teachers%	22.6	23.4	23.5	25.0	30.6	30.9	33.2	34.5	37.5
		Trained	NA	16062	26528	31094	49937	67210	77325	91956	104937
		F. trained	NA	3475	6273	7718	16120	21304	26316	33126	39597
		F. trained %	NA	21.6	23.6	24.8	32.3	31.7	34.0	36.0	37.7
	Private	Total Teachers	21976	23843	NA	22363	23652	21392	35121	37065	40665
		Total Female Teachers	11637	12002	NA	12420	14157	11953	19467	20651	23168
		F. Teachers%	53.0	50.3	NA	55.5	59.9	55.9	55.4	55.7	57.0
		Trained	NA	NA	NA	3763	7254	NA	18973	21140	30054
		F. trained	NA	NA	NA	2041	4428	NA	10627	10950	16814
		F. trained %	NA	NA	NA	54.2	61.0	NA	56.0	51.8	55.9
Lower Secondary level	Total	Total	28160	29445	14806	22817	26716	27903	37068	40259	46032
		Female	4474	8742	1494	4374	5444	5182	9142	9938	11908
		Female %	15.9	29.7.	10.1	19.2	20.4	18.6	24.7	24.7	25.
		Trained	7264	5648	5501	7813	12398	10900	20035	23021	29265

Level	Type	Category	Years								
			2002	2003	2004	2005	2006	2007	2008	2009	2010
		F. Trained	976	640	631	1464	2815	1758	5395	6143	7604
		F. Trained %	13.4	11.3	11.5	18.7	22.7	16.1	26.9	26.7	26.0
	Government	Total Teachers	20396	20021	14806	13910	17417	20455	25652	27936	32438
		Total Female Teachers	10.3	30.5	10.1	12.1	14.0	13.7	16.8.0	17.3	19.0
		F. Teachers%	NA	5648	5501	5837	8558	10900	14053	16277	21163
		Trained	NA	5648	5501	5837	8558	10900	14053	16277	21163
		F. Trained	NA	640	631	792	1431	1758	2763	3285	4163
		F. trained %	NA	11.3	11.5	13.6	16.7 7	16.1 7	19.7	20.2	19.7
	Private	Total Teachers	7764	9424	NA	8907	9299	7448	11416	12323	13594
		Total Female Teachers	2379	2626	NA	2690	3005	2388	4820	5110	5745
		F. Teachers%	30.6	27.9	NA	30.2	32.3	32.1	42.2	41.5	42.3
		Trained	NA	NA	NA	1976	3840	NA	5982	6744	8102
		F. trained	NA	NA	NA	672	1384	NA	2632	2858	3441
		F. trained %	NA 5	NA	NA	34.0	36.0	NA	44.0	42.4	42.5
Secondary level	Total	**Total**	22753	23297	12379	16130	19386	20674	26925	29109	33835
		Female	1589	2194	738	1562	1955	2404	4282	4528	5867
		Female %	7.0	9.4	6.0	9.7	10.1	11.6	15.9	15.6	17.3
		Trained	8565	6283	7168	9635	12909	10891	14783	23193	28780
		Female	732	453	475	989	1345	861	1823	3545	4924
		Female%	8.5	7.2	6.6	10.3	10.4	7.9	12.3	15.3	17.1
	Government	Total Teachers	14841	15140	12379	11219	11113	13979	16970	18186	21656
		Total Female Teachers	821	938	738	793	822	1078	1762	1907	2849

Level	Type	Category	Years								
			2002	2003	2004	2005	2006	2007	2008	2009	2010
		F. Teachers%	5.5	6.2	6.0	7.1	7.4	7.7	10.4	10.5	13.2
		Trained	NA	6283	7168	7342	8590	10891	13474	15429	19038
		F. trained	NA	453	475	600	669	861	1460	1605	2337
		F. trained %	NA	7.2	6.6	8.2	7.8	7.9	10.8	10.4	12.3
	Private	Total Teachers	7912	8157	NA	4911	8273	6695	9955	10923	12179
		Total Female Teachers	768	1256	NA	769	1133	1326	2520	2621	3018
		F. Teachers%	9.7	15.4	NA	15.7	13.7	19.8	25.3	24.0	24.8
		Trained	NA	NA	NA	2293	4319	NA	1309	7764	9742
		F. trained	NA	NA	NA	389	676	NA	363	1940	2587
		F. trained %	NA	NA	NA	17.0	15.7	NA	27.7	25.0	26.6

Table 5: Promotion, Repetition and Drop-out Rate: By Level of schooling

Level	Years																	
	2002		2003		2004		2005		2006		2007		2008		2009		2010	
Promotion Rate																		
Grade 1	48	48	51	51	NA	NA	NA	NA	49.3	52.0	54.5	55.0	60	61	64	63.6	69	69
Grade 5	78	76	73	73	83	85	86.6	86.3	74.8	74.8	82.0	82;3	84	84	86	86	82	82
Grade 8	74	74	75	74	80	78	82.4	81.4	NA	NA	84.3	83.8	79	71	85.0	83.6	86.0	86
Grade 10	NA	NA	NA	NA	NA	NA	43.0	40.4	NA	NA	85.6	85.1	74	75	81	11.9	86	87
Repetition Rate																		
Grade 1	37	37	34	34	NA	NA	30	30	29.8	32.0	29.5	29.4	28	28	27	26.6	22.6	22.3
Grade 5	11	11	14	14	NA	NA	12	12	10.4	10.2	7.8	7.9	7.3	7.4	6.7	6.8	12.1	12.0
Grade 8	15	17	19	19	NA	NA	12	13	NA	NA	8.4	8.7	7.7	8	6.5	6.7	6.6	7.1
Grade 10	14	16	18	20	NA	NA	7.4	8.6	NA	NA	7.4	8.2	7.1	7.8	6.2	6.5	2.6	2.9
Drop out Rate																		
Grade 1	15	15	15	16	NA	NA	NA	NA	20.9	16.0	16.1	15.6	12	11	10.0	9.8	8.3	8.3
Grade 5	11	13	14	14	NA	NA	1.9	2.2	2.2	14.8	15.0	10.2	9.9	9.2	8.8	6.5	6.0	5.9
Grade 8	11	8.5	7.0	6.6	NA	NA	5.6	5.7	NA	NA	7.3	5.7	13	21	8.5	9.7	7.4	7.3
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA.	6.9	6.7	19	18	3.0	11.9	11.1	10.4

	Years																	
	2002		2003		2004		2005		2006		2007		2008		2009		2010	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
ECD Experienced in Grade	9.6	9.4	14	14	11	11	NA	NA	18.3	18.1	33.1	32.0	36.2	35.9	49.9	50	52	52
Gross Intake Rate in Grade 1	101.	95	117	108	126	120	148	149	148.1	139.9	145	146	148	151	148	144	142	147
GER																		
ECD	20	18	20	NA	39. 4	37.3	70	67	41.39	40.89	60	57	63	61	66	64.8	70	69
Primary	118	109	127	117	131	124	145	142	138.8	138.4	139	140	143	146	141	146	140	145
Lower Secondary	57	51.	60	54	80	74	76	68	71.5	65.4	79	76	80	79.0	89	89.3	94	97
Secondary	45	39	46	41	50	45	49	45	56.7	53.1	56	52	59	57	66	64.5	66	67
NER																		
Primary	82	76	84	78	84	78	87	83	87.4	85.5	89	87	92	90	90	92.6	94	94
Lower Secondary	41	36	43	39	44	40	NA	NA	52.3	47.8	53	50	57	57	63	61.9	69	69
Secondary	28	24	30	26	32	57	NA	NA	34.7	32.4	35	33	36	35	41	40.1	46	46
Survival Rate in Grade 1	68	76	60	60	76	81	NA	NA	80.3	77.4	81	79	73	74	78	79.8		
% of Girls Enrollment																		
Primary		42		45		46		47.40		48.3		49		49		50.1		50
Lower secondary		43		44		45		45.73		46.6		47.1		48.2		49.0		50

	Years																	
	2002		2003		2004		2005		2006		2007		2008		2009		2010	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Secondary		42		44		44		46		46.1		46		47		48.1		49
Student/Teacher Ratio																		
Primary	35.7		35.8		39.7		49.1		45.2		37.8		33.3		31.9		30	
Lower Secondary	40.4		40.5		55.7		60.3		48.7		51.7		39.6		39.9		37	
Secondary	21.1		21.9		29.0		36.4		35.0		32.5		26.6		27.2		24	
Female Teacher/School Ratio																		
Primary	1.2		1.2		1.2		1.3		1.3		1.4		1.8		1.9		2.2	
Lower Secondary	0.6		0.6		0.6		0.6		0.6		0.5		0.9		0.9		1.0	
Secondary	0.3		0.5		0.4		0.4		0.4		0.4		0.7		0.7		0.8	
Trained teacher																		
Primary	16		14		38		38		59.88		58		67.		74		. 81	
Lower Secondary	26		19		37		34		46.41		39		54.0		57		64	
Secondary	38		27		58		60		66.59		53		55		80		85	
Female Primary Teacher																		
Primary	29		29		23		32		37.85		35		39		40		42	

Annex II: Case Study

Case 1:

Ten years old Bimala Kangwa of Sikaicha VDC, Taplejung had never been to school. She has two brothers and one sister. Her brothers go to school. She said that she was not send to school when she was young because the school was quite far from her home, more than an hour. Now, she is grown up and do not want to study in small class. She has also responsibility of domestic chore which is another de-motivate to her to go to school. According to Bimala, her parents did not encourage her to go to school though her friends go to school. Field observer found that Bimala is totally engaged in domestic chores in whole day. She is responsible for taking care of those domestic animals (goat, cow, hen) and she also has to give hand to her parents in field. Bimala's father Nara Bahadur Kangwa of age 38 is a farmer. Because of geographical structure of their area and long distance to school prohibited to send his daughter to school. He thinks that either a school should be near to their residential area or there should be residential service in school. The distance to school and geographical structure of those places and human settlement in mountain reason is challenge to sending children to school.

Case 2:

Mukesh Majhi, 11 years boy left the school after death of his father. He is working in hotel at Gaur Municipality as a child labor. He works continually from 6am to 9:30pm. He earns Rs. 2000 per month which he gives to his mother. Her mother Bindu Majhi of age 33 residing in Bhagbati Tole at Gaur Municipality is daily wage labor. She has sent his 6 years old son to school. She said that she could not afford to send her elder son to school. After the death of her husband, Bindu send Mukesh to work. Mukesh wanted to study if he gets financial support to him and her mother. His mother and brother are depended on Mukesh's income. Mukesh said that he wanted to go to school and study if he gets opportunity but her mother is not in position to send this boy school. This is the critical case that 11 years boy has become bread maker of their home. Who is responsible for Mukesh's schooling is the question.

Case 3:

Jaya Ram Yadav, 13 years old leaving in Mahamadpur, Rautahat district left the school after grade 2 because he did not like to study. He said that he dislike those reading and writing. He loves working so that he has started a job of bull cart driver. He has dreamed to be an owner of bull cart. His parents encouraged him to go to school but he did not want to study. Jaya Ram's father Ramanga Yadav of age 40 is a daily wages labor in brick factory. According to his father, Jaya Ram only loves to play and hanging around but a school does not have playing facilities and opportunities in it. Some of his friend works like him and few go to school. He has started to earn Rs. 2200 per month and he is enjoying his work. Jaya Ram is the representative of many children who do not enjoy in school. Many children said that they do not like to study. This is the major challenge of education system in Nepal. Why school could not retain children to school? We have to

redefine education. Is reading and writing only an education? Is reading and writing a compulsory to get an education? Can teacher educate a child without reading and writing method?

Case 4:

Nayansara Mahatara is 12 year old girl. She lives in Sima VDC, Jajarkot. She is the second girl child in her home. She has left the school. Her elder sister does not go to school too. Her younger brother and sister go to school. Now she is fully involve in domestic chore. Her parents are farmer. They both engage in their farm so they have given responsibility of domestic chore to their two daughters. According to Sima, her parents are not supportive to send her to school. She is still interested to go to school if she get supportive environment to go to school. Her friends go to school. Nayansara's father Som Bahadur Mahatara blames school environment and management of school for drop-out children. Because of not encouraging environment and poor management of school children has discouraged to go to school. This is the common problem in most of the school in rural area of Nepal which has been realized by the Government from long time but could not improve the situation.

Case 5:

Ten years old Sima Dhami of Chandranigapur VDC, Rautahat district is orphan. She is living with her uncle, Sunner Dhami and aunt. Sima is very interested to go to school but her guardians are not interested to send her school. She is engaged with domestic chores whole day. The school is not far from her home. Her uncle's children go to school but she is not sending to school. The girl was found very eager to go to school but has not received opportunity yet. There is no obligation for her uncle and aunt to send her school. Sunner Dhami is a farmer. So he has kept Sima to support in domestic chores. Sima is helpless to attain a school. Who is responsible for orphan child and her future is the genuine question to the Government and especially her education.

Case 6:

Ten years old Bharat Sunar of Jagatipur VDC, Jajarkot district has left a school after death of his mother. He has 7 siblings and father in his family. His father is gold jewels maker who do not look after his children. His sisters of age 18 and 16 have taken responsibility of domestic chores. Bharat spend whole day lingering with friend. He said that because of lack of school dress and accessories he has left the school. After death of his mother, he did not get supportive environment to go to school. His father also has regret that children do get care in home after death of their mother. He has to work whole day in his workshop therefore children have discontinued their study. He feels himself very helpless. This is another type of challenge to bring out of children to school.

Case 7:

Karna Bahadur Pun of age 12 years is living with Siva Bahadur Malla of Dime VDC, Jarkarkot district. Karna is orphan therefore he is living with Shiva. Karna looks after Shiva's children therefore he was not sending to school. Karna is very interested to study in school but he does not have any access to school. He carries a baby of Siva and lingering around the village. Shiva said that he is financially incapable to send Karna to school. Shiva is not look interested to send Karna to school because he is looking after his babies. There is no obligation for Shiva to send Karna to school which is another challenge in schooling of out-of-school children .

Case 8:

Santa Mote of age 14 lives in Dokhu VDC, Taplejung. She left the school after continuous failure in class. She said that she did not like to study but now she is regretting. Her friends go to school and learn many things but she could not. She started to get all the responsibility of domestic chores after stopping going to school. She said "I need to do lots of work in home. If I used to go to school, I do not need to take responsibility of all those domestic chores." Her mother has also encouraged her to go to school. She is only school drop-out child in home. Santa was even shifted to another school after failure but she could not pass the class exam in other school too. After being failure in many times, Santa left the school. Santa's parents think that if she gets good counseling, she may again start her study. They think that school teachers are also not competent enough to teach children who need additional support to study. Most of the teachers are using mostly one way communicable method.

Case 9:

Thirteen years old Bivek Limbu has left the school. He said that he did not like to study and he needs to support his parents in domestic chores because his brothers left the home for foreign employment. His father Nayan Bahadur Limbu, residence of Phurambu VDC, Taplejung said that he wants to send his son to school but he does not agree to go to school. Now, Bivek thinks that he is elder for studying in school. Bivek would like to go for earning money rather than going to school and study. He has already started to earn Rs. 200 per day by seasonal field work. This is another category of children who are ready for vocational education rather than regular education.

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