

A Study on Effectiveness of Girls' Scholarship Program



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Abbreviations

CERID	Centre for Educational Innovation and Development
DOE	Department of Education
DEO	Districts Education Officer
DDC	District Development Committee
EAWEP	Equal Access for Women Education Project
EGWN	Education for Girls and Women in Nepal
EFA	Education for All
EIPG	evaluated the Educational Incentive Program for Girls
GIP	Girl Incentive Programme
HLNEC	High Level National Education Commission
MOE	Ministry of Education
NNEPC	Nepal National Education Planning Commission
PTA	Parent Teacher Association
PARHI	Population and Reproductive Health Integration Project
SMC	School Management Committee
SESP	Secondary Education Support Program
SWOL	Strengths, Weaknesses, Opportunity and Limitation
VDC	Village Development Committee

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Executive Summary

Introduction:

The 100% Girls' Scholarship Program (GSP) was a continuation of the Government of Nepal's commitment to translating many international and national instruments that ensure marginalized and disadvantaged girls' access to education. In 2068, the Ministry of Education (MOE) has expanded the 50% Girls' Scholarship Program to the 100% Girls Scholarship Program throughout the country. Though the past studies, at the most, have shown positive correlation between the scholarship incentives and educational indicators, no study had examined the same in the case of 100 % girls' scholarship. This study, therefore, aimed to assess the effectiveness of girls' scholarship program in terms of its management, use and effects on enrolment, retention, class promotion and overall educational performance of the girl children along with the strategic measures as ways forward.

Seven out of 75 districts of the country, namely, Jhapa, Rasuwa, Lalitpur, Gorkha, Jumla, Dailekh and Bardiya were covered by the study. In total, 415 girl students, 82 parents, 32 focused group discussions (FGDs) and 38 key informant interviews were conducted. The study was under taken in June 2011.

Key findings and conclusions:

Policy provisions on girls' scholarship

Until 2067, the MOE had provided scholarship to 50% girls in order to increase their access and participation in education and to improve the quality of education. As a result of MOE's policies and programs, participation of girls in education has demonstrably increased over the years. The girls have almost half of the enrolment in school education, which is also reflected in Nepal's improved Gender Parity Index (GPI) (1.00 for primary and 0.99 for basic education (grade 1-8) in 2009-10. In the same period, the survival rate for girls was litter higher (79.8%) than the boys (77.8%). Within this context, the 100% GSP was initiated. The findings of the study also shows improved level of GPI (1.11 in 2067) and enrolment (52.8% in 2067). These findings draw attention of the DOE/MOE to revisit its girl scholarship policies in future. Review and implementation of the recommendations of the past studies along with this study such as need of a clear implementation guideline or manual for selection, distribution, monitoring and follow-up of the girls' scholarship program, address the time lag or delays in distributing the scholarship and improving efficiency are the other areas to look at.

Whether the targeted children received the Girls' Scholarship

The trend of scholarship recipients, as reported by the parents for the last three years (2064-2067), revealed that the proportion of girl scholarship recipients increased from 28% in 2064 to 62.2% in 2066. The Implementation Manual 2067/2068 requires that girls' scholarship should be distributed to the student in the presence of the parents. The study findings suggest that this provision has been followed in the most cases. More than half of the parents (54.9%) and girl students (54.5%) informed that they received the girls' scholarship themselves while 34% parents and 44.6% girl students reported that their parents or guardians received their scholarship. Least proportion of parents from the western region (14%) and mountain region (22%) had received the girls' scholarship while highest percentage of girls from western region (82.8%) received it. The practice of distribution of scholarship to the children in the presence of parents seems in line with

In many schools, the girls' scholarship was not provided as per the MOE norms rather it was divided equally for all the students. In few

schools, the entire scholarship amount was collected in one basket and distributed equally to all students. As a result, the girl students were provided with less or more than the amount allocated by the MOE.

The study findings suggest 40% parents and 36% girl students did not know the name of the scholarship they had received. Parents from terai and mid-western region were least aware (20.8% and 33% respectively) about the girls' scholarship. Only 8 (1.9%) out of 415 girl students were aware about the 100% girls' scholarship. The girl students who were not aware about the type of scholarship they had received were higher from mid-western region (63.4%), terai (57.5%), community-managed school and primary level (62.4%). Similarly, only 62.2% parents had correct knowledge about the amount of scholarship received by their girl children.

The main source of information, as reported, were the teachers/head teachers (87% girls and 82.9% parents reported it), students/friends (1.2% girls and 13.4% parents), mass media (2.7% girls and 2.4% parents) and SMC/PTA members (1.4% girls and 1.2% parents). For about 3.6% girl students, DEO was the source of information.

100% parents and 92.3% girl students reported that they received cash while 7.3% parents reported bag/belt and 1.2% uniform and stationary. As against the cash distribution practice, only 39.3% girls preferred cash and the majority (60.7%) wanted stationary and school uniform. Only 8.5% parents and 8.2% girl students hold the view that 100% girls should be provided with the scholarships. FGDs and key informant interviews also suggest that girl scholarship should be provided to the students from poor families and low human development index.

During the scholarship distribution program, only 67.1% were present, least participation was observed from western region (27.3%) , hill areas and community schools (57.5%). However, 6 out of 10(61%) parents informed presence of other people in that function. Girls' scholarship holders reported that their participation in scholarship distribution program was very high (94.2%). In one district, the girls' scholarship was given to the students for the upper grades (grade 4 onwards), and to the parents for the lower grades (grade 1 to 3).

The girls' scholarship holders report that they received Rs 50 at the minimum to Rs 500 at the maximum as scholarship. 39% parents and 45% girl students consider the amount of girls' scholarship was very small, even less than a day's labour wage. For 90% parents and 87% girl students, the amount given to them was insufficient. Parents from the lowest economic quintile demanded Rs. 2000 to 3000 a year. Many parents also suggested providing Rs. 1500 for primary, Rs 2000 for Lower Secondary and Rs 2500 for Secondary level. Majority said that it should be at least Rs 800 to 1000 per year. Head teacher interviews and parent FGDs came up with the suggestions that girl children from the poor households should be supported more and the social safety net such as skill development training, livelihood and small enterprise development support should be offered. Key informant interviews and FGDs suggested to create a local scholarship fund with the support from the DDC, VDC, Schools and the DEO.

Changes occurred in children as a result of girls' scholarship

The study examined the perceived changes as well as the changes in key educational indicators demonstrated in the school statistics.

The girl students and the parents expressed that the girls' scholarship had had supported to continue their study (84.5% girls and 78.6% parents), to be regular in the class (63.3% girls and 52.9% parents), to do better in examination (58.5% girls and 52.9% parents) and to enhance their motivation in learning (52.2% girls and 58.6% parents). Moreover, 49.1% girl student and

34.3% parents were of the view that girls' scholarship had enhanced their confidence, dignity and self respect in the family and the community. However, with an increase in the economic quintile of the family, parents and the girl children's perception regarding the contribution of 100% girls' scholarship on educational achievement declined. The participants did not mention any direct changes in their health and hygiene behaviours as the result of the girls' scholarship.

The trend of girls' enrolment over the past three years (2065-2067) shows a slight increase in the proportion of girls' enrolment, from 2066 to 2067 (from 50.8% to 52.8%). However, in comparison to 2065 figures (53.6%) there does not seem an increase. However, the GPI has remained consistent (1.15 in 2065, 1.03 in 2066, and 1.11 in 2067). The school statistics records a small increment in girls' enrolment. Many key informants questioned on what actually contributed to this increase. Some head teachers and SMC attributed the increment to other programs such as the school admission/welcome campaign, changes in parental attitude over education of their daughters, provision of female teachers at each school, school meal program, food for education (FFE) and girls incentive program (GIP) , and stationary and other scholarship support programs.

The girl students who received scholarship tended to be more likely to attend schools regularly more than the non-GSP students. For example, the attendance rate of GSP students increased from 80% in 2065 to 83.8% in 2067 while for non-GSP group, it increased from 66% in 2065 to 73% in 2067. The drop out rate of GSP student was less than the non-GSP student over the past three years-over 3% difference in 2067.

Strengths and weaknesses in the girls' scholarship distribution mechanism

Weakness:

- i. Interviews and FGDs suggest lack of clear communication to the schools, parents and students. Confusions exist among parents and students about the type and amount of the scholarship they received.
- ii. Uncertainties and time lag/delays in disbursement of scholarship to the schools and the students exist. In most of the schools, the girls' scholarship was not distributed in the beginning of the educational session, sometimes not even by the end of the session, or in the next session.
- iii. Many schools distribute the girls' scholarship without organising a formal program inviting parents, teachers and SMC/PTAs.
- iv. As every girl child in the school received scholarship, the sense of competition among them for better class performance has reportedly been declined.
- v. DEOs claimed that RPs/school supervisors, monitor and conduct follow up of the girls' scholarship program. However, it did not live up in the statements made by the teachers, head teachers and SMC/PTA members.
- vi. Two schools (out of 14) informed that they prepare financial and social audit report and present them in the Parents Day/School Day. However, majority of the schools did not prepare and present such report. They did not submit the report to the DEO also.
- vii. The girls' scholarship was yet to be aligned to the School Improvement Plan, Village Education Plan and social protection programs.
- viii. All the parents stressed that the scholarship amount was far less an amount against the inflation and the current market price of the commodities.

Strengths:

- i. There was no any direct evidence of misappropriation and misuse of scholarship amount by the school and the parents.
- ii. Parents, girl students, teachers and SMCs reported that the scholarship had contributed positively to continue and improve education of the girl students and also to enhance their self respect and prestige in the family and the community.
- iii. School statistics show an increase in girls' enrolment, attendance and class promotion and a reduction in dropout rates.
- iv. Few schools have started to prepare detail report on girls' scholarship which is verified and signed by SMC/PTAs and RPs, and finally submitted to the DEO. Few schools have initiated social auditing of the girls scholarship program.

Recommendations:

2. Recommendation for policy and programme dialogue

- i. Held discussions to revisit the relevancy and effectiveness of the 100% girls' scholarship program and determine whether it should be continued, or expanded, or focused on certain districts and VDCs with low human development index (HDI) and low participation of girls in education. We recommend for the last option.
- ii. Increase the amount of girls' scholarship to at least Rs 1000 to 1500 per year. Possibility of providing the scholarships in kind/materials should also be explored and discussed.
- iii. Create a local scholarship fund at the VDC level in line with the spirit of the Local Self Governance Act 1999 in coordination with the DDC, VDC, schools and the DEO the so that the scholarships can be provided to the needy students.
- iv. Provide support to poor families by introducing safety nets such as skill development training, and development of small business enterprise by such families.

3. Recommendations for effective implementation of the girls scholarship

- i. Intensify social mobilization, advocacy and awareness on girls' scholarship program and its effectiveness. Conduct at least one day's orientation to the students, parents, SMC/PTA and the community for better understanding of the girls' scholarship program.
- ii. Enhance efficiency of DOE, DEO and schools to address issues of proper coordination, time lag/delays, functional monitoring and reporting system.
- iii. Strengthen the monitoring, reporting and evaluation mechanism of the girls' scholarship programme

Section 1

Introduction

1.1 Background

Education is regarded as an important component of economic and social development contributing significantly to a country's overall development reducing the incidence of poverty. It has been perceived as a force of enhancing the capacity of the people in terms of enhancing appropriate life skills, knowledge and experiential wisdom to acquire economic and social prosperity. Realizing the fact, the country has made a commitment to Education for All and Millennium Development Goals. Commitment was made to ensure the basic and primary education for all girls, as well as boys, irrespective of their ethnic origin, religion, culture or linguistic heritage or disabilities. Due emphasis was given to enhance the access and quality of education based on the premises that education is a fundamental right for all people. Various initiatives are taken by the state to increase the access to education by the marginalized and disadvantaged children with focus to the girls since the girl child is still treated as one of the disadvantaged groups. Scholarship program is one of the initiatives taken by the country which has been implemented with an expectation to encourage them to join the school and continue their study.

1.2 Objectives

The overall objective of this study is to assess the effectiveness of girls' scholarship program in terms of its management and effects on enrolment, retention, promotion and overall educational behaviour of the girl child along with strategic measures to make it more effective in the future. The study further seeks to explore ways and means of addressing the reduction of educational wastage that is presumably increased in the absence of girls' scholarship program. The specific objectives of the study are as follows:

1. To review policy provisions of girls' scholarship program of the government at the school level
2. To identify the strengths and weaknesses of the of scholarship distribution mechanism for girls
3. To identify the role of different institutions involved in management, implementation and monitoring of the scholarship program
4. To investigate whether the scholarship amount is received by the targeted children
5. To find out ways of proper utilization of scholarship amount by the children and their parents
6. To identify changes occurred in the children as a result of scholarship (school enrolment, retention and promotion, regularity, involvement in learning activities, change of habits, parents' and children's motivation towards education etc)
7. To suggest effective mechanism of scholarship management for targeted girls so as to ensure its effectiveness.

1.3 Section Plan of the study

Section 1 lays out the background to the study followed by study objectives and chapter plan. **Section 2** outlines the research methodology and methods used in this research. It gives an account of the study design, study area, sample size and sampling strategies, data collection methods and tools, process of data collection. The limitations of the study are given at the end of the section. **Section 3** of the study highlights the government policies on girls' scholarship, summary of the scholarship incentives and the findings derived from the past studies. **Section 4** analyses the study findings with a particular focus on the study objectives. It combines qualitative and quantitative findings on the Girls' Scholarship Program. **Section 5** presents the overall synthesis of the study findings by the key themes covered in the study objectives. Finally, it draws on the conclusions of the study and offers two different sets of recommendations that could be applicable for the policy making and effective implementation of the girls' scholarship program in the future.

Section 2

Methodology of the Study

2.1 Study design

The study employed survey and case study to gather the necessary information for this study. Both quantitative and qualitative data were generated to meet the objectives of the study.

2.3 Research Methodology

Both qualitative and quantitative methods were used this study.

2.3.1 Qualitative methods

The research methods are valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events; illuminating the experience and interpretation of events by actors with widely differing stakes and roles; giving voice to those whose views are rarely heard; conducting initial explorations to develop theories and to generate and even test hypotheses; and moving toward explanations. The nature of study is also demands to collect the field information based on a natural setting, demands in-depth knowledge and understanding etc. under the qualitative research various tools and or approaches can be used for instance, observations, case studies, participants observations, focus group discussion and in-interview as well. Realizing these facts, this study conducted review of the literature and conducted focused group discussions (FGDs), key informant interviews and case study to collect the required data.

2.2.2 Quantitative methods

To supplement statistical analysis of the study quantitative methods are very useful and give an opportunity to compare the past and present status so far. Individual self-administered questionnaire, structure and semi-structured interview were the tools used to collect data from students, parents, representative of parent teacher association (PTAs), SMCs and teachers and head teachers.

2.3 Study districts and sample

2.3.1 Selection of Schools

Both the community managed and community schools were the population of the study. A multistage-cum stratified random sampling was applied in the present study. Altogether four strata were made from four developmental regions with proportionate distribution of the ecological zones including Kathmandu valley. In consultation with the Department of Education (DEO) personnel, two schools from each stratum were selected in such a way that the schools represent rural and urban locations where different girls' scholarship program are in place. Attention was also given to include schools of community managed and other community schools. Likewise, the residence of different ethnic and *Dalit* groups were also considered while selecting the sample locations.

Table 2.1: Distribution of Sample

Development Region	Ecological belt	District	No. of schools	No. of Girl students	No. of parents	No. of FGDs	No. of KIIs
Eastern Development Region	Terai	Jhapa	2	53	12	GSP 2 Parents 1 Non-GSP 1	5
Central Development Region/ Kathmandu	Mountain	Rasuwa	2	99	12	GSP 2 Non-GSP 1 Parents 1 SMC/PTA 1	6
	Hill	Lalitpur	2	16	11	GSP1 SMC/PTA 1	6
Western Development Region	Hill	Gorkha	2	64	11	GSP 2 Non-GSP 2 Parents 1 SMC/PTA 1	5
Mid Western Development Region	Mountain	Jumla	2	36	12	GSP 1 Non-GSP1 Parents 1	6
	Hill	Dailekh	2	73	12	GSP2 Non-GSP 1 Parents 1 SMC/PTA 1	5
	Terai	Bardiya	2	74	12	GSP 2 Non-GSP 2 Parents1 SMC/PTA 1	5
Total		7	14	415	82	GSP=12 Non-GSP 8 Parents=6 SMC/PTA=6	38

KII=Key informant interview

GSP=Girl Scholarship recipients

Non-GSP= Non-scholarship students

SMC= School Management Committee, PTA= Parent Teacher Association

2.3.2 Sample size and the respondents

As per the ToR; students (Scholarship holders and non-holders), parents, SMC/PTA members, community members of sample schools were the respondents for the study. In addition to this, DEOs, Supervisors and Resource Persons of sampled districts including stakeholders involved in the management of scholarship distribution were taken as the key informants for the study. The parents were selected from the local area of each sample school. At least three diverse compositions of parents/guardians, two SMC members, two PTA members and two community members were selected for focus group discussion. Similarly, 6 to 8 students were selected for the same purpose. However, the discussions were organised separately for the students. In the same way, some key informants were selected.

Characteristics of the parents included in the sample

In total 82 parents were interviewed- 42 (51.2%) were from the community managed schools while 40 (48.8%) of them belonged to the community school. The proportion of female respondents was higher (47 or 57.3%) than the males (35 or 42.7%).

The sample distribution covered highest proportion from mid-western (43.9%) region followed by central, eastern and western region (28%, 14.6% and 13.4% respectively). Similarly, majority of the parents was from the hill (34 or 41.5%). Similar proportion of respondents (24 or 29.3% each) was taken from terai and mountain.

According to the wealth quintile, majority of the respondents represented the high wealth quintile (63.4%) followed by fourth, third, second and low quintile (22%, 7.3%, 4.9% and 2.4% respectively).

Table 2.2: Characteristics of the parents by different variables

Variables	No.	Percent (%)
Type of school		
Community School	40	48.8
Community managed School	42	51.2
Sex of the respondent		
Female	47	57.3
Male	35	42.7
Development Region		
Eastern	12	14.6
Central	23	28.0
Western	11	13.4
Mid-Western	36	43.9
Ecological Zone		
Mountain	24	29.3
Hill	34	41.5
Terai	24	29.3
Quintile distribution		
Low	2	2.4
Second	4	4.9
Third	6	7.3
Fourth	18	22.0
High	52	63.4
District		
Dailekh	12	14.6
Jhapa	12	14.6
Rasuwa	12	14.6
Gorkha	11	13.4
Jumla	12	14.6
Bardiya	12	14.6
Lalitpur	11	13.4
Total	82	100.0

Overall, 42.7% households had food available for less than six months and in 28% households, it was available for 6-8 months. Only 13.4% households informed that they had food for 9 to 12 months. Moreover, 15.9% households claimed that they were landless.

Table 2.3: Food sufficiency at home by own production

For how many months food produced by your family is sufficient for the family?	Mountain		Hill		Terai		Total	
	N	%	N	%	N	%	N	%
Less than 6 months	4	16.7	21	61.8	10	41.7	35	42.7
6-8 months	11	45.8	5	14.7	7	29.2	23	28.0
9-12 months	5	20.8	2	5.9	4	16.7	11	13.4
No land	4	16.7	6	17.6	3	12.5	13	15.9
Total	24	100.0	34	100.0	24	100.0	82	100.0

Table 2.4: Main sources of income of the household

Main sources of income of household	Mountain		Hill		Terai		Total	
	N	%	N	%	N	%	N	%
Agriculture /animal raising	17	70.8	7	20.6	5	20.8	29	35.4
Wage labour	1	4.2	15	44.1	8	33.3	24	29.3
In country jobs/employment	3	12.5	6	17.6	4	16.7	13	15.9
Foreign Jobs/employment			4	11.8	5	20.8	9	11.0
Business/petty business	2	8.3	2	5.9	2	8.3	6	7.3
Pension	1	4.2					1	1.2
Total	24	100.0	34	100.0	24	100.0	82	100.0

As reported, the main sources of income in the family were agriculture (35.4%), wage labour (29.3%), in country jobs/employment (15.9%), foreign jobs/employment (11%), business (7%) and pension 1.2%). The proportion of parents relying on wage labour were higher in terai(33.8%) and hill(44.1%) while in-country jobs was higher among hill parents and foreign employment was higher in terai(20.8%). Moreover, the proportion of parents with agriculture including animal raising as the main source of income was highest in mountain districts (70.8%) followed by terai (20.8%) and hill(20.6%).

Table 2.5: Economic status of the households

Category	Mountain		Hill		Terai		Total	
	N	%	N	%	N	%	N	%
Low	7	29.2	7	23.3	8	34.8	22	28.6
Medium	10	41.7	11	36.7	7	30.4	28	36.4
High	7	29.2	12	40.0	8	34.8	27	35.1
Total	24	100.0	30	100.0	23	100.0	77	100.0
<i>Average annual income</i>	64507		78950		78458		74570	

*Don't know excluded

The annual per capita household income was highest in hill (Rs. 78950) followed by terai (78458), and it was lowest in mountain (64507). In total, households belonging to low, middle and high category based on the annual income were 28.5%, 36.4% and 35.1% respectively.

Similar proportions of respondents were taken from Dailekh, Jhapa, Rasuwa, Jumla, Bardiya (14.6% each). In the same way, similar proportions of respondents were taken from Gorkha and Lalitpur districts-13.4 % each.

Characteristics of the girl scholarship awardees included in the sample

Overall, 415-girl scholarship awardees participated in the self-completion questionnaire survey. Out of them, more than half of them (60.7%) were from community schools while less than half were from community-managed schools (39.3%). By educational level, 314 out of 416 (75.3%) were in lower secondary level and rest others (24.3%) were in primary school. Based on development region, the girl students had representation from mid-western (44.1%), central (27.7%), western (15.4%) and eastern (12.8%) regions.

Table 2.6: Distribution of sample girl students

	No.	Percent
Type of school		
Community School	252	60.7
Community managed Schools	163	39.3
Level		
Primary Level	101	24.3
Lower Secondary Level	314	75.7
Development Region		
Eastern	53	12.8
Central	115	27.7
Western	64	15.4
Mid-Western	183	44.1
Ecological Zone		
Mountain	135	32.5
Hill	153	36.9
Terai	127	30.6
District		
Dailekh	73	17.6
Jhapa	53	12.8
Rasuwa	99	23.9
Gorkha	64	15.4
Jumla	36	8.7
Bardiya	74	17.8
Lalitpur	16	3.9
Total	415	100.0

Similarly, based on ecological zone, 30.9% girls were from hill, 32.5% from mountain and 30.6% from terai. With regards to district wise distribution, more than one fifth (23.9%) of the sample was taken from Rasuwa, followed by 17.8% from Bardia, 17.6% from Dailekh, 15.4% from Gorkha, 12.8% from Jhapa, 8.7% from Jumla and 3.9% from Lalitpur.

3.4 Study tools

The data for the study was collected through both primary and secondary sources. Primary data were collected through interview, case study and focus group discussion whereas the secondary data was collected from the review and analysis of the documents. The following data matrix will provide detail information about the tools and respondents.

Table 2.7: Data Matrix

Objectives	Method /Instruments	Respondents
To identify the strengths and weaknesses of the scholarship distribution mechanism for girls.	FGD / FGD guidelines, Strengths, Weaknesses, Opportunity and Limitation (SWOL) analysis	Scholarship awarded girls
To find out ways of proper utilization of scholarship amount by the children and their parents.		Scholarship not awarded girls.
To suggest effective mechanism of scholarship management for targeted girls		Parents
		SMC/PTA members
To investigate whether the scholarship amount is received by the targeted children	Interview /Semi/structured interview	Scholarship awarded Girl Students
		Parents
To review policy and provision	Key informants Interview /Semi structured interview	DOE / DEO staff
To identify the role of different institutions		School supervisors /Resource persons
		Head teachers/ Teachers
To review policy and provision	Desk, document Review/Review tools	Global and national documents
To identify the role of different institutions		Project and study reports
To identify the changes occurred in the children as result of scholarship program	Review of school records of last three years / Field notes	Fact sheet
		Documentation on scholarship distribution process

Note: The tools are given in the annexes.

2.5. Study process

The study used the following study processes:

2.5.1 Initial discussion with the thematic team of DOE

The study team made initial discussion with the key personnel from DOE. This discussion helped clarify the sample districts, number of respondents, methodology, research tools and techniques. This discussion also helped to develop the working relations with the DOE, collect the relevant documents with regard to girls' scholarship and also to facilitate the process ahead.

2.5.2 Desk review

The research team collected all the documents, past research reports, policy documents, programs and many other relevant documents with regard to girls' scholarship. Once they were collected then they were reviewed in line with the study objectives. A review report developed provided knowledge in designing the research tools to collect the field information.

2.5.3 Preparation of research instruments and tools

When the desk review work was completed, the research instruments were developed. Mainly the focus group guidelines, interview schedule (both structured and semi-structured), quantitative tools were prepared for data collection. During the process of developing the tools, consultation with the DOE personnel and advisory committee, their inputs, suggestions etc were taken.

2.5.4 Sharing activity on research instruments

One sharing meeting was conducted with the DOE personnel along with submission of Inception Report. During the meeting, sharing of research instruments was done. The suggestions from the technical experts and thematic group of the DOE were collected and the methods and tools developed accordingly.

2.5.6 Pilot testing of research instruments

The developed research tools were pilot- tested in two schools of Kathmandu district. During this process, the applicability of the instruments, weaknesses, strength, the status of the information etc were tested and necessary changes were made if needed according to the field inputs. Then the research instruments were finalised by incorporating the input received from the pre-test.

2.5.7 Orientation to the field researchers

An orientation program to the field researchers was carried out. During the process, objectives of the research, sharing of research tools the ways of conducting the field activities, roles and responsibilities of the field researchers etc. were shared with the field researchers. This orientation program had capacitated them to collect the lived information from the field. Besides, orientation, directions and suggestions were also provided by the representative of the Department of Education to the field researchers.

2.5.8 Preparation of an inception report

An inception report was prepared and submitted to the DOE before initiating the fieldwork for data collection. This report provided an opportunity to clarify the real research instruments to be used including the field plan.

2.5.9 Data Collection

Field visit was carried out in the respective sample districts in June 2011. The field researchers conducted following activities in the sample districts.

Discussion with the DEO staff:

Discussion with DEO staff was carried out in each district. During the discussion, the purpose of the study, role of the DEO, the sample and sample selections process and the criteria etc. were clarified. Besides, field visit plan was also be shared with them.

Selection of sample schools:

Based upon the discussion with the concern officer within the DEO the schools for collecting information were selected. During the process of selection, the schools having the girls getting different scholarship schemes with the representation of various socio-cultural backgrounds, representation of various groups of people were taken into consideration.

Field Work:

Filed activities for data collection (i.e. interview, in-depth interview, focus group discussion, preparation of field notes etc.) were carried out according to the developed field plan in

consultation with the DEO. Before conducting the field activities at the school level, an initial discussion with the concern school heads were organised. This further helped in creating conducive environment at the school level.

2.6 Sharing session with the DEO

After conducting the field visit, initial sharing session with the DEO staff, where possible, were made. At this session, initial field information was shared. Furthermore, the validation of the field information, collection of additional information was also made during this sharing session.

In order to ensure the quality of the study, the research team members assigned as supervisor in the district level was mobilised. There was at least one supervisor to oversee this in each team. Besides this, the supervisor was made responsible to manage the day to day problems if occurred. In addition, the team leader had taken the entire responsibility of the study from data collection to data analysis and quality assurance.

2.7 Data processing and analysis

The collected data were gathered in Kathmandu. Then they were edited and tabulated and transferred into SPSS. Necessary analytical tables, charts and graphs were prepared and the data analyzed accordingly. The qualitative data were analysed manually on thematic basis and supplied to the report, where appropriate.

2.8 Sharing of initial report with the DOE

Initial draft report will be shared with the Thematic Team of DOE and advisory team. The comments and suggestions were collected and incorporated them into the report during the process of finalization.

2.9 Submission and dissemination of the study report

Finally, the study report was submitted to the Department of Education and disseminated with the concerned technical team. The input, suggestions and comments provided were collected and incorporated in the final report.

2.10 Study limitations

- i) As the 100% Girls' Scholarship was introduced in 2068, only 2 % of the girl students who received 100% Girls' Scholarship were included in the study. Rest of the other girl students had received 50% girl students.
- ii) The parents interviewed in this study were not necessarily the parents of the same girl students who responded to the self-administered questionnaire. It has resulted to discrepancies between the responses of the parents and girl students on many aspects.
- iii) School attendee records for year 2065, 2066, 2067 were not available from Jumla and Rasuwa, while in Lalitpur it was not available for the year 2066 and 2065. Hence, school attendance was calculated based on the attendance records from the other districts.
- iv) Self-administered questionnaire were completed by girl students from grade 4 and above because students below grade 3 had difficulty in understating and responding the questionnaire.

Section 3

Review of Government Policy Provisions on Girls Scholarship

This section accumulates key policies of the Government of Nepal concerning the provisions of the Girls Scholarship in Nepal. It also supplements scholarship policies of the other agencies that provide girls scholarship. In addition, findings of past studies on girls' scholarship as available are included including information gathered through interviews with the policy level personnel.

3.1 Policy provisions on girls' scholarship program in Nepal

3.1.1 A historical perspective of girls' scholarship

Nepal's modern history of girls' scholarship dates back to 1955 while Nepal National Education Planning Commission (NNEPC) Report (1955) had recommended scholarship for girls, and children from disadvantaged communities. In 1971, girls' scholarship was introduced with the launching of the Equal Access for Women Education Project (EAWEP) that started recruiting girls from rural areas to train them as teachers. This program was transformed to Education for Girls and Women in Nepal (EGWN) in 1983. This program provided girls with stipends and hostel facilities to motivating them in the teaching field. The High Level National Education Commission (HLNEC), 1999, brought the concept of access and equality of girls in education in the lime light.

The periodic plans incorporated girls' and women's education including scholarship, gender equality and inclusion particularly after the Tenth Five Year Plan (2003-2007) (UNESCO, 2006). Education initiatives such as Education for All (EFA) National Plan of Action 2002, Secondary Education Support Program (SESP) 2002 accorded priority to more inclusive education along with scholarship and hostel facility for the marginalized and excluded children and there by reduce gender discrimination and inequality.

The EFA National Plan of Action (2001-2015) has provision of scholarships for girls and *Dalit* children to increase their access of primary education. It aims at increasing access of girls, Dalits, and disadvantaged groups to quality education (MOES, 2003). For the fulfilment of the goals of Education for All, the Government of Nepal is committed to universalize basic primary education by 2015. It has made commitments to provide scholarships to girls (half of the girls enrolled at school) to reduce the direct cost of schooling.

Nepal's Interim Constitution 2007, Three Year Interim Plan(2007/08-2009/2010), Education Act 1971, Education Regulations 2002, Local Self-Governance Act 1999 and School Sector Reform Plan express government's commitments to children and girls' rights and access to education.

Nepal's Interim Constitution 2007 mentions that "The State shall pursue a policy, which will help to promote the interest of the marginalized communities and the peasants and labourers living below poverty line, including economically and socially backward indigenous tribes, Madhesis, Dalits, by making reservation for a certain period of time with regard to education, health, housing, food sovereignty and employment" (P:35,10). It further states that "The State shall pursue a policy of making special provision based on positive discrimination to the minorities, landless, squatters, bonded labourers, disabled, backward communities and sections, and the victims of conflict, including women, Dalits, indigenous, Madhesis and Muslims" (P:35, 14).

Three Year Interim Plan (2007/08-09/100) envisions provision of free education up to tenth grade for the oppressed, backward and below poverty line students, regulation of fees in private schools; providing basic facilities in private/boarding schools to students from oppressed and deprived communities, setting up of a Rural Education Development Fund (financed by a levy of 1.5% of the income of private/boarding schools), which would be utilized for funding the education of marginalized communities in the form of scholarship(CERSOD 2010).

The Education Act, 1971 (Article 11, Seventh amendment) has a specific mention that the government can arrange scholarship for the students enrolled at Lower Secondary Education and Secondary Education as per the rules specified. Similarly, the Education Regulations, 2002(Chapter 26) incorporates provisions of scholarship and free education for school level students. The Education Regulation has made provisions that i) schools shall exempt cent percent and fifty percent of the fee to the bright students holding first and second position in the class respectively (By Law 1), ii) institutionalized schools should make available scholarship at least for five percent of the total number of students belonging to poor, disabled, female, suppressed and ethnic classes (By Law 2), and iii) prior to providing scholarship pursuant to sub-rule (1), the school shall publish notice at the school for submitting application for such scholarship (By Law 3).

The Local Self Governance Act 1999 requires that Village Development Committee (Gha 4) and Municipality make arrangements for providing scholarships to the students of oppressed ethnic communities who are extremely backward on economic point of view. have been thus defined and specified.

The DOE has introduced *Diva Khaja* Program Implementation Procedure 2066 for community school students with an aim to increase girls' participation and performance by addressing their hunger and malnutrition. The EFA National Plan of Action proposes some non-educational support for the students who are from marginalized and disadvantaged groups. The support exists in the form of food, job for their parents and material support like books, school uniforms etc.

Nepal has ratified the Universal Declaration on Human Rights (1948) incorporated by the General Assembly of the United Nations, the UN Convention on the Rights of the Child (1989), the Education for All (EFA) initiative, Jomtien Declaration, 1990 and Dakar Framework of Action 2000.

In Nepal, the UN agencies such as UNESCO, UNICEF and UNFPA have been supporting the government to implementing educational programs aiming at the right of the excluded girls and children from underprivileged communities to their education, including distribution of scholarship and incentive schemes. UNICEF has supported poor families to bring their girls to the mainstream of education. UNFPA through the Population and Reproductive Health Integration Project (PARHI) program (initiated in 2003) in six districts provided scholarship to the economically poor girls and bright students. UNFPA supported scholarship program focused to achieving universal primary education and to mainstreaming children from the excluded and disadvantaged communities.

It is against these international efforts that the government has initiated scholarship and incentive programs for girls and children from disadvantaged and backward community. Nepal has not remained an exception to these global commitment and efforts.

3.2 Types and management of scholarship program

Based on the Program Implementation Manual 2067/2068 published by the DOE of MOE, following are the types of scholarships, their eligibility criteria and the amount of scholarships provided by the Government to the schoolchildren in Nepal.

Table 3.1: Types of scholarships provided by Nepal government

SN	Scholarship Scheme	Eligibility Criteria	Amount (NRs.)				
1. Basic Education							
1.1	Dalit Scholarship	<ul style="list-style-type: none"> All dalit students studying in grade 1-8. Having at least 80 % attendance Admitted from 2068 Baishaka. No multiple scholarship 		Mt.	Hill	Terai and Urban	
			Only Stationery	Rs. 200 / student	Rs. 175 /student	Rs. 150 / student	
			Only Uniform	Rs. 400 / student	Rs. 350 /student	Rs. 300 / student	
			Both	Rs. 600 / student	Rs. 525 /student	Rs. 450 / student	
	Girls scholarship	<ul style="list-style-type: none"> The SMC should select the students and any one of the scholarship schemes (stationery, uniform or both) based on the parent's financial status and should distribute in presence of the parents. Admitted from Baishakha, 2068 No multiple scholarship 		Mt.	Hill	Terai and Urban	
			Only Stationery	Rs. 200 / student	Rs. 175 /student	Rs. 150 / student	
			Only Uniform	Rs. 400 / student	Rs. 350 /student	Rs. 300 / student	
			Both	Rs. 600 / student	Rs. 525 /student	Rs. 450 / student	
	Girls scholarship in Karnali zone	All the girls students from Karnali zone	NRs. 1000 (Rs. 100 per month for 10 months) for the students studying in grade 6-8 and 1500 (Rs. 150 per month for 10 months) for the students studying in grade 9-10.				
2 Secondary Education							
2.1	Scholarship for martyr's children	<ul style="list-style-type: none"> The martyr's name has been enlisted by the GON. No multiple scholarship 	Level	Pre Primary and Grade 1-5	Grade 6-10	Higher secondary level and above	
			Amount (Nrs.)	1000/mth 12000/yr	1500/mth 18000/yr	2000/mth 24000/yr.	
2.2	Kamalari scholarship	As per previous year.....					
2.3	Scholarship for the conflict affected	<ul style="list-style-type: none"> Maximum 3 children of a conflict affected person. Up to 18 years old. No multiple scholarship Only for the children of common people (who are not getting salary or allowance from the state bearing fund) Admitted from 2068 Baishakha 	Level	Primary	LS	secondary level	10+2 and above
			Amount	10000/yr	12000/yr	14000/yr.	16000/yr
2.4	Scholarship for the students of Himali hostel	<ul style="list-style-type: none"> Studying in grade 6-10 in Himali hostel Continuation of the previous year running hostel in Mustang, Humla and Jumla) 	Rs. 1800 per month upto 10 months				

2.5	Feeder hostel scholarship	<ul style="list-style-type: none"> Continuation of the previous year running hostel. 	Rs. 1500 per student /month for 10 months.
2.6	Scholarship for the students of model school	<ul style="list-style-type: none"> Selection for different parts of the country. 	<ul style="list-style-type: none"> Provide the opportunity to study in the selected schools for the selected students in Grade 6-10. Rs. 1800 per month up to 10 months i.e.18000/year for the students from public schools.
2.7	Scholarship for the students of Himali residential school hostel	<ul style="list-style-type: none"> Admitted from 2067 Baishakh Students of grade 6-10 Districts: Taplejung, Samkhuwashabha, Solukhumbu, Rasuwa, Gorkha, Jumla and Darchula. 	<ul style="list-style-type: none"> Rs. 1800 per student /month up to 10 months i.e. 18,000 per year
2.8	Himali hostel management and operation cost	<ul style="list-style-type: none"> Continuation of the previous year running hostel 	<ul style="list-style-type: none"> Total amount, released by the DEO, should be distributed as given below: <ul style="list-style-type: none"> Rs. 1150/month * 13 for the warden, Rs. 1500/month*13 months for cook and 1300/mth*13 months for the security guard in Mountain and Hilly districts Rs. 950/month * 13 for the warden, Rs. 1300/month*13 months for cook and 1100/mth*13 months for the security guard in Terai districts. Rs.18000 to run coaching classes for English, Maths and science for 6 months.(1000/mth for a subject) ECA management cost Rs. 5000 To manage the clothes, utensils in hostel Rs. 20,000 Utilities (First Aid, Water, electricity etc.) Rs. 10,000 Library Management in school Rs. 10,000 Skill development training for the girls students and purchasing the required materials Rs.11440 Meeting expenses for the hostel management committee (6 meetings /year) Rs3560 Seed money support Rs. 10,000 The expenses of the remaining amount will be as per the guidelines and direction from DOE.
2.9	Feeder hostel management and operation cost	<ul style="list-style-type: none"> Continuation of the previous year running hostel 	<ul style="list-style-type: none"> Total amount, released by the DEO, should be distributed as given below: <ul style="list-style-type: none"> Rs. 1150/month * 13 for the warden, Rs. 1500/month*13 months for cook and 1300/mth*13 months for the security guard in Mountain and Hilly districts Rs. 950/month * 13 for the warden, Rs. 1300/month*13 months for cook and 1100/mth*13 months for the security guard in Terai districts. Rs.18000 to run coaching classes for English, Maths and science for 6 months.(1000/mth for a subject) ECA management cost Rs. 5000 To manage the clothes, utensils in hostel Rs. 20,000 Utilities (First Aid, Water, electricity etc.) Rs. 10,000 Library Management in school Rs. 10,000 Skill development training for the girls students and purchasing the required materials Rs.11440 Meeting expenses for the hostel management committee (6 meetings /year) Rs3560 Seed money support Rs. 10,000 The expenses of the remaining amount will be as per the guidelines and direction from DOE.

The Program Implementation Manual mentions that the Government of Nepal introduced 100 % girls' scholarship program up to grade eight from the year 2068 B.S (2011 AD). Before this 50% girls' scholarship was implemented. While distributing the scholarships, girls' financial status, ecological regions and avoidance of duplicity have been taken into account.

3.3 Review of previous research studies

A few studies were undertaken in the past for examining effectiveness and management of scholarship in the past. Out of those studies, limited studies have looked at the girls' scholarship, its implementation, effectiveness, utilization and impacts.

Research Centre for Educational Innovation and Development (CERID) has conducted four studies since 1998. A study conducted in 1998 entitled, "Evaluation and Review of Incentive Schemes to Encourage Participation of Girls and Women in Basic Education Phase I" showed that the incentive programs was ineffective. The study showed that there were misuses in the distribution of scholarship quota being discrepancies in the distribution of girls' scholarship even in the same district. The second study entitled, "Evaluation and Review of Incentive Schemes to Encourage Participation of Girls and Women in Basic Education Phase II" recommended to conduct community awareness and social sensitization programs in the community (CERID, 2007).

The third study conducted by CERID in 2003 under the Formative Research Project of the MOES, "Effectiveness of incentive/ scholarship programs for girls and disadvantaged children" positive changes after the introduction of the scholarship and educational incentive programs. The incentive program was successful in increasing enrolment, retention and attendance of girl students. It had contribution that is more positive in terai region than in hill.

The fourth study carried out by CERID under the Formative Research Project (2004) "Free and compulsory primary education in the context of Education for All" evaluated the Educational Incentive Program for Girls (EIPG). The evaluation findings show that the girl incentive had positive effects in increasing girls' enrolment and retention on the overall. However, it been increased had no significant increase girls' enrolment in primary school due to transfer of children to private schools. Moreover, scholarship program had not reached the ethnic groups, there were variations in the incentive program, and weaker monitoring and follow up for all scholarship programs was observed.

A WFP Review Report (2005) suggests that the Food for Education(FFE) (grade 2-8) and Girls Incentive Program (GIP) (grade 2-5) were successful in increasing girls' enrollment(5% increase annually), attendance rate(76% in GIP vs 50% in non-GIP schools) and class promotion rates(66% in GIP schools vs 48% in non-GIP schools) in the project districts. Another Survey undertaken by the WFP in 2006 documents an increase in Gender Parity Index (ratio of girls to boys) from 0.72 in 2001 to 1.15 in 2005 (WFP 2006).

Another evaluation study was conducted by CERSOD in 2007 for UNFPA. The study entitled, "Impact Assessment of the Scholarship Program in Six PARHI Districts" shows that girls enrolment ratio with respect to the local students was found higher in scholarship awarded primary and secondary schools than in scholarship non-awarded schools. The study further showed that the scholarship program was effective in ensuring increased commitment of the students to continue their education, development of will power of girls to convince their parents for not marrying in early age, development of dignity and self-respect. It also increased girls' achievement level, enhanced feeling of gender equality, attraction of dalit children and the children of poor parents to school, increased motivation for learning, regularity and development

of leadership abilities. However the study documented some gaps in the scholarship program such as variations in the distribution process, inadequate scholarship quota to meet scholarship demands, lack of transparency and accountability in scholarship distribution coupled with lack of monitoring and follow up mechanisms.

UNESCO in its report, “The functioning and effectiveness of scholarship and incentive schemes in Nepal (2006)” suggests inconsistency in the purposes of the scholarship programs due to lack of coordination among central, district and school levels.

A relatively recent study shows poor management of scholarship due to delayed distribution of scholarship, unavailability of scholarship management guidelines and instructions at schools, use of local criteria rather than the MOE criteria for selecting students and amount given to the selected students and lack of follow up and monitoring on the use of scholarship amount (Lamsal 2009).

A more recent study conducted by the DOE in 2010 shows weaker internal coordination between different sections of the DOE responsible for scholarship distribution, variations in timing of scholarship distribution and its amount and the processes followed to select and distribute the scholarships. The girls’ scholarship quota tended to be inadequate, which resulted to division of the scholarship amount to all the girls. In total, dropout percentage of 50% girls' scholarship recipients at primary level was 13% The promotion rate of 50% scholarship recipient girls was higher (ranging from 86 % to 100%) at lower secondary level; extremely high (almost 100%) at secondary level in all the sample secondary schools. The 50% girls' scholarship was more effective at secondary level than in primary and lower secondary levels (DOE/CENSORD 2010).

The above-mentioned studies showed mixed messages in terms of the management, effectiveness and impact of the scholarship programs aimed at girl students. The 100 percent girls’ scholarship was a continuation of the 50% girls’ scholarship scheme launched by the MOE with an intention to bring all the girl children to the mainstream of education. This scheme was quite recently implemented in 2068 (2011). Therefore, it was too early for this study (conducted in 2011 May-June) to furnish details in terms of the management of Girls' Scholarship, its use, effectiveness and effects on the girl students. Hence, available data on both 100% Girls’ Scholarship and 50% Girls’ Scholarship were used in this study. As past studies had looked at different many scholarship programs, this study had focused on Girls’ Scholarship program only.

Section 4 Study Findings

This section presents study findings on whether the targeted girlchildren received the scholarship, utilisation of scholarship amount by the children and their parents, effects of or the changes brought about by the girl scholarship, strengths and weakness of the girl scholarship management and the roles of different institutions involved in management, implementation and monitoring of the scholarship programme. This section presents findings derived from interviews with parents, self-completion questionnaire to the girls studying from grade 3 to 8 in seven districts,, key informant interviews and focused group discussion.

4.1 Whether the targeted children received girls' scholarship

One of the key components of DOE's Programme Implementation Guideline 2067/2068 is that children themselves should receive the scholarship amount in the presence of their parents or guardians. In this study, we asked questions to the girl children, parents, and SMC/PTA who actually received the scholarship. In response, majority of the parents (54.1%) informed that the girl scholarship was received by the girl student themselves, which is followed by parents/guardians (34.1%) and other relatives (11%).

Table 4.1: Parental reporting on person who received girl scholarship from the school

	Who revived your scholarship amount/ incentive last time?					
	Girl children		Other relatives		Parents/guardians	
	N	%	N	%	N	%
Type of school						
Community school	30	75.0	3	7.5	7	17.5
Community managed school	15	35.7	6	14.3	21	50.0
Development Region						
Eastern	5	41.7			7	58.3
Central	10	43.5	1	4.3	12	52.2
Western	6	54.5	3	27.3	2	18.2
Mid-Western	24	66.7	5	13.9	7	19.4
Ecological Zone						
Mountain	19	79.2			5	20.8
Hill	17	50.0	4	11.8	13	38.2
Terai	9	37.5	5	20.8	10	41.7
Sex of the respondent						
Female	24	51.1	4	8.5	19	40.4
Male	21	60.0	5	14.3	9	25.7
Quintile distribution						
Low	1	50.0	1	50.0	-	
Second	1	25.0	1	25.0	2	50.0
Third	3	50.0	2	33.3	1	16.7
Fourth	10	55.6	3	16.7	5	27.8
High	30	57.7	2	3.8	20	38.5
Total	45	54.9	9	11.0	28	34.1

The proportion of parents who received scholarship on behalf of the children was higher in community-managed schools (50 % vs 17.5% in community schools) while the proportion of girl children receiving the scholarship amount was higher in community school than in community-managed school (75% vs 35.7% in community- managed schools).

Receipt of scholarship by the girl children, as reported by the parents, was highest from mid-western region (66.7%), mountain region(79.2%) male parents(60%) and higher wealth quintile(57.7%). Similarly, proportion of parents who received girl scholarship was highest from eastern region (58.3%), terai region (41.7%), female parents (40.4%) and second wealth quintile (50%).

The findings from the self-reporting of the girl scholarship awardees seem to be consistent with the parents' reporting. Overall, 54.5% girl children themselves received scholarship while 44.6% reported their parents/guardians received it. Only 1% girls informed their other relatives had received the girl scholarship. The proportion of girl students who received the scholarship themselves were higher from community school (61.1%), lower secondary level(59.6%),Western region(82.8%) and mountain region(77.8%).

Table 4.2: Person who received the scholarship (self-reported by girl students)

	Who received your scholarship amount/ incentive last time?					
	Parents/guardians		Other relatives		Girl student/myself	
	N	%	N	%	N	%
Type of school						
Community School	96	38.1	2	0.8	154	61.1
Community managed School	89	54.6	2	1.2	72	44.2
Level						
Primary Level	61	60.4	1	1.0	39	38.6
Lower Secondary Level	124	39.5	3	1.0	187	59.6
Development Region						
Eastern	29	54.7	2	3.8	22	41.5
Central	40	34.8			75	65.2
Western	9	14.1	2	3.1	53	82.8
Mid-Western	107	58.5			76	41.5
Ecological Zone						
Mountain	30	22.2			105	77.8
Hill	61	39.9	2	1.3	90	58.8
Terai	94	74.0	2	1.6	31	24.4
Total	185	44.6	4	1.0	226	54.5

The FGD with an SMC from Rasuwa reported that the girl scholarship was divided equally for all students as a result the amount of money received by the students was too little or less than the amount allocated by the MOE.

The students were asked who received the scholarship from the school. The students of Jhapa mentioned that either they or their parents received the scholarship. They also mentioned that the personnel from DEO was present while distributing scholarship in the schools.

The students of Bardiya reported that scholarship was received by the parents if the child was small while the mature students received scholarship by themselves. For the students of grade 1-

3 the scholarship was distributed to the parents, and students of grade four onwards were distributed in the presence of their parents.

Trend of scholarship received by the girl students over time

All the 82 parents we interviewed (100%) informed that their girl children had received scholarship in the last educational session and or the current educational session.

Table 4.3: Parental reporting on GSP recipients over the past 3 years (2064-2067)

	When did your children get the girl scholarship?*							
	2067		2066		2065		2064	
	N	%	N	%	N	%	N	%
Type of school								
Community school	16	40.0	21	52.5	19	47.5	10	25.0
Community managed school	20	47.6	30	71.4	20	47.6	13	31.0
Development Region								
Eastern	10	83.3	10	83.3	2	16.7	2	16.7
Central	14	60.9	14	60.9	9	39.1	4	17.4
Western	11	100.0	5	45.5	4	36.4	2	18.2
Mid-Western	1	2.8	22	61.1	24	66.7	15	41.7
Ecological Zone								
Mountain	4	16.7	15	62.5	18	75.0	12	50.0
Hill	22	64.7	23	67.6	10	29.4	6	17.6
Terai	10	41.7	13	54.2	11	45.8	5	20.8
Sex of the respondent								
Female	23	48.9	31	66.0	19	40.4	12	25.5
Male	13	37.1	20	57.1	20	57.1	11	31.4
Quintile distribution								
Low	-	-	-	-	2	100.0	-	-
Second	2	50.0	3	75.0	2	50.0	-	-
Third	2	33.3	3	50.0	3	50.0	2	33.3
Fourth	3	16.7	11	61.1	11	61.1	6	33.3
High	29	55.8	34	65.4	21	40.4	15	28.8
Total	36	43.9	51	62.2	39	47.6	23	28.0

*Multiple responses

The proportion of parents reporting their girl children had received scholarship tended to be increased from 28% in 2064 to 47.6% in 2065 and 62.2% in 2066. However, it remained at 43.9% in 2067. One main reason behind the low reporting in 2067 was that they survey was conducted in the beginning of the educational session and in many schools girls' scholarship was not distributed at the time of the survey.

Interviews with parents suggests that a little more than half (47.6%) of the children who studied at the community managed schools received scholarship in the year 2067 which was only 40% for the community schools. As informed by the parents, nearly three-fourth of the children (71.4%) who study at community managed school got scholarship in the year 2066. Compared to this, lower proportion of children (52.5%) who studied at the community schools received scholarship. However, the proportion of children who received girl scholarship was similar in 2065 for both the community managed school and community school (47.6% and 47.5% respectively). In 2064, only half of the girl students from community managed school (31%) received scholarship while 25% of them from community school received scholarship.

According to development region, the higher proportion of parents (41.7%) from mid-western region informed their girl children had received scholarship in the year 2064 followed by western, central and eastern region (18.2%, 17.4% and 16.7% respectively). The trend was found to be higher in the year 2065- highest in mid western, central, western and eastern with (66.7%, 39.1%, 36.4% and 16.7% respectively). The proportion of parents reporting their children had received scholarship was four times higher (83.3%) from eastern region in the year 2066 than in 2065. The trend was found to be increasing for remaining other regions as well (mid western- 61.1%, central-60.9%, and western-45.5%). Finally, cent percent parents from western region informed their girl children had received scholarship in the year 2067 followed by eastern, central and mid western with (83.3%, 60.9%, and 2.8% respectively).

By ecological region, highest proportion of parents (50%) from mountain self-reported their girl children had received scholarship than from terai and hill (20.8% and 17.6% respectively) in the year 2064. There was increasing trend of scholarship for the year 2065 (75% in mountain, 45.8% in terai and 29.4% in hill). Interestingly, the small proportion of children from hill (62.5%) received scholarship in the year 2066 while the proportion was found to be increased for hill and terai (67.6% and 54.2%).

Based on sex of the parents, 12 out of 23 female parents (25.5%) informed their children received scholarship while 11 (31.4%) male received scholarship in the year 2064. The proportion of children receiving scholarship was increased to 19 for female (40.4%) and 20 for male (57.1%) in the year 2065. The similar increasing trend was observed for the year 2066 as to 31 or 66% female and 20 or 57.1% male. However, only 23(48.9%) female and 13 (37.1%) male received scholarship in the year 2067.

15 out of 23 children (28.8%) representing highest wealth quintile received girl scholarship while a little more from the fourth and third quintile (33.3% each) received it in the year 2064. 21 out of 39 children (40.4%) with high quintile received scholarship followed by fourth, third, second and low wealth quintile (11 or 61.1%, 3 or 50%, 2 or 50%, 2 or 100% respectively) in the year 2065. Similarly, 34 out of 51 (65.4%) with highest wealth quintile followed by fourth, third and second quintile (11 or 61.1%, 3 or 50% and 3 or 75% respectively) in the year 2066. But only 29 out of 36 children with highest quintile followed by fourth, third and second quintile received scholarship in the year 2067(3 or 16.7%, 2 or 33.3% and 2 or 50% respectively).

Of the 415 girl students invited for the study, 28 % reported that they received scholarship in 2064, which increased to 39.8% in 2065 and it scaled up to 79% in 2066. Again in 2067, it was little lower (48.9%) compared to 2066. Table 4.3 denotes that out of 252 girls from the community school, only 119(47.2%) received scholarship in 2067, which increased to 72.2% in 2066, 89.6% in 2065 and 36.9% in 2064.

Data in Table 4.4 shows that the proportion of girls scholarship increased over the years, from 2064 to 2066 by school types, levels, development regions, and ecological regions, except in the year 2067 because of the survey being conducted in the beginning of the educational session

Table 4.4: Year of scholarship received (based on Girls' reporting)

	2067		2066		2065		2064	
	N	%	N	%	N	%	N	%
Type of school								
Community School	119	47.2	182	72.2	93	36.9	61	24.2
Community managed School	84	51.5	146	89.6	72	44.2	55	33.7
Level								
Primary Level	30	29.7	90	89.1	44	43.6	42	41.6
Lower Secondary Level	173	55.1	238	75.8	121	38.5	74	23.6
Development Region								
Eastern	46	86.8	31	58.5	14	26.4	7	13.2
Central	96	83.5	71	61.7	37	32.2	27	23.5
Western	61	95.3	52	81.3	22	34.4	4	6.3
Mid-Western			174	95.1	92	50.3	78	42.6
Ecological Zone								
Mountain	85	63.0	91	67.4	71	52.6	62	45.9
Hill	72	47.1	140	91.5	62	40.5	39	25.5
Terai	46	36.2	97	76.4	32	25.2	15	11.8
Total	203	48.9	328	79.0	165	39.8	116	28.0

*Multiple responses

Types of scholarships received

Key informant interviews with head teachers, teachers, school supervisors, and DEOs and FGDs with parents, students and community people inform that different many types of scholarships had been provided to the students. They range from government scholarship such as scholarships for Dalits (in almost all districts), girls(50% in all districts and 100% in half of the districts), Kamalari girls(Bardiya), secondary school scholarship(Dailekh), person with disability(in all districts), conflict victims, orphans, bright students, Feder scholarship(Jumla), Himali scholarship(Jumla) and *Loponmukh* scholarship(Dailekh, Jumla), girl incentive programme/GIP (Jumla) to many other scholarships provided by the non-governmental or private sector organisations such as Rato Bangla scholarship(Dailekh) and Rotary scholarship (Rotary Club provides Rs. 3500 to each student in Lalitpur). In Lalitpur other scholarships were also provided such as from the Ex-students fund, cooperative fund and school fund, Lunibha scholarship (stationary for 12 students), Bungmati foundation distributed stationary, Khokana Foundation and *Parilakshit* scholarship.

The 100% girls scholarship was yet to be disbursed in Gorkha, Bardiya and Rasuwa districts as the schools informed that they had not received any notice from the DEO.

4.2 The management, implementation and monitoring of the GSP

4.2.1 Knowledge regarding GSP among girls

Table 4.5 shows that all the girls (100%) who completed the self-administered questionnaire informed that they had received girls' scholarship. The proportion was little higher from community managed schools (33.7% against 24.2% in community school), primary level (grade 1-5(41.6% vs 23.6% in lower secondary grades (6-8), mid western region (42.6%) and mountain region(45.9%). The proportion of girls who received scholarship tended to increase from the year 2064 to 2066 but it declined in 2067.

Of the 82 parents interviewed, 59.8% claimed that they knew the type of scholarship received by their girl children.

Table 4.5: Parents' knowledge on girl scholarship program (parents)

	What type of scholarship have your girl child received?			
	Know the type of girls scholarship received		Don't know	
	No.	%	No.	%
Type of school				
Community school	27	67.5	13	32.5
Community managed school	22	52.4	20	47.6
Development Region				
Eastern	5	41.7	7	58.3
Central	21	91.3	2	8.7
Western	11	100.0		
Mid-Western	12	33.3	24	66.7
Ecological Zone				
Mountain	23	95.8	1	4.2
Hill	21	61.8	13	38.2
Terai	5	20.8	19	79.2
Sex of the respondent				
Female	32	68.1	15	31.9
Male	17	48.6	18	51.4
Total	49	59.8	33	40.2

When asked to the parents the type of scholarship received by their children, 27 out of 49 (67.5%) parents whose children study at the community managed school and 22 or 52.4% parents whose children study at community school appeared to be familiar about the girl scholarship. On the other hand, 20 out of 33 (47.6%) parents whose children study at community managed school and 13 (32.5%) parents with their children studying at community school had no knowledge about the type of scholarship received by their daughters.

In total, 21 out of 49 parents from central region (91.3%), 12 or 33.3% from mid-western, 11 or 100% from western and 5 or 41.7% from eastern region had knowledge about 50% girls scholarship whereas 24 out of 33 (66.7%) parents from mid western, 7 or 58.3% from eastern and 2 or 8.7 % from central had no knowledge about the type of scholarship. Similarly, 23 out of 49(95.8%) parents from mountain followed by 21 (61.8%) from hill and 5 (20.8%) from terai knew about 50% girls scholarship. 19 out of 33 (79.2%) parents from terai, 13 (38.2%) parents from hill and 1(4.2%) parents from mountain had no any knowledge about scholarship.

Female parents were found more knowledgeable (68.1%) on girls' scholarship than the male parents (48.6%).

4.2.2 Girl students' reporting on types of scholarship received

Of the 415 girls who took part in the self-administered questionnaire, only 1.9% informed that they received 100 % girls' scholarship while 62.4% self-reported they received 50% girl scholarship.

No girl student received 100% girls' scholarship from primary level, central, western and mountain regions. Over one-third (35.7%) girls could not say the type of scholarship they had received.

Table 4.6: Types of scholarship received (self-reported by girl students)

	What type of scholarship have you received?					
	100% girls scholarship		50% girls scholarship		Don't know	
	N	%	N	%	N	%
Type of school						
Community School	8	3.2	171	67.9	73	29.0
Community managed School	-	-	88	54.0	75	46.0
Level						
Primary Level	-	-	38	37.6	63	62.4
Lower Secondary Level	8	2.5	221	70.4	85	27.1
Development Region						
Eastern	3	5.7	31	58.5	19	35.8
Central	-	-	102	88.7	13	11.3
Western	-	-	64	100.0	-	-
Mid-Western	5	2.7	62	33.9	116	63.4
Ecological Zone						
Mountain	-	-	122	90.4	13	9.6
Hill	5	3.3	86	56.2	62	40.5
Terai	3	2.4	51	40.2	73	57.5
Total	8	1.9	259	62.4	148	35.7

The parents informed that their children received 50 per cent girls' scholarship while many parents did not know what type of scholarship was provided even though their children had received scholarship. For example, parents from Jhapa, Dailekh, and Bardiya did not know about the types of scholarship their children had received. It showed that the parents were not provided adequate information about the scholarship by the schools.

4.2.3 Amount of scholarship received

Qualitative findings suggest that discrepancies were noted by the students and their parents regarding the amount of girls' scholarship distributed. In one hand, the scholarship amount varied by schools and districts while on the other hand there was no consistency between the responses of the scholarship awardees and their parents with regard to the scholarship amount. As for example, most of the students reported that they received Rs. 350 cash as scholarship while the students of Gorkha received Rs. 350 and the students of Rasuwa received Rs. 340 as girl scholarship. The parents reported that their children received Rs. 250 to 400 in range. It means the parents were not aware about the amount of scholarship.

Table 4.7: Parents' reporting on the amount of money received as girl scholarship

	Knowledge about amount provided by school to the children			
	Correct		Incorrect	
	No.	%	No.	%
Type of school				
Community school	26	65.0	14	35.0
Community managed school	25	59.5	17	40.5
Development Region				
Eastern	3	25.0	9	75.0
Central	16	69.6	7	30.4
Western	10	90.9	1	9.1
Mid-Western	22	61.1	14	38.9
Ecological Zone				
Mountain	15	62.5	9	37.5
Hill	31	91.2	3	8.8
Terai	5	20.8	19	79.2
Sex of the respondent				
Female	34	72.3	13	27.7
Male	17	48.6	18	51.4
Quintile distribution				
Low			2	100.0
Second	2	50.0	2	50.0
Third	2	33.3	4	66.7
Fourth	11	61.1	7	38.9
High	36	69.2	16	30.8
Total	51	62.2	31	37.8

Correct: Parents who correctly mentioned the amount of scholarship provided by the school

With regards to parents' knowledge (interviews, n=82) about the amount provided by school to the children, majority of parents from community school (26 or 65%) were able to provide correct information (i.e. Rs. 200 stationary, Rs 400 uniform, Rs 600 stationary and uniform for Himalayan region; Rs 175 stationary, Rs 350 uniform, Rs 525 stationary and uniform for Hill region and finally Rs 150 stationary, Rs 300 uniform and Rs 450 stationary and uniform for terai and municipality areas) about the girls scholarship than the parents from community schools (26 or 65%).

According to development region, majority of the parents from western region (90.9%) had correct knowledge about the amount of girl scholarship being provided to their children than parents from central, mid-western and eastern region (69.6%, 61.1%, and 25% respectively). But three quarters of the parents (75%) from eastern, 38.9% parents from mid-western, 1/3rd (30.4%) parents from central and 9.1% of parents from western had incorrect knowledge about the amount of scholarship provided.

Majority parents from hill (91.2%) were able to provide correct information than parents from mountain (62.5%) and terai (20.8%). Nearly 4/5th (79.2%) of parents from terai and 37.5% from mountain and 8.8% from hill were not able to provide correct information about the amount of scholarship provided.

Table 4.8 : Parent's reporting on types of scholarship support received by girl students (Multiple response)

	Cash		Both school uniform and stationery		Bag/Belt	
	No.	%	No.	%	No.	%
Type of school						
Community School	40	100.0				
Community managed	42	100.0	1	2.4	6	14.3
Development Region						
Eastern	12	100.0				
Central	23	100.0				
Western	11	100.0	1	9.1	6	54.5
Mid-Western	36	100.0				
Ecological Zone						
Mountain	24	100.0				
Hill	34	100.0	1	2.9	6	17.6
Terai	24	100.0				
Sex of the respondent						
Female	47	100.0	1	2.1	4	8.5
Male	35	100.0			2	5.7
Quintile distribution						
Low	2	100.0				
Second	4	100.0	1	25.0	1	25.0
Third	6	100.0			1	16.7
Fourth	18	100.0			2	11.1
High	52	100.0			2	3.8
Total	82	100.0	1	1.2	6	7.3

*Multiple responses

Nearly three-fourth (72.3%) of the female parents and 48.6% male parents had correct knowledge about the amount of girls' scholarship while 18 out of 31 (51.4%) male parents and 13 (27.7%) female parents had no correct knowledge about the amount of scholarship provided to their children.

Majority of the parents belonging to the high wealth quintile (69.2%) followed by fourth quintile, second quintile, and third quintile (61.1%, 50%, 33.3% respectively) were knowledgeable about the amount of scholarship provided while almost all parents with low wealth quintile followed by third, second, fourth and high wealth quintile (66.7%, 50%, 38.9%, and 30.8% respectively) had no correct knowledge about the amount of scholarship provided.

Of the total 415 girl students, 383(92.3%) received cash, followed by stationary 12(2.9%), both school uniform and stationary 3(0.7%) and bag/belt 18(4.3%). Similarly, almost all girls from community schools received cash as a scholarship whereas from community-managed schools cash (80.4%), stationary (7.4%) both school uniform and stationary (1.8%) and bag/belt (11.00%) were received.

Almost all the girl students (98.0%) from primary grades received cash. Stationery was received by 3.8%, both school dress and stationary by 1.0% and the rest others (4.8%) received bag/belt.

Table 4.9: Types of scholarships received by girls

Particulars	Cash		Stationery		Both school dress and stationery		Bag/belt	
	N	%	N	%	N	%	N	%
Type of school								
Community School	252	100.0						
Community managed School	131	80.4	12	7.4	3	1.8	18	11.0
Level								
Primary Level	99	98.0					3	3.0
Lower Secondary Level	284	90.4	12	3.8	3	1.0	15	4.8
Development Region								
Eastern	53	100.0						
Central	115	100.0						
Western	32	50.0	12	18.8	3	4.7	18	28.1
Mid-Western	183	100.0						
Ecological Zone								
Mountain	135	100.0						
Hill	121	79.1	12	7.8	3	2.0	18	11.8
Terai	127	100.0						
Total	383	92.3	12	2.9	3	0.7	18	4.3

*Multiple responses

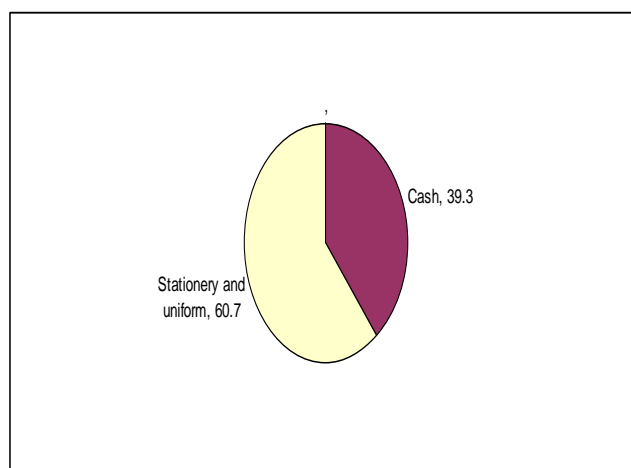
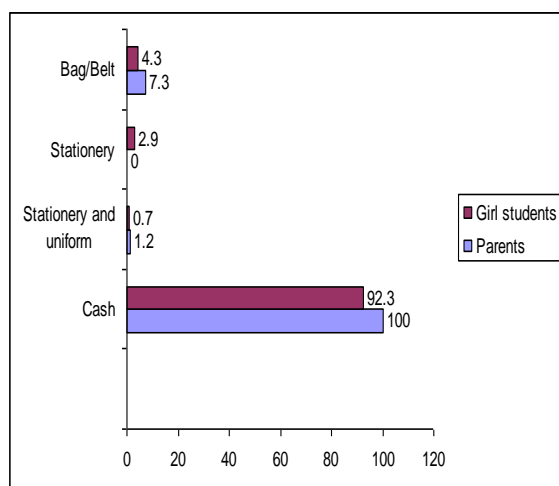


Fig.4.1: Types of girls' scholarship received Fig.4.2: Types of scholarship preferred by girl students

4.2.4 Sources of information on Girl Scholarship (self-reported by parents)

Table 4.35: Main sources of information about Girl Scholarship

Source of Information	Community school		Community managed School		Mountain		Hill		Terai		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Head teachers/Teachers	30	75.0	38	90.5	23	95.8	23	67.6	22	91.7	68	82.9
Students/friends	7	17.5	4	9.5	-	-	10	29.4	1	4.2	11	13.4
Television	1	2.5	-	-	-	-	-	-	1	4.2	1	1.2
Newspapers	1	2.5	-	-	-	-	1	2.9	-	-	1	1.2
SMC/PTA members	1	2.5	-	-	1	4.2	-	-	-	-	1	1.2
Total	40	100.0	42	100.0	24	100.0	34	100.0	24	100.0	82	100.0

The main source of information in both types of schools and three ecological regions was the head teachers and teachers (82.9 % in total). It was followed by word of students/friends (13.4%). Other sources such as mass media and SMC/PTA members were dismal.

Table 4.38, shows that for girl students, teachers/Head Teachers were the main sources of information (87%). DEO (3.6%), parents (3.1%) and the media (2.7%) followed it.

Table 4.36: Main sources of information of GSP(Self-reported by girl students)

Sources of Information	Community School		Community managed		Mountain		Hill		Terai		All Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Head teachers/Teachers	212	84.1	149	91.4	113	83.7	141	92.2	107	84.3	361	87.0
Parents	11	4.4	2	1.2	11	8.1	1	0.7	1	0.8	13	3.1
Students/friends	5	2.0	-	-	3	2.2	-	-	2	1.6	5	1.2
DEO Office	11	4.4	4	2.5	3	2.2	9	5.9	3	2.4	15	3.6
SMC/PTA members	-	-	6	3.7	-	-	1	0.7	5	3.9	6	1.4
Media	9	3.6	2	1.2	5	3.7	1	0.7	5	3.9	11	2.7
Don't know	4	1.6	-	-	-	-	-	-	4	3.1	4	1.0
Total	252	100.0	163	100.0	135	100.0	153	100.0	127	100.0	415	100.0

4.2.4 Preference on the contents of girls' scholarship

The Table 4.10(Fig. 4.2) mentioned below captures students' preference on types of support as girl scholarship. Overall, six out of ten girl students (60.7%) preferred stationery and uniform and only 39.3% wanted cash.

Girls students preferring cash as scholarship was higher from WDR(75%) and hilly regions(54.9%) while goods/stationery was preferred highly by girls from primary level, EDR and terai (i.e. 66.3%,77.4%,73.2% respectively).

Table 4.10: Perceived choice of girls as scholarship

	Do you prefer cash money or good as a girl scholarship			
	Cash		Goods/stationery	
	No.	%	No.	%
Type of school				
Community School	97	38.5	155	61.5
Community managed School	66	40.5	97	59.5
Level ns				
Primary Level	34	33.7	67	66.3
Lower Secondary Level	129	41.1	185	58.9
Development Region *				
Eastern	12	22.6	41	77.4
Central	34	29.6	81	70.4
Western	48	75.0	16	25.0
Mid-Western	69	37.7	114	62.3
Ecological Zone*				
Mountain	45	33.3	90	66.7
Hill	84	54.9	69	45.1
Terai	34	26.8	93	73.2
Total	163	39.3	252	60.7

*Significant at $p < 0.5$ level, ns= not significant

4.2.5 Amount of girls' scholarship provided by the school

Three-fourth of the girl students (277 out of 370, or 74.9 %) knew the correct amount of scholarship they had received. However, a quarter of them did not know how much money they had received as girl scholarship. The correct knowledge was relatively higher in girl students from community school (84.1% against 55.1% in community-managed school), girls from lower secondary grades (76.6% vs 69.5% at primary level), WDR(90.3%) and EDR(90.2%) and in hilly districts(85% while it was 78.3% in terai and 63% in mountain region).

Table 4.11: Amount of scholarship provided by the school (Girl students' self-reporting)

	Knowledge about scholarship amount provided by the school			
	Correct		Incorrect	
	N	%	N	%
Type of school *				
Community School	212	84.1	40	15.9
Community managed School	65	55.1	53	44.9
Level ns				
Primary Level	66	69.5	29	30.5
Lower Secondary Level	211	76.7	64	23.3
Development Region na				
Eastern	37	90.2	4	9.8
Central	66	57.4	49	42.6
Western	28	90.3	3	9.7
Mid-Western	146	79.8	37	20.2
Ecological Zone *				
Mountain	85	63.0	50	37.0
Hill	102	85.0	18	15.0
Terai	90	78.3	25	21.7
Total	277	74.9	93	25.1

Note: One school of Gorkha and Jhapa excluded from the table, *Significant at <0.5 level ns=not significant, na=not applicable

Table 4.12 shows girl respondents' reporting on amount of scholarship provided by the types of schools. They reported that they received Rs 50 at the minimum and Rs 500 maximum.

Table 4.12: Amount provided by the school (self-reported by girl students)

Amount of scholarship	Community School		Community Managed School		Primary Level		Lower Secondary Level	
	N	%	N	%	N	%	N	%
50			1	100.0			1	100.0
100	53	100.0			20	37.7	33	62.3
130	-	-	1	100.0	1	100.0	-	-
150	-	-	1	100.0	1	100.0	-	-
200	1	25.0	3	75.0	3	75.0	1	25.0
250			9	100.0	3	33.3	6	66.7
300	18	30.5	41	69.5	18	30.5	41	69.5
305	1	100.0					1	100.0
340	50	100.0			3	6.0	47	94.0
350	36	69.2	16	30.8	15	28.8	37	71.2
375			3	100.0			3	100.0
395	25	47.2	28	52.8	14	26.4	39	73.6
400	54	70.1	23	29.9	12	15.6	65	84.4
450	1	100.0					1	100.0
495	6	100.0					6	100.0
500	3	100.0					3	100.0
Don't know	4	50.0	4	50.0	8	100.0		
Total	252	66.0	130	34.0	98	25.7	284	74.3

The range of amount was Rs 100- 500 for community school, Rs 50-400 for community managed school, Rs 100-400 for primary level and Rs 50-500 from the secondary level.

Table 4.13: Amount of scholarship provided by the school

How much money did you received?	Mountain		Hill		Terai		All Total	
	N	%	N	%	N	%	N	%
Up to 350	98	72.6	118	77.1	15	11.8	231	55.7
350-400	35	25.9	-	-	98	77.2	133	32.0
400 and more	2	1.5	2	1.3	6	4.7	10	2.4
Stationery only	-	-	33	21.6	-	-	33	8.0
Don't know	-	-	-	-	8	6.3	8	1.9
Total	135	100.0	153	100.0	127	100.0	415	100.0
Range	100-500		100-500		50-495		50-500	
Average	339		233		386		320	

Similarly, for the mountain and hill districts the range of the scholarship amount was Rs 100-500, while for terai it came out to be Rs 50-500. It was notable that one-fifth(21.6%) of the girl students from hilly region received stationery only and 6.3% girl students from terai did not even knew what they actually received as scholarship.

4.2.6 Parents' participation during girls' scholarship distribution

As mentioned elsewhere in this report, the schools should invite parents at school and distribute the girl scholarship in the presence of their parents.

With regards to the parental participation during the scholarship distribution, more than three quarters of the parents (76.2%) whose children study at community managed schools were present in the scholarship distribution programme organized by the school. Compared to the

community managed schools, less proportion of parents (57.5%) from the community school were present at the scholarship distribution ceremony.

By ecological regions, parents' presence in the scholarship distribution programme was highest in Eastern Development Region (100%), followed by Central (73.9%) and Mid-western region (63.9%). It was least in the Western Region (27%). Similarly, by ecological regions, it was highest in terai (79.2%) and least in hill (52.9%).

Table 4.14: Parents' participation on scholarship distribution (yes only)

	Were you present while your last scholarship was distributed?		Was there anybody present at that time?	
	No.	%	No.	%
Type of school				
Community school	23	57.5	19	47.5
Community managed school	32	76.2	31	73.8
Development Region				
Eastern	12	100.0	12	100.0
Central	17	73.9	15	65.2
Western	3	27.3	3	27.3
Mid-Western	23	63.9	20	55.6
Ecological Zone				
Mountain	18	75.0	18	75.0
Hill	18	52.9	16	47.1
Terai	19	79.2	16	66.7
Sex of the respondent				
Female	33	70.2	30	63.8
Male	22	62.9	20	57.1
Quintile distribution				
Low	2	100.0	0	0
Second	3	75.0	3	75.0
Third	3	50.0	3	50.0
Fourth	11	61.1	10	55.6
High	36	69.2	34	65.4
Total	55	67.1	50	61.0

By sex of the parents interviewed, little more female participants (70.2%) had reported their participation in the scholarship distribution ceremony than the males (62.9%). Moreover, almost all parents from the lowest quintile reported their participation, which was least in the third quintile (50%). More parents from the highest wealth quintile were present (69.2%) compared to the parents representing third and fourth quintiles.

Table 4.14 given above depicts that 50 out of 82 parents (61%) informed that another person from their family had participated in the scholarship distribution programme held at the school.

Table 4.15: Other people who participated during scholarship distribution at schools(parens' reporting)

If yes, Who were present there?	Community school N=19		Community managed school N=31		Total N=50	
	N	%	N	%	N	%
Parents/guardians	13	68.4	24	77.4	37	74.0
Other relatives			4	12.9	4	8.0
Friends	2	10.5	4	12.9	7	14.0
Daughter(students)	11	57.9	16	51.6	27	54.0
Teacher	14	73.7	26	83.9	40	80.0
SMC/TPA	12	63.2	21	67.7	33	66.0
Other parents	1	5.3	4	12.9	5	10.0
Resource person/School Inspector	2	10.5	-	-	2	4.0

Multiple responses

The other people who participated in the scholarship distribution function other than the interviewee parents included teachers (80%),parents/guardians(74%), SMC/PTA members(66%),daughters(who were studying elsewhere) (54%),friends(14%) and other relatives(8%).

Table 4.16 below depict participation of girl children, their parents and other people, if any, while at distributing the girl scholarship by the schools. The girl scholarship holders reported this figure.

Overall, 94.2 % girl students themselves were present while their scholarship was distributed, out of them, their family member/parents accompanied 79%.

Of the total 252 girls who received scholarship from community schools, 99.2% had participated in the last scholarship distribution programme held at the schools, which was 86.5% for community-managed schools.

In comparison to other regions, participation of girl students while at distribution of girl scholarship was least in mid western region (88.5%) and terai districts (83.5%).

Presence of guardians, other family members, among others, was strikingly low in the western region (7.8%) followed by hill districts (60.1%).

Table 4.16: Participation on scholarship distribution programme (yes only)

	Were you present while your last scholarship was distributed?		Was there anybody present at that time?	
	N	%	N	%
Type of school				
Community School	250	99.2	216	85.7
Community managed School	141	86.5	112	68.7
Level				
Primary Level	88	87.1	81	80.2
Lower Secondary Level	303	96.5	247	78.7
Development Region				
Eastern	53	100.0	53	100.0
Central	113	98.3	111	96.5
Western	63	98.4	5	7.8
Mid-Western	162	88.5	159	86.9
Ecological Zone				
Mountain	135	100.0	133	98.5
Hill	150	98.0	92	60.1
Terai	106	83.5	103	81.1
Total	391	94.2	328	79.0

Table 4.17: Other people's participation during scholarship distribution (Multiple responses)

If yes, who were present there?	Community School N=216		Community managed School N=112		Primary Level N=81		Lower Secondary Level N=247		Total N=328	
	N	%	N	%	N	%	N	%	N	%
Parents	157	72.7	98	87.5	73	90.1	182	73.7	255	77.7
Other relatives	11	5.1	5	4.5	5	6.2	11	4.5	16	4.9
Friend	175	81.0	80	71.4	61	75.3	194	78.5	255	77.7
Teacher	179	82.9	85	75.9	60	74.1	204	82.6	264	80.5
SMC/ PTA members	70	32.4	47	42.0	20	24.7	97	39.3	117	35.7
RP/School Inspector	2	0.9	-	-	-	-	2	0.8	2	0.6

As reported by the girl scholarship holders, teachers(80.5%),parents(77.7%),friends (77.7%),SMC/PTA members(35.7%) and other relatives(4.9%) were present during the time of scholarship distribution . 0.6% girl students only reported presence of the Resource Persons and School Supervisor.

4.2.7 Girls' Scholarship distribution mechanism

How and when is the girls' scholarship distributed?

DOE's Programme Implementation Guideline 2067/2068 requires that DEOs should send notice in writing mentioning the number and amount of scholarships to the schools in the beginning of the educational session. Then the schools should publish the scholarship notice at its notice board, select students for scholarship with participation of SMC and teachers based on the criteria given by the DEO as well as the poverty level of the parents. After the selection of the students for scholarship, the school should distribute the scholarship to the student in the presence of the parents/guardian. The Guideline also requires that DEO should made scholarship available within the first quarter of the Session. Finally, the school should submit the report on scholarship to the DEO.

Interviews with Head Teachers revealed that DEOs did not release scholarship notice and scholarship money in the beginning of the Educational Session. This was reflected in the statement made by a Head Teacher from Bardiya.

“There is no fixed time for sending us scholarship money by the DEO, so it was very difficult to distribute scholarship by organizing special programme on time” (Head Teacher Interview, Bardiya)

Another FGD reiterated:

“The scholarship amount does not reach timely and regularly in the school raised a question among parents” (SMC FGD, Dailekh).

Key informant interviews suggest that schools had distributed the girls' scholarship with or without organising a formal programme. The responses seemed diverse in terms of whether or not the schools invited parents and other guests, and the timing of scholarship distribution. Student FGDs suggest that some schools distribute scholarship celebrating an annual function, some distribute with cultural programme and others provide it without a formal programme. However, most students received scholarship in the presence of their parents. There was consistency in the response of the parents and the girl students.

The responses of the Head Teachers regarding distribution of girls' scholarship were not different from that of the students and parents. As reported, schools distribute scholarship in the presence of parents, teachers, SMC, PTA and representative of the DEO organising a scholarship distribution program. They reported that schools sent invitation to the parents for their presence during distribution of scholarship. They distributed scholarship in the presence of members of SMC, PTA and other personalities with a celebration such as School Day, or cultural programme. However, some schools distributed scholarship without organising any formal programme but did it in the presence of teachers and class teachers. However, some Head Teachers reported that the girls' scholarship was distributed by organizing formal programme but the parents did not agree with their stakes. One Head Teacher of a school reported that the scholarship was distributed on Children's Day but the FGD with students reported that the scholarship was distributed from the school office. It shows that some schools did not distribute scholarship by organizing special program rather showed likelihood of making false reporting.

Most of the students of Dailekh reported that schools had provided scholarship during the final examination result publication day with the presence of their parents. The students from Gorkha reported that their parents received scholarship last year in the presence of members of SMC

without any celebration but this year (2068) student themselves received bag and belt from the school, not the cash. While the students of Lalitpur reported that, they received scholarship in the School Day. The girl students of Jhapa mentioned that the scholarship was distributed through a celebration in the presence of their parents. According to a SMC FGD in Rasuwa school provides scholarship on the day of result publication or Parent's Day or Education Day by organizing a cultural programme. The SMCs of Jumla informed celebrating Scholarship Day in the first week of Mansir. If any change occurred in the schedule, the school would send notice to the parents about the next scholarship distribution day.

One SMC FGD from Rasuwa reported that the school distributed scholarship without selecting needy students properly. The amount of scholarship was too small and there was a lack of appropriate monitoring by the school and the DEO.

One Head Teacher interview stressed that there was no monitoring programme for identifying the effectiveness of the girl scholarship and no systematic provision of scholarship according to social, economic and geographical situation. The scientific selection of needy students was necessary while at distributing scholarship appropriately. The monitoring mechanism was essential for appropriate utilization of scholarship. (Head Teacher interview, Gorkha)

In the absence of proper communication as required by the DOE Guideline, confusion was found among parents regarding the amount of girl scholarship. It was evident in one FGD thus: "We hear more amount of scholarship in the budget speech of the minister and from the radio also but in reality we get less amount from the school than said by the government (Parent FGD Dailekh)

The parents of Dailekh reported some bias in selecting scholarship (50% girl scholarship). They reported some problems in selecting students for scholarship and in distribution of scholarship. Moreover, there were no interaction and discussions among different persons including parents for selecting scholarship. They also opined that the school authority did not visit the houses of the girl students to identify the actual economic situation of the parents.

Proper and timely flow of information about girls' scholarship was further stressed thus:

"The source, amount and process of distribution of scholarship should be shared timely. It should be distributed based on appropriate schedule and criteria. No information is shared for distributing scholarship till now. The 50 % girls' scholarship of 2067 is not provided yet. We have a feeling that there is biasness in providing scholarship to the students". (Parents' FGD, Dailekh)

Who were involved in the scholarship management and what were their roles?

Different actors were involved in the management of girls scholarship, from DOE (Gender Equity Division) to the DEO, RPs, School Supervisors ,schools(SMC, Head Teacher, teachers) parents and students.

As reported the DOE instructed the schools about the scholarship criteria and the number and amount of scholarship. It was mentioned in almost all DEO interactions. The Head Teachers reported that the main role of DEO was to determine the number of scholarship quota based on criteria of selecting scholarship consult RPs for their recommended number of scholarships,

allocate scholarship and release scholarship amount to the schools and supervise the effectiveness of girls scholarship programme.

With regards to the role of schools, most of the Head/Assistant Head Teachers reported that the school have many roles in girls' scholarship programme management and distribution. For example, collecting fund from the government and donor, informing to the parents about selecting students for scholarship, forming a committee, organising meetings for selecting disadvantaged girls including obedient, talent, Dalit girls, and distributing scholarships and monitoring them.

The Head/Asst. Head Teachers told that the SMC/PTA examine and analyse whether the selected students were loyal or not for scholarship. They had also responsibility to monitor the effectiveness of scholarship programme.

The Head Teachers told that the parents have significant role in attending meeting about scholarship and receiving scholarship with daughters. The Head Teacher of Jhapa said that the especially the parents were invited to sign in receipt and receive scholarship. While the Head Teacher of Gorkha, Bal Mandir told that the presence of parent is essential during distribution of scholarship but only few parents presented in the distribution programme.

How was the girl's scholarship programme monitored?

Regarding monitoring of scholarship generally there was arrangements in place- internal as well as external audit. Both financial as well as social audit were conducted and all the financial aspects like source of scholarship, total money allocated and dispersed for scholarship are recorded and flashed out during the School Day in the presence of SMC, PTA, parents, teachers, students, members of political parties and VDC authorities. Likewise, the strong and weak aspect of scholarship programme was also discussed. One Head Teacher from Rasuwa reported this:

“We prepare financial audit and report it at the PTA meeting. We did not submit report to DEO but shown it to the interested persons”. Another Head Teacher of Rasuwa, however, mentioned that they prepare financial report on scholarship and submit it to the DEO. One school from Lalitpur reported that it shared its financial report in the PTA meeting.

The Head Teacher of a school from Dailekh had prepared and submitted a special report:

“We prepare voucher and receipt while distributing scholarship and after preparing financial audit it is signed by RP, Chairperson of PTA and SMC and Head Teacher. Then it is sent to DEO. If it is not sent to DEO the school will not get scholarship amount in the next year. The financial audit is also reported during the annual meeting of PTA”.

From the information shared by the Head Teachers it is clear that most of the school manage voucher and financial audit as well as social audit and sent their reports to the respective DEOs however detail report was not sent to the DEO.

The SMC of Rasuwa reported that it conducted financial audit to record amount of scholarship distributed and social audit to keep the record of students' regularity, cleanliness and behaviour and understanding of parents etc.

The Head Teacher, Assistant Head Teacher and accountant from Rasuwa reported that they submitted the audit report to DEO but SMC mentioned that the process of distribution of scholarship programme was submitted to the DEO. It shows contradiction between SMC and school administration in submission of detail report.

Almost all Head Teachers informed that the girls' scholarship programme was yet to be aligned with School Improvement Plan and Village Education Plan.

“The girls' scholarship programme was not tied up with school improvement plan and village education plan. However, it helped improvement of education in the school”

4.3 Utilisation of Girl Scholarship

In response to the question, “What do you spend the scholarship amount for?”, the parents gave different answers ranging from buying clothes/school uniform (46.3%) to stationery (39%) and clothes for other family members (13.4%). A small proportion of parents (7.3% each) mentioned they paid admission fees and private tuition fees out of the scholarship amount. The trend of using the scholarship money was similar in community managed and community schools except that more parents (45%) from community school spent money on buying copy and pens than by the parents from community managed schools (33.3%).

Table 4.18: Utilisation of girl's scholarship by type of school

Use of scholarship	Community school N=40		Community managed school N=42		Total N=82	
	N	%	N	%	N	%
School/admission fees	3	7.5	3	7.1	6	7.3
Private tuition fee	5	12.5	1	2.4	6	7.3
Buying clothes/school uniform	17	42.5	21	50.0	38	46.3
Buying clothes/school uniform for other family members	3	7.5	8	19.0	11	13.4
Buying foods/school tiffin	2	5.0	2	4.8	4	4.9
Copy/pencils	18	45.0	14	33.3	32	39.0
Others*	1	2.5	6	14.3	7	8.5

Multiple responses

*Bag, shoes, book, saving, transportation

Table 4.19: Utilisation of girl's scholarship by ecological regions(Parent' responses)

Use of Scholarship	Mountain N=24		Hill N=34		Terai N=24		Total N=82	
	N	%	N	%	N	%	N	%
School/admission fees	3	12.5	3	8.8			6	7.3
Private tuition fee	4	16.7			2	8.3	6	7.3
Buying clothes/school uniform	8	33.3	12	35.3	18	75.0	38	46.3
Buying clothes/school uniform for other family members	7	29.2	4	11.8	0	0	11	13.4
Buying foods/school tiffin	1	4.2	1	2.9	2	8.3	4	4.9
Copy/pencils	9	37.5	18	52.9	5	20.8	32	39.0
Others*	1	4.2	4	11.8	2	8.3	7	8.5

Multiple responses

*Bag, shoes, book, saving, transportation

By ecological regions, higher proportion of parents (75%) from terai region spent the scholarship incentive in buying clothes/uniform of the children, which was followed by one third of the parents from the mountain (33.3%) and hill (35.3%). The next higher spending was made for buying copy and pen in all regions- 52.8% in hill, 37.5% in mountain and 20.8% in terai. None of the parents informed that girls' scholarship was used for buying foods for the family other than tiffin to the girl herself (4.9%).

The findings from self-administered questionnaire on 415 girl students suggest that they use the scholarship money for buying school uniform and clothes for the girl children (46.7% followed by copy and pencil (14.9%) any for paying private tuition fees. The pattern of spending of scholarship money was more or less similar for children studying at different types and levels of schools.

Table 4.20: Utilization of girl's scholarship (Multiple responses from girls)

Uses of scholarship	Community School N=252		Community managed School N=163		Primary Level N=101		Lower Secondary Level N=314		Total N=415	
	N	%	N	%	N	%	N	%	N	%
School/admission fees	38	15.1	17	10.4	9	8.9	46	14.6	55	13.3
Private tuition fee	44	17.5	18	11.0	8	7.9	54	17.2	62	14.9
Buying clothes/school uniform	106	42.1	88	54.0	34	33.7	160	51.0	194	46.7
Buying clothes/school uniform for other family members	19	7.5	6	3.7	6	5.9	19	6.1	25	6.0
Buying foods/school tiffin	28	11.1	2	1.2	1	1.0	29	9.2	30	7.2
Copy and Pencils	40	15.9	22	13.5	38	37.6	24	7.6	62	14.9
Not getting cash	-	-	32	19.6	2	2.0	30	9.6	32	7.7
Others**	2	.8	5	3.1	4	4.0	3	1.0	7	1.7
Don't know	38	15.1	8	4.9	13	12.9	33	10.5	46	11.1

**Books, saving, transportation

Qualitative findings also suggest that scholarship money was used properly. Most of the students spent money on stationary and they themselves decided to spend that money. The students of Jhapa, reported that some of them bought stationary, while others paid for private tuition fee and some bought shoes. The same question was asked to the parents. The parents also reported that the money was spent on stationary and bag. The Head Teacher, parents and students from Jhapa claimed that they properly utilised scholarship money, for example, the money provided as scholarship was used for buying note copy, pen, school dress, bag and shoes, and not spent for family expenses. They stressed that students and their parents used scholarship money only for the purpose of education. Almost all Head Teacher interviews and SMC FGDs mentioned that except in exceptional cases, most of the parents used scholarship money for the education of their children.

In one FGD in a hill district, the participants mentioned that very few parents in Dalit community might have misused scholarship money for buying alcohol. Some SMCs were suspicious about the misuse of scholarship money by the DOE staff, which is reflected in the following statement.

“We have evidence that the scholarship amount was spent on providing TA and DA for the staff of DEO and some girls spent it on mobile sim-card”. (SMC FGD, Bardiya)

However, when this issue was raised with the DOE staff at the same district, it did not happen.

Another statement came like this:

The students enrol school for receiving scholarship. Some parents do not send their daughter after getting scholarship. (SMC FGD, Rasuwa)

We also asked the scholarship holders whether their friends had been enrolled in another school too. All the students who had not received scholarship answered that all their friends had been studying at the same school. From the response of the students, no students were reported enrolled in another school. It means the students were not receiving scholarship from two or more schools. The students of Bal Mandir, Gorkha told that they had to enrol another schools after completing grade eight because their school was a lower secondary school. The students of Jumla mentioned that the girls did not go another school. Almost all the parents also reported that their daughters did not go to another school. It means that the students do not go other schools to receive double scholarship.

Who makes the decision to spending the scholarship money is very important in terms of intended use. In this study, two-third of the parents (65.9%) informed that they themselves make decisions for spending the scholarship money. Nearly one third (30.5%) children make the decisions while small proportion of parents (3.7%) reported that it is the teachers who are influential in making decisions for better use of the scholarship money.

The disaggregation of data by type of school, ecological regions, sex of the respondents and wealth quintile shows a mixed pattern in making decisions for use of the scholarship money. The parents were likely to be more influential in the community managed schools (73.8%) compared to the community schools (57.3%), western region (90.9%), terai (79.2) and first two lowest quintiles (100% each).

Table 4.21: Decision making person to spend girl's scholarship money (parents)

	Who make the final decision to spend money of girls scholarship?					
	Parents		Children		Teacher	
	N	%	N	%	N	%
Type of school						
Community school	23	57.5	17	42.5	-	-
Community managed school	31	73.8	8	19.0	3	7.1
Development Region						
Eastern	10	83.3	2	16.7		
Central	13	56.5	9	39.1	1	4.3
Western	10	90.9	-	-	1	9.1
Mid-Western	21	58.3	14	38.9	1	2.8
Ecological Zone						
Mountain	10	41.7	13	54.2	1	4.2
Hill	25	73.5	7	20.6	2	5.9
Terai	19	79.2	5	20.8	-	-
Sex of the respondent						
Female	31	66.0	15	31.9	1	2.1
Male	23	65.7	10	28.6	2	5.7
Wealth Quintile						
Low	2	100.0	-	-	-	-

Second	4	100.0	-	-	-	-
Third	3	50.0	3	50.0	-	-
Fourth	11	61.1	7	38.9	-	-
High	34	65.4	15	28.8	3	5.8
Total	54	65.9	25	30.5	3	3.7

The girl students expressed similar responses in terms of who makes the decision on spending the scholarship amount. Overall, 60.5% girls informed that their parents make the decision. A little more than a quarter (26.3%) claimed they make the decision, while for another 5.5% teachers make the decisions.

Table 4.22: Decision making person to spend money of girl's scholarship(girls' reporting)

	Who make the final decision to spend girl's scholarship money?							
	Parents		My self		Teacher		Not getting money	
	N	%	N	%	N	%	N	%
Type of school								
Community School	146	57.9	83	32.9	23	9.1		
Community managed School	105	64.4	26	16.0	-	-	32	19.6
Level								
Primary Level	63	62.4	30	29.7	6	5.9	2	2.0
Lower Secondary Level	188	59.9	79	25.2	17	5.4	30	9.6
Development Region								
Eastern	50	94.3	3	5.7	-	-	-	-
Central	69	60.0	37	32.2	9	7.8		
Western	20	31.3	1	1.6	11	17.2	32	50.0
Mid-Western	112	61.2	68	37.2	3	1.6		
Ecological Zone								
Mountain	81	60.0	48	35.6	6	4.4	-	-
Hill	70	45.8	37	24.2	14	9.2	32	20.9
Terai	100	78.7	24	18.9	3	2.4	-	-
Total	251	60.5	109	26.3	23	5.5	32	7.7

Most of the key informant interviews and FGDs inform that the decision of using money was made by the parents. The parents on the other hand shared mixed responses. Some told that they decided to spend money and others reported that their daughters themselves decided to spend money.

“We cannot remember how the money was spent as the decision of spending money was made by our parents”. (Girl students' FGD, Gorkha).

The data obtained from interviews with parents and students suggests possibility of not utilising the scholarship appropriately.

4.4 Strength and weakness of the scholarship distribution mechanism

Higher proportion of Head Teachers, Parents, SMC/PTA members, DEO and school supervisors reported that girls scholarship programme helped the poor students to attract to school, encourage them in learning, improve test result etc. It was revealed that especially the scholarship programme increased attraction towards school in remote area. It can be considered as a valuable incentive for poor, Dalit and Kamalari girls.

All the SMCs expressed that when the students receive money or materials they become happy which the strong aspect of girls scholarship programme is. Almost all parents reported that the amount of money was not enough for buying stationary, school uniform, shoes and bag but it was an important incentive for students to go school.

Although scholarship amount is too little it can express that something is better than nothing. (Head Teacher interview, Gorkha)

However, few respondents mentioned that the girl scholarship was not so helpful for the girls. Few parents also criticised for discriminating between son and daughter while distributing the scholarship. They demanded that boys also should be provided scholarship because they were also poor. They also mentioned that the amount of scholarship was too little. One in FGD, participants mentioned about cheating of scholarship amount thus:

“We are forced to sign in the receipt of 400 but we get only Rs. 360, so we disliked this trend.”

In fact, the scholarship is provided for the students but according to her opinion shared by the student, scholarship is misused by the authority. Therefore, the student disliked this trend. Most of the students replied that the money provided as scholarship was not enough.

At least money should be enough for paying private tuition fee for one year”, Rs. 300 or 400 is not sufficient even to buy school uniform and stationary.” (Student FGD Jhapa)

The Head Teacher of Jumla mentioned that the student could earn Rs. 500 in a day from agricultural work during agricultural season so at that time they could not go school.

In fact, only Rs. 250 to 350 is provided as girls scholarship. So they are attracted to earn from agricultural work because they can earn more amount in a single day.

Most of the Head Teachers shared that the problem of scholarship programme was the too little amount of scholarship and the trend of schools dividing that tiny amount as well among all students.

The scholarship amount Rs.340 is too little for supporting the girl students. The girls got marriage even they are provided with scholarship. Few parents spent money for their individual purpose which again brings problem. (Head Teacher interview, Rasuwa)

Whether the girl scholarship amount is sufficient?

One out of twenty parents (6.1%) reiterated that given the present inflation rate, the girl scholarship amount was inadequate or too little in meeting the educational expenses of their children. The responses were almost similar by types of schools, ecological and development regions, sex of the respondents and the wealth quintiles.

Table 4.23: Parental response on sufficiency of scholarship amount

	Is the scholarship amount sufficient?			
	Yes		No	
	No.	%	No.	%
Type of school				
Community school	1	2.5	39	97.5
Community managed school	4	9.5	38	90.5
Development Region				
Eastern	-		12	100.0
Central	2	8.7	21	91.3
Western	-		11	100.0
Mid-Western	3	8.3	33	91.7
Ecological Zone				
Mountain	-		24	100.0
Hill	5	14.7	29	85.3
Terai			24	100.0
Sex of the respondent				
Female	3	6.4	44	93.6
Male	2	5.7	33	94.3
Quintile distribution				
Low	-	-	2	100.0
Second	-	-	4	100.0
Third	-	-	6	100.0
Fourth			18	100.0
High	5	9.6	47	90.4
Total	5	6.1	77	93.9

For 367, out of 415 girl students (87%) the scholarship amount was not sufficient. The responses were uniform from all types of schools and schools from all regions.

Table 4.24: Sufficiency of scholarship amount

	Is the scholarship amount sufficient?			
	Yes		No	
	No.	%	No.	%
Type of school				
Community School	28	11.1	224	88.9
Community managed School	26	16.0	137	84.0
Level *				
Primary Level	21	20.8	80	79.2
Lower Secondary Level	33	10.5	281	89.5
Development Region na				
Eastern	14	26.4	39	73.6
Central	12	10.4	103	89.6
Western	-	-	64	100.0
Mid-Western	28	15.3	155	84.7
Ecological Zone ns				
Mountain	11	8.1	124	91.9
Hill	23	15.0	130	85.0
Terai	20	15.7	107	84.3
Total	54	13.0	361	87.0

*Significant at p<0.5 level, ns= not significant na=not applicable

Parents' responses show that nearly one third of the parents (32.5%) suggested that the girl scholarship should be around Rs 1000 per year while nearly one fifth each opined that it should be around Rs 1000-2000 and Rs 2000-3000. Over a quarter of the respondents (28.6%) wanted to raise the scholarship to over Rs 3000.

Table 4.25: Parental perceptions about the minimum amount to be awarded as girl scholarship

	If no, how much money is needed?							
	Up to 1000		1000-2000		2000-3000		3000 and more	
	N	%	N	%	N	%	N	%
Type of school								
Community school	16	41.0	6	15.4	7	17.9	10	25.6
Community managed school	9	23.7	9	23.7	8	21.1	12	31.6
Development Region								
Eastern	4	33.3	3	25.0	-	-	5	41.7
Central	8	38.1	5	23.8	3	14.3	5	23.8
Western	2	18.2	1	9.1	2	18.2	6	54.5
Mid-Western	11	33.3	6	18.2	10	30.3	6	18.2
Ecological Zone								
Mountain	8	33.3	5	20.8	5	20.8	6	25.0
Hill	13	44.8	5	17.2	3	10.3	8	27.6
Terai	4	16.7	5	20.8	7	29.2	8	33.3
Sex of the respondent								
Female	18	40.9	9	20.5	5	11.4	12	27.3
Male	7	21.2	6	18.2	10	30.3	10	30.3
Quintile distribution								
Low	0	0	0	0	1	50.0	1	50.0
Second	1	25.0	1	25.0	1	25.0	1	25.0
Third	2	33.3	-	-	2	33.3	2	33.3
Fourth	5	27.8	3	16.7	3	16.7	7	38.9
High	17	36.2	11	23.4	8	17.0	11	23.4
Total	25	32.5	15	19.5	15	19.5	22	28.6

Out of those parents who wanted the girl scholarship amount to be raised upto Rs 1000, 41% were from community school and 23.7% belonged to community managed school while higher proportion of parents (31.6%) from the community managed schools suggested to raise it to over Rs 3000 against 25.6% parents from the community schools. Expectation of higher number of parents from the hill and the female parents was lower(44.8% hill and 40.9% respectively) as they expected less than Rs 1000 annually while relatively higher number of parents from terai (33.3%)and Western region(54.5%) suggested to raise scholarship amount to over Rs 3000. Half of the parents from lowest quintile wanted the scholarship amount to be raised to over Rs 2000-3000 and the rest half to over Rs 3000.

Table 4.26: Average scholarship amount suggested for the girl scholarship

	If no, how much money is needed as a girl scholarship?		
	Minimum	Maximum	Mean/Average
Type of school			
Community school	800	13000	3205
Community managed school	500	24000	4108
Development Region			
Eastern	1000	13000	4967
Central	1000	6000	2452
Western	1000	24000	8336
Mid-Western	500	10000	2373
Ecological Zone			
Mountain	1000	10000	2813
Hill	500	24000	4138
Terai	1000	13000	3900
Sex of the respondent			
Female	500	24000	3702
Male	500	12000	3582
Quintile distribution			
Low	2500	4000	3250
Second	1000	20000	6500
Third	1000	24000	5917
Fourth	500	12000	3544
High	500	13000	3177
Total	500	24000	3651

The suggested mean scholarship amount was higher for community managed schools (Rs 4108), western region (Rs 8336), hill (Rs 4138), and second and third quintile (Rs 6500 and Rs 5917). Moreover, the expected mean amount for females was higher than for the males (Rs 3702 against Rs 3582).

Table 4.27: Preferred scholarship amount (self-reported by girl students)

If no, how much money is needed as a girl scholarship?	Community School		Community managed School		Primary Level		Lower Secondary Level		All Total	
	N	%	N	%	N	%	N	%	N	%
Up to 500	73	32.6	13	9.5	21	26.3	65	23.1	86	23.8
500-1000	102	45.5	57	41.6	28	35.0	131	46.6	159	44.0
1000-1500	10	4.5	3	2.2	7	8.8	6	2.1	13	3.6
1500-2000	23	10.3	17	12.4	6	7.5	34	12.1	40	11.1
2000 and more	16	7.1	47	34.3	18	22.5	45	16.0	63	17.5
<i>Range</i>	<i>300-5000</i>		<i>400-10000</i>		<i>500-8000</i>		<i>300-10000</i>		<i>300-10000</i>	
<i>Average</i>	<i>1049</i>		<i>2910</i>		<i>1838</i>		<i>1731</i>		<i>1755</i>	
Total	224	100.0	137	100.0	80	100.0	281	100.0	361	100.0

The amount suggested by the girl children range from Rs 300 to 10,000, with lowest expectation from community school (Rs 300-Rs 5000 annually). Majority (44%) wanted girls' scholarship to fall between Rs 500-1000 annually.

How much parents expect their girl children should get as scholarship? The student FGDs suggested providing Rs. 550 to 8000 as scholarship. The students of Rasuwa mentioned at least the amount of money should be sufficient for buying school uniform and stationary. Likewise, some students of Bardiya suggested that the amount of scholarship should be provided based on the economic situation of their parents. They suggested providing Rs. 650 for school uniform, 400 for bag and 800 for note books.

The Head teachers from most of the schools suggested that the girls should be provided with at least Rs 1000 as scholarship. They also suggested increasing the scholarship amount and providing scholarship to needy students.

Before selecting students for scholarship, the neediest students should be identified based on their poverty and the DEO's quota should be distributed accordingly. Distributing more money to few needy students is better than dividing it for many students. The government should provide enough scholarship to support the girl students. Improving the quality of education is better than distributing small amount of scholarship. (Head Teacher Interview, Rasuwa)

The government should distribute scholarship for needy students, it is better than distributing 100 per cent scholarship. Although the amount of scholarship was too small, one Head Teacher remarked, "*Nahunu mama bhanda kano mama jati.*" (Something is better than nothing). (Head Teacher interview Gorkha)

The amount that is provided as scholarship should be enough for a year and monitoring should be done properly. (Parent of Jumla, FGD)

At least Rs. 1000 to 1500 should be provided as scholarship. (Head Teacher, Gorkha)

One Head Teacher from Bardiya suggested:

Due to inflation in the market the scholarship amount seems to be nothing, so at least Rs. 3000 should be provided as scholarship for buying school dress, shoes, shocks, bag and stationary and the scholarship should be provided after identifying the economic status of parents(Head Teacher interview, Bardiya).

In contrast, one Head Teacher of Lalitpur suggested that 100 per cent scholarship was appropriate because all the student receive scholarship in this scheme. She suggested to increase the amount.

It is difficult to say that the scholarship provided by the government improve educational status of girls. The client also needs investment to some extent for getting quality education. Instead, the government should provide skill and income generation programme for poorer parents that may support to improve their economic status. (SMC FGD, Rasuwa).

The SMC FGD in Rasuwa suggested that they could not determine the amount of scholarship, but they suggested distributing Rs. 1500, Rs. 2000 and Rs. 2500 for primary, lower secondary and secondary levels respectively. Majority of the SMC/PTA members in FGDs reported that 100 per cent scholarship should be continued but the amount should be increased. They

suggested that at least Rs 800 to 1000 should be provided. They also mentioned that distributing school dress, bag and stationary by Rato Bangala was effective than providing money in order to improve their learning.

The government should not distribute such a small amount of scholarship. Awareness programme is needed for the parents. The scholarship amount Rs. 340 in a year is not sufficient for the students and cannot support the girl's education (SMC FGD, Rasuwa). Nevertheless, teachers should be provided further training and school should be improved in academic quality as well as physical facilities. (SMC FGD Rasuwa)

The scholarship should be continued to provide as still many girls are out of school, they could not admit to the school, and they discontinue school even they admit due to poverty. They also highlighted that parent centred programme, skill based programme and income generation programme are much more important than the 100 per cent girls' scholarship. (SMC FGD, Bardiya).

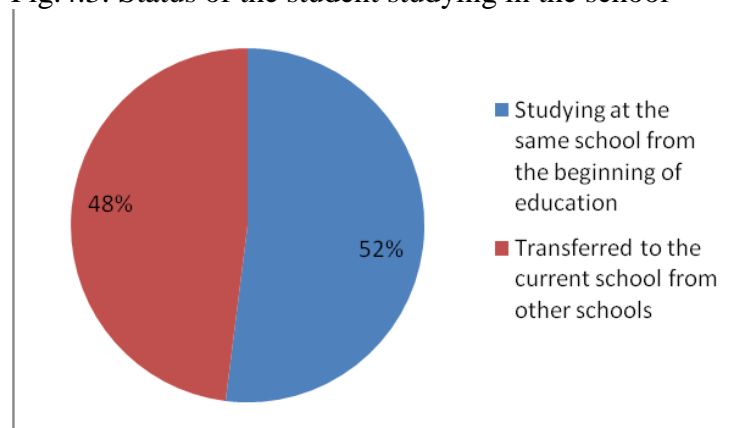
In Karnali, every thing is expensive and the scholarship money is used up within 3-4 months in buying stationary. Therefore, the 100 per cent scholarship should be increased. (SMC FGD, Jumla).

The scholarship provided for the students for grade1-3 may not support much to the girls but it is more supportive to the students from grade 4 on-wards. The scholarship amount Rs.250 is not more than a wage of a day's labour (The SMC FGD, Rasuwa).

4.5 Changes occurred because of the girl scholarship

The changes that have occurred as a result of the girls' scholarship were gauged by collecting their perceptions as well as the school statistics. We examined whether the girls' scholarship attracted more children at schools.

Fig.4.3: Status of the student studying in the school



The findings suggest that the girl students who were studying at the survey schools from the beginning of their school life (52%) and transferred from other schools were similar (48%). One third of the girl students (34%) were studying in the same school for less than 3 years while rest others reported for over 4 to 10 years.

Why did the girl students enrol at the government school? Has scholarship made any attraction?

The students both who had and who had not received girl scholarship were asked about the reasons of studying at the government school. Most of the students reported that they had been studying at that school due to low economic status of their parents. They also mentioned that they could not afford paying fees for boarding school. They were happy with their school since they can enjoy playing games even they did not get scholarship. The school had had big play ground (e.g. Jhapa).

Girl Incentive Programme (GIP), which provides take home ration of edible oil was one main attraction of the government school in Karnali Zone (Jumla district). The students of Jumla mentioned that they were attracted with their school because they were provided with oil and flour some 3 to 4 years back. They also answered that they could not afford fees for boarding school.

Students from Lalitpur also shared similar views and they mentioned that the school was nearby from their homes. They responded thus:

“We studied in government school because we’ve got books free of cost, and education is free in here. We could not enrol in boarding school because our family had no capacity to pay” (Student FGD, Lalitpur).

Students who were transferred to the present school made such remarks:

“We came to study at this school because it has a good playground and it is near from our residences. Here are good teachers. Our family’s economic situation is weaker and we cannot afford a boarding school. We are happy in this school as we have received little scholarship support also”

The parents were also asked why they enrolled their children in government-supported school.

“We admitted our daughters in government school because we have no good job to earn money and our economic condition is low; and it is situated nearby our home.”

“The school has computer facility, drinking water and toilets, and there is no private boarding school near by our community.” (Parents’ FGD, Dailekh)

It is difficult for us to admit our children even in government school due to bad economic situation. The teaching and learning situation is better in this school.

Lack of private boarding schools near by was one reason of enrolling to the government school.

“We prefer to admit our daughters in government school since we have no capacity to admit our daughter in the private boarding school. The government school is also doing better and it lies nearby our community. We saw many people who reached at higher position after completing education from the government school” .(Parent’s FGD, Gorkha)

It was revealed that most of the parents admitted their daughters in government school due to their low income status. Only few parents were of the view that government school also were in better position in providing quality education. SMC FGDs also reported that the parents who could not admit and continue in boarding schools admit their children in government school because of free education and with a hope for a scholarship.

From the responses given above, it is clear that most of the students transferred to that school due to economic constraints of parents. It suggests that government schools were the destinations for the children from families with low economic status. However, students did not mention scholarship as a top attraction.

The parents were asked what provision can be made to motivate girl toward school except girls scholarship. In response they offered varieties of suggestions:

“It is needed to increase female teachers to increase girls’ enrolment. There should be provision of separate toilet facilities with provision of clean water and soap. Boys should be prevented from harassing girls. (Parent FGD, Gorkha)

Providing reward for excellent students for encouraging them in achieving better results, emphasizing in English language, provision of computers in school and organising extracurricular activities could increase girls’ enrolment in schools. (Parents’ FGD Jhapa)

Increasing physical facilities in the school, providing incentives to the talent students, keeping healthy school environment also increase enrolment of students. (Parent FGD Jumla)

Along with this, some parent of Bardiya told that girls should be given school meal or tiffin and other needed material to attract them towards schools. (SMC FGD, Bardiya)

4.5.1 Perceived changes due to girls’ scholarship

Though the overwhelming number of parents considered that the amount of girl scholarship was very inadequate, 85.4% of them regarded that it helped their children’s study. The proportion of parents having such opinion were little more from the community managed schools (92.9%) than from the community schools (77.5%). The areas supported by the scholarship were continuity of study (78.6%), improved motivation of the child (58.6%), regularity of school attendance (52.9%) and better performance in examination (52.9%). For more than one third of the parents (34.3%) it boosted their morale and dignity in the society.

Table 4.28 : Perceived effects due to girl’s scholarship on girl students (parents’ self-reporting)

	Community school		Community managed School		Total	
	N	%	N	%	N	%
Do you think that this scholarship has helped your child’s study?						
Yes	31	77.5	39	92.9	70	85.4
No	9	22.5	3	7.1	12	14.6
Total	40	100.0	42	100.0	82	100.0
If yes, what do you think are the benefits of the scholarship?						
It supported to continue my children study	22	71.0	33	84.6	55	78.6
It supported for their class regularity in the class	16	51.6	21	53.8	37	52.9
It supported to do better in the examinations	12	38.7	25	64.1	37	52.9
It enhanced dignity of self respect in my family and community	10	32.3	14	35.9	24	34.3
It helped increase their motivation in learning	16	51.6	25	64.1	41	58.6

Multiple responses

Table 4.29: Effect of girl scholarship on students education by quintile(Multiple responses)

	Low		Second		Third		Fourth		High		Total	
Do you think that this scholarship has helped study of your children?												
Yes	2	100.0	4	100.0	4	66.7	14	77.8	46	88.5	70	85.4
No	-	-	-	-	2	33.3	4	22.2	6	11.5	12	14.6
If yes, what do you think are the benefits of the Scholarship?												
It supported to continue my children study	2	100.0	3	75.0	4	100.0	11	78.6	35	76.1	55	78.6
It supported for their class regularity in the class	2	100.0	3	75.0	2	50.0	8	57.1	22	47.8	37	52.9
It supported to do better in the examinations	2	100.0	4	100.0	3	75.0	8	57.1	20	43.5	37	52.9
It enhanced dignity of self respect in my family and community	2	100.0	3	75.0	2	50.0	6	42.9	11	23.9	24	34.3
It helped increase their motivation in learning	2	100.0	3	75.0	3	75.0	9	64.3	24	52.2	41	58.6

According to the wealth quintile, almost all the parents representing the lowest quintiles appreciated the likely impact of the girl scholarship programme such as it supported for the continuity of girl child's education, regularity of school attendance, enhanced learning motivation, better examination results and enhanced dignity and self-respect in the society. These benefits or impacts were less recognized by the parents belonging to the highest wealth quintiles (Table 4.29)

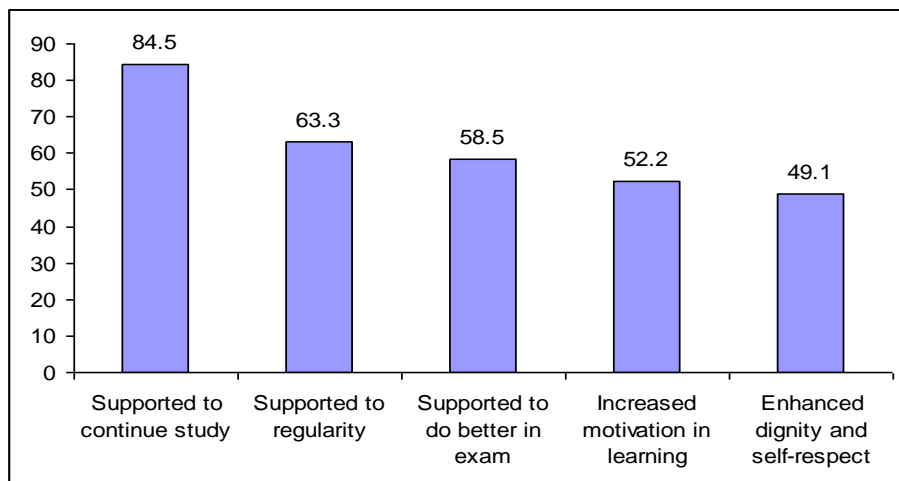
Nine out of ten girl scholarship holders (91.8%) perceived that girls' scholarship had helped their studies. This perception was relatively higher from community managed schools (98.2%), lower secondary grades (95.5%), Eastern and Western regions (100% each) and in terai (100%).

Table 4.30: Impact of girl's scholarship

	Do you think that this scholarship has helped for your study?			
	Yes		No	
	N	%	N	%
Type of school				
Community School	221	87.7	31	12.3
Community managed School	160	98.2	3	1.8
Level*				
Primary Level	81	80.2	20	19.8
Lower Secondary Level	300	95.5	14	4.5
Development Region na				
Eastern	53	100.0	-	-
Central	112	97.4	3	2.6
Western	64	100.0		
Mid-Western	152	83.1	31	16.9
Ecological Zone na				
Mountain	132	97.8	3	2.2
Hill	122	79.7	31	20.3
Terai	127	100.0	-	-
Total	381	91.8	34	8.2

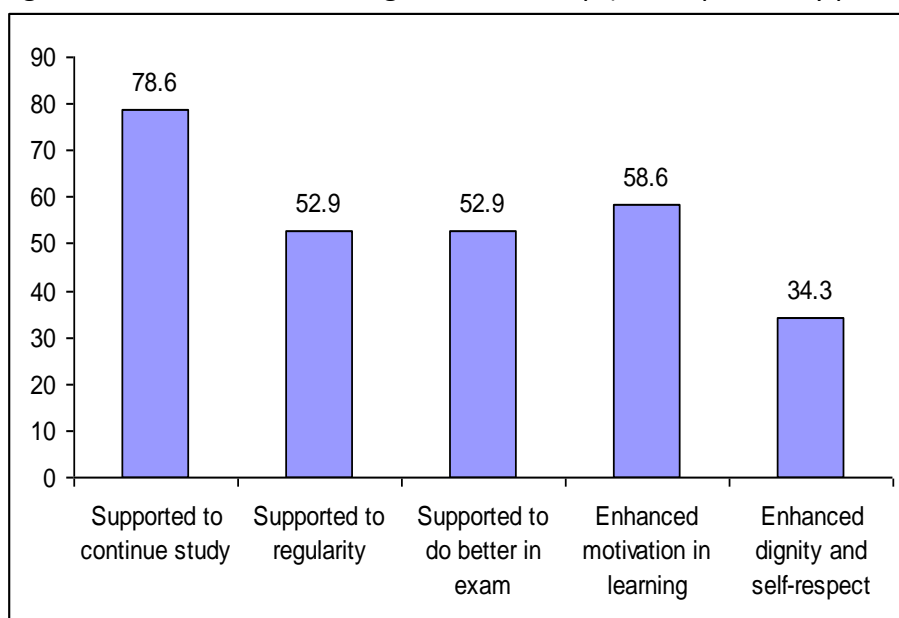
*Significant at $p < 0.5$ level, na=not applicable

Fig.4.4: Perceived benefits of girl's scholarship (Girl students' self-reporting)



An overwhelming number of girl scholarship holders (84.5%) perceived that the scholarship contributed to continue their education. Students who perceived the scholarship had contributed in their class regularity, better performance in examination, and increased motivation were reported by 63.3%, 58.5% and 52.2% respectively. Half of them girl students (49.1%) thought that the girl scholarship enhanced their dignity, pride and self-respect.

Fig.4.5: Perceived benefits of girls' scholarship (Self-reported by parents)



One Head Teacher from Bardiya mentioned that the feeling of academic competition in the students was less due to provision of 100 per cent girl scholarship.

The non-GSP students of Jhapa demanded scholarship saying:

We also expect scholarship; our friends who receive scholarship wear new clothes, new shoes and new bags. What wrong did you commit that we did not get this?

Table 4.31: Perceived benefits of girl's scholarship (self-reported by girls)

	If yes, what do you think are the benefits of the scholarship for you?*									
	It supported to continue my study		It supported for my class regularity in the class		It supported to do better in the examinations		It helped increase my motivation in learning		It enhanced my dignity of self respect in my family and community	
	N	%	N	%	N	%	N	%	N	%
Type of school										
Community School	192	86.9	146	66.1	142	64.3	114	51.6	97	43.9
Community managed School	130	81.3	95	59.4	81	50.6	85	53.1	90	56.3
Level										
Primary Level	69	85.2	53	65.4	50	61.7	29	35.8	50	61.7
Lower Secondary Level	253	84.3	188	62.7	173	57.7	170	56.7	137	45.7
Development Region										
Eastern	53	100.0	42	79.2	41	77.4	37	69.8	25	47.2
Central	87	77.7	71	63.4	75	67.0	64	57.1	66	58.9
Western	43	67.2	27	42.2	15	23.4	27	42.2	17	26.6
Mid-Western	139	91.4	101	66.4	92	60.5	71	46.7	79	52.0
Ecological Zone										
Mountain	108	81.8	93	70.5	96	72.7	84	63.6	86	65.2
Hill	94	77.0	54	44.3	41	33.6	36	29.5	31	25.4
Terai	120	94.5	94	74.0	86	67.7	79	62.2	70	55.1
Total	322	84.5	241	63.3	223	58.5	199	52.2	187	49.1

Multiple responses

In response to a question, “Do you think GSP can bring other girls student to join school and continue their education?”, 87% girl students replied “yes”. Respondents with such response were in higher proportions in the Eastern region (100%), mountain (91.1%) and terai regions (92.9%) while it was least in hill(68%).

Table 4.32: Impression/effectiveness of GSP amongst the students

	Do you think GSP can bring others girl's students to join school and continue their education?			
	Yes		No	
Type of school *	N	%	N	%
Community School	202	80.2	50	19.8
Community managed School	143	87.7	20	12.3
Level (ns)				
Primary Level	85	84.2	16	15.8
Lower Secondary Level	260	82.8	54	17.2
Development Region(na)				
Eastern	53	100.0	-	-
Central	97	84.3	18	15.7
Western	43	67.2	21	32.8
Mid-Western	152	83.1	31	16.9
Ecological Zone *				
Mountain	123	91.1	12	8.9
Hill	104	68.0	49	32.0
Terai	118	92.9	9	7.1
Total	345	83.1	70	16.9

* Significant at $p < 0.5$ level, ns= not significant na=not applicable

Key informants interviews and FGDs with parents, SMC/PTAs suggest mixed responses regarding the changes that resulted due to the girls' scholarship. The Head Teachers, SMC members, Supervisors, DEOs opined that the scholarship distributed to the girls was effective to motivating them towards school.

Most of the students who participated in the FGD in Jumla suggested that girls' scholarship had promoted their learning and educational achievement. The students of Bal Mandir, Gorkha also mentioned that the scholarship helped them to pay private tuition fee which improved their achievement. One FGD at Jhapa reported that those who did not receive girls' scholarship were jealous of the scholarship awardees.

Most of the parents reported that their daughters had benefitted directly because they got opportunity to get education due to scholarship support. All the parents agreed that the girls' scholarship helped their daughters in motivating them towards school and learning and therefore it should be continued. Most of the SMC FGDs opined that the girls scholarship programme encouraged girls in receiving education.

The students of Dailekh and Lalitpur, Lagankhel reported that they would continue advance level of education if their scholarship is continued. They will contribute for society if they receive further scholarship.

"We need contiguous support to be independent and social sever and contributor for developing quality of life of the family". (Student FGD Gorkha)

One student FGD from Jhapa expected to be a doctor and nurse if they were provided scholarship continuously. Similarly, students from a school in Gorkha, expressed that if they were provided with scholarship to complete their education in the school level they would get opportunity to achieve further education as well.

All the students surveyed from Dailekh reported that their academic situation has been improved after receiving scholarship. Among eight students two students got first position, two got second position, two got third position and remaining two improved their study.

The students of Lalitpur, Lagankhel, and Rasuwa supplied same version. They were encouraged to give attention more in study after receiving scholarship. The students of Rasuwa told that if they did not go school regularly their scholarship would be discontinued by the school, therefore they gave more focus in going school and study hard.

The students of Gorkha also responded that changes occurred after receiving the scholarship.

I go to school regularly except I am sick and I have an urgent work. I am encouraged to study more, and I will get scholarship again next year if I can show good results. I will be beloved and well behaved by others because of the scholarship. (Student FGD Gorkha)

The students from Jhapa also mentioned that their study motivation increased due to receiving scholarship. The students of Bardiya also shared little different from others which is clearly shown in the following statement:

We go to school regularly wearing school uniform after receiving scholarship. If we had not received scholarship we would be sent for labour work to earn money instead the school. After receiving scholarship parents and neighbour have encouraged us to continue our study and we feel that school has given respect to us by providing scholarship as we were regarded as the intelligent students. (The students of Bardiya, FGD)

Majority of the parents reported that the girls' scholarship had changed the behaviour of their daughters. The Head teachers of Bardiya and Jumla also shared positive response towards girls' scholarship.

The provision of scholarship for the girls have encouraged them to go to school regularly, their behaviours like cleanliness and manners of talking and social behaviours changed. They have developed social responsibility. Even the girls who did not receive scholarship are encouraged to learn more and achieve better score to compete for the next round of scholarship.

One Head Teacher of Dailekh expressed inline with the parents and other Head Teachers but mentioned additional advantages.

The girls are aware about scholarship because they are given orientation about the value and optimum use of scholarship. The girls are aware for proper utilisation of scholarship and are encouraged in learning. (The Head Teacher of Dailekh, FGD)

One Head Teacher from Gorkha also mentioned that many changes had occurred in girls by means of provision of scholarship in the school. Some changes occurred which were different as mentioned by other Head Teachers are:

They develop capacity of discussion and interaction after receiving scholarship. The result of the girls who received scholarship improved their ability than in previous years. They also developed behaviour like helping for school administration and participating in extracurricular activities. They were happy in getting scholarship. (Head Teacher interview, Gorkha)

The students of Dailekh reported that their role in family, school and society was increased. They played creative role in cleanliness of home and school, they became monitor in class, and they managed drinking water in the classroom.

Almost all parents viewed the amount of girl scholarship too little. However, it helped them to buy stationary for their children which ultimately contributed to the children’s learning.

Their interest in learning has increased. They develop attitude to study more and focus more in study than household chores. They go to school regularly, and performance in examinations improved due to scholarship. (Parents’ FGD, Jhapa)

Our daughters do not want to be absent from school and read books even while grazing cattle. They do homework immediately after coming back to home. They are encouraged to achieve high scores. They always give attention in wearing clean clothes and teach mothers too. However, no significant difference it has made in our economic aspect. The scholarship has helped in buying stationary. (Parents, FGD Dailekh)

Regarding the effects of scholarship, the Head Teachers also reported in same tune as what the students and parents reported.

The girls' scholarship brought positive changes in learning. The girls attend school regularly after receiving scholarship. The motivation of learning has increased. Their test results have improved. They got economic support, as an incentive even though it is small. (The Head Teachers of Jhapa, Rasuwa, Bardiya)

Out of 82 parents, 18(22%) reported that there were out of schoolgirls facing financial problems who could be brought in the schools by providing girls’ scholarship. Similarly, 124 girl students out of 415(29.9%) held the similar view.

From the version shared by the students, their parents and Head Teachers it is indicated that the scholarship helped the students to go school regularly, enhanced their learning and educational achievement, to do better in exam even they received small amount of cash or school uniform or stationery. However, the scholarship had no any direct effect in promoting health and hygiene in the family, school and society.

4.5.2 Impact of GSP on educational indicators (based on school statistics)

School statistics obtained from 12 out of 14 surveyed schools are presented in Tables given below.

Fig. 4.6: Increase in girls’ enrolment



Fig.4.7: Gender Parity Index (GPI)

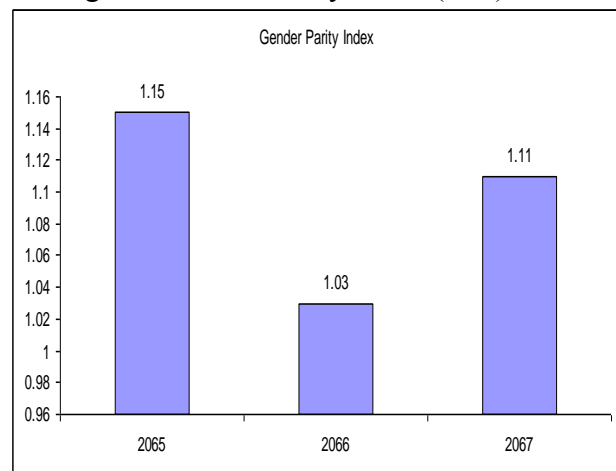


Fig. 4.6 above shows the girls' enrolment in the surveyed schools did not increase rather it decreased from 53.6% in 2065 to 52.8% in 2067. Similarly, the GPI also declined from 1.15 in 2065 to 1.11 in 2067.

The overall trend of school attendance over time shows that students who received girl scholarship are likely to be present more at school than the non-GSP students. As for example, in community schools, school attendance of GSP students was 80.3% which was 66.9 % in non-GSP students. However, in community schools school attendance among the GSP and non-GSP students was similar.

Fig.4.8: Trend of school attendance by types of schools (2065-2067)

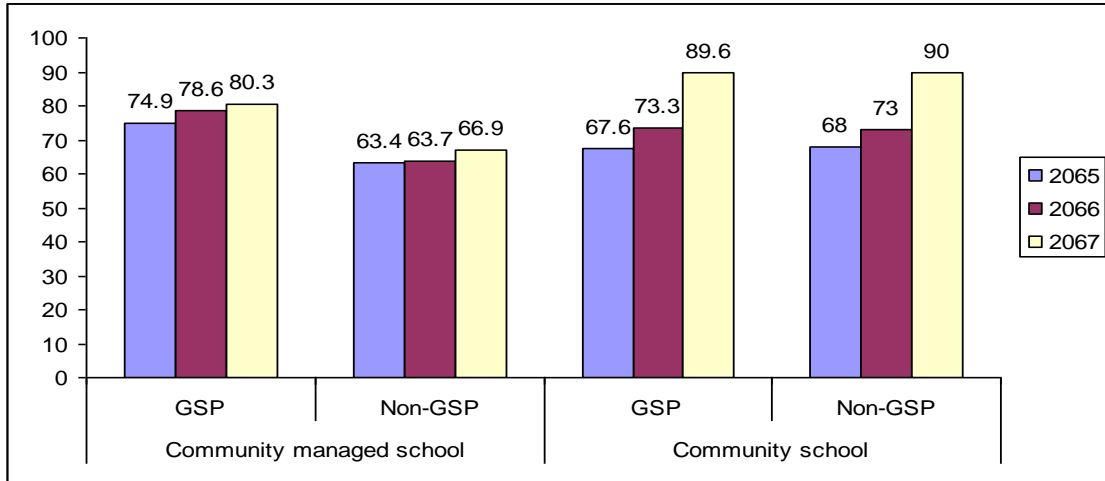


Fig. 4.9: School attendance by ecological regions

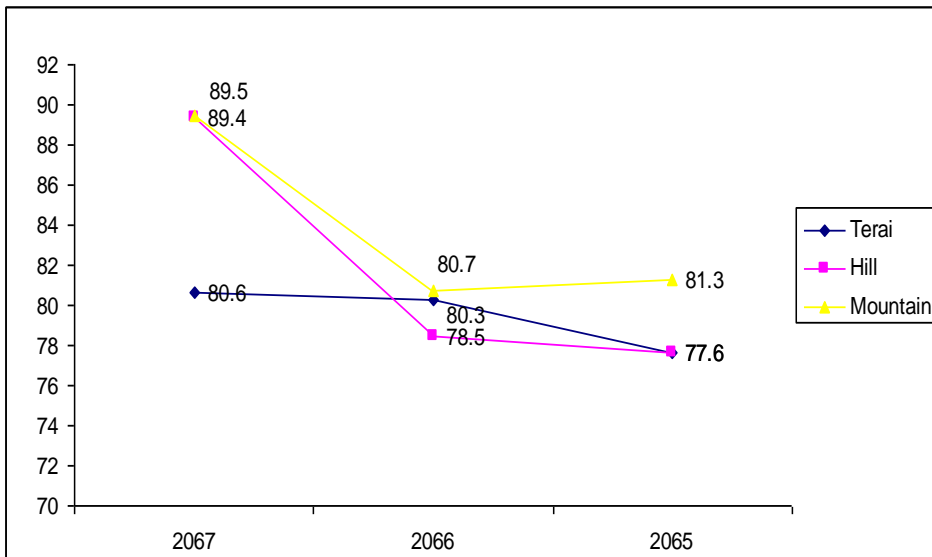
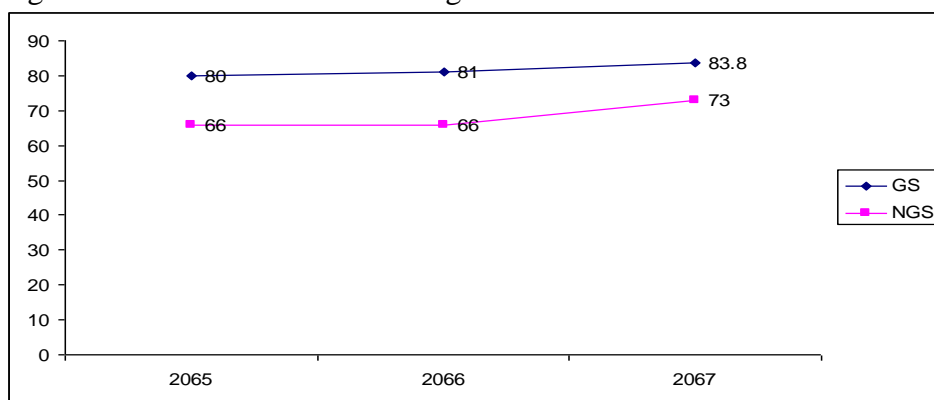


Table 4.33: School attendance by district

GSP	Dailekh	Gorkha	Rasuwa	Jhapa	Lalitpur	Jumla	Bardiya	Total
2067	81.6	79.7	81.7	84.0	80.7	81.0	95.0	83.9
2066	81.9	75.1	74.4	82.7	NA	80.7	96.2	81.0
2065	80.9	79.7	81.1	80.6	NA	75.9	NA	80.9
Non-GSP								
2067	52.1	77.4	NA	57.7	75.9	NA	86.7	73.9
2066	49.1	71.3	NA	58.1	NA	NA	78.2	66.0
2065	50.5	68.5	NA	70.4	NA	NA	NA	66.0

Overall, scholarship awardees' attendance appeared to be increased over the years- from 80.9% in 2065 to 81% in 2066 and 83.9% in 2067. The non-scholarship recipient girls' attendance also seems increasing over the past three years. However, the increase was less than that of the scholarship recipients.

Fig.4.10: School attendance among GSP and non-GSP students



The overall school attendance rate among the GSP group is higher than the non-GSP students over the past three years. In 2065, attendance rate among non-GSP was 66% which was 80% among GSP. Similarly, in 2067, school attendance among the GSP compared to non-GSP was higher by 10.8 percent points.

Table 4.34: Key educational indicators representing girl scholarship awardees

Year	Total enrolment	% change	Gender parity index	Girls enrolment		GSP awarded		Drop out		Pass		Repeat	
				No.	%	No.	%	No.	%	No.	%	No.	%
2067	6003	-3.5	1.11	3171	52.8	770	24.3	62	8.1	649	84.3	59	7.7
2066	6222	30.3	1.03	3164	50.8	1360	42.9	84	6.2	1210	89.0	66	4.9
2065	4774	Ref. yr	1.15	2561	53.6	944	36.9	57	6.0	849	89.9	38	4.0
Total	16999	-	2.33	11896	70.0	3074	25.8	203	6.6	2708	88.1	163	5.3

Note* : These figures include data from 12 out of 14 schools; data from 2 schools (1 community school from Jhapa and 1 community managed school from Bardia) was not available due to school closure.

The overall school enrollment appears to be declining in 2067 compared to 2066(decreased by 3.5%). However it increased by 30.3% in 2066 in comparison to 2065

Fig.4.11: Drop out rate 2065-2067

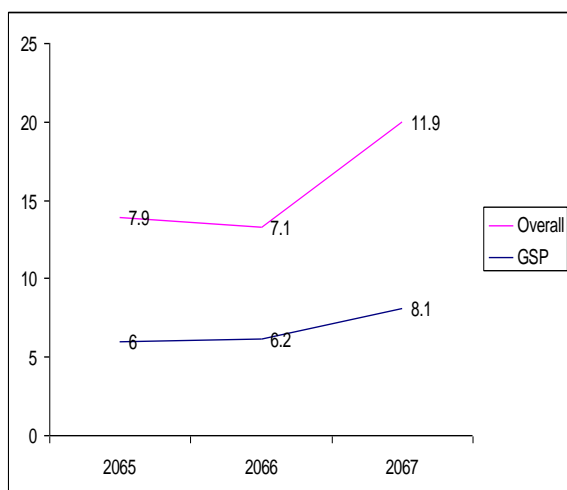
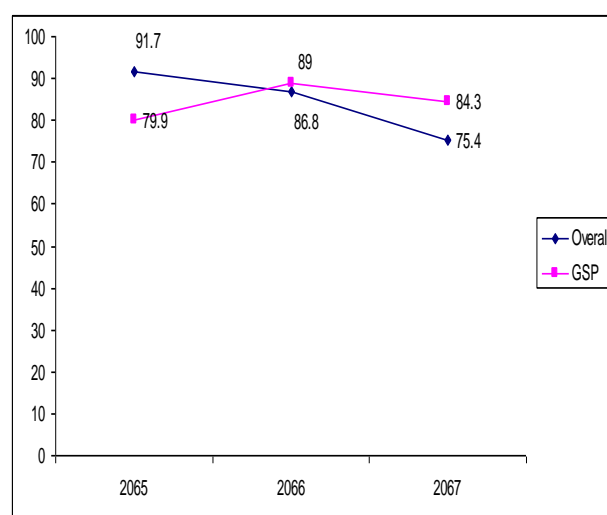


Fig.4.12: Class promotion rate over the period 2065-2067



The drop out rate of students who received girl scholarship was relatively lower than the overall student drop out rate. As for example, the overall drop out rate was 11.9 % in 2067 which was 8.1% among girl scholarship awarded in the same year. On an average, the difference between the overall student drop out rate and drop out rate of girl scholarship recipients was around 3%.

The school statistics show that class promotion rates among students who received girl scholarship was higher in 2067 (8% higher) than the overall class promotion rate. However, for other two years, it was marginally less than the overall class promotion rates.

Regarding the contribution of the girls' scholarship in increasing girl enrolment, all the parents opined that girls' scholarship had had increased enrolment of girls. But the parents of Bardiya told that they did not know about this.

“Nowadays no one hinders children in attending school, both sons and daughters go to the school”.

“I have no son, but gotten three daughters, all of them go to school and one of them has received scholarship”

“I think there is more number of girls than boys in school. It means girls are encouraged to go to the school due to provision of scholarship”. (Parents' FGD Gorkha)

“The 50 per cent girl students increased the number of girl students in the school. The poor patents also sent their daughter to the school. Our daughters have performed better than before”.

One Head teacher gave a rather different response:

The enrolment of girl students has been increasing but it is not due to the girls' scholarship but because of the school welcome program particularly children from poor parents, street vendors and single mother, and instruction in English language. (Head Teacher interview, Lalitpur)

One Head Teacher from Gorkha informed that the number of girl students was increased this year (2068). She reported that the causes of increase in the number of student could not be ascertained exactly. Likewise, one Head Teacher of Rasuwa was not ready to mention that the

girls' scholarship increased the number of students. One Head Teacher from Lalitpur also questioned to what extent the girls' scholarship contributed enrolment was not known.

From the above mentioned anecdotal it is indicative that the number of girl students have been increasing. However, a single factor like provision of girls' scholarship cannot be given credit for an increase in the number of girl students.

Due to remote area fewer daughters are sent to the school in Karnali but this year the number of girl students is increased due to scholarship, school tiffin, books and stationary provided by the GO and NGOs. (Head Teacher interview, Jumla)

The parents felt that getting scholarship was a prestige and poor students are encouraged toward school due to provision of scholarship. The daughter can get job easily if she is educated. The slogan "One house one job" also encouraged the girls to enrol in school. (Head Teacher of Jumla, FGD)

The SMC of Jumla expressed that the enrolment of girls is increasing each year by 1% -2%. Except provision of girls scholarship programme other factors have led to an increase in girl students such as provision of recruiting a female teacher in each school, increasing awareness in parents on value of education, support by the GOs and NGOs, and getting job easily by educated daughters (SMC of Jumla, FGD).

One SMC FGD in Jumla reported that enrolment of girls was less because the parents did not felt the need of girls' education and sent them as a shepherd. But now due to awareness of parents on importance of girls' education the number of girl students has been increased. The girls' scholarship programme also supported in the enrolment of girl students. Like others the SMC of Jumla told that the girls' scholarship programme including distribution of oil, flour, Lito, stationary, school dress etc. encouraged girls to enrol in school and attend class regularly.

It was revealed that majority of the students, parents, SMC and PTA members had a consensus that the girls' scholarship programme was one important aspect that plays a catalyst role in increasing enrolment of girl students.

The spreading message "Free education from village to village" helped decrease dropouts, delayed age at marriage, increased quality of girls' education, decreased the economic burden of parent. The provision of girls' scholarship also supported this. (SMC FGD, Jumla).

Highlighting the need of 100 percent girl scholarship, one Head Teacher from Bardiya said:

A daughter is discriminated in many ways compared to a son, girls face early marriage, mobility restrictions, and they have to be involved in household chores. In order to bring them in schools they should be provided with scholarship.

The daughters are restricted to go out of homes thinking that they develop bad habit, or may be harassed or exploited. There is a mind set that women must go to others' house after marriage therefore girls do not need to go schools. Against such background, all girls should be provided scholarship to bring them at school. (Parents' FGD, Bardiya)

Parents of Jumla reported that due to low income some time their daughters had to be involved in agricultural work and collecting Yarsagumba (medical herbal plant) to make some money.

The parent FGD in Dailekh suggested providing material support for the students instead of cash (parents Dailekh). They also suggested that scholarship should not be misused and it should be provided for only needy students.

4.6 Case Studies

Story of Shanta Maya Baram

Shanta Maya Baram(name changed), is a 16 years girl of Baguwa 6, Gorkha. She lives with her parents. She is friendly and beautiful girl and she has one younger brother and one younger sister too. Mostly she stood 2nd position in her class. She received Rs. 200 as scholarship when she was in grade 4 because of her intelligence and poverty. At that time, she had one infertile buffalo, 2 Ropanis of land, (about 10362 sq.ft.) and one small house roofed with dried grass. They were too poor to manage their livelihood and her education. Her scholarship amount Rs. 200 changed her life drastically. They bought two chickens and raise them very carefully as a result these chickens produced many eggs and 22 chickens in 2063 and the family earned Rs 7,700 by selling the chickens. Her poultry farm expanded and she earned Rs. 2, 1000 by selling chickens in 2064. Now she owns 51 chickens. Now her house is made of tin roof with Rs 16,000. A part from 51 chickens, she has Rs.27, 000 that is loaned to others. Now they do not have to worry for food and clothes. She gives credits of her success to her teacher for her support. Her teachers are proud of her success. She dreams to pass 10+2 from her school and become a teacher in the same school after completing her Bachelor degree.

Story of Kabita Tharu

Kabita Tharu(name changed) is a 17 years old Kamalari girl from Tharu Gaun, Gularia municipality, Bardiya. Her family has nine members including seven brothers and sisters and her mother. Her family has no any land. Her whole family is working in the house of their master. When Kabita was 7 years old, she was sent to Pokhara to work on a house. After working there for 3 years, she was sent to a master of Kathmandu for work. And after 2 years, when she was 12, she requested her master that she wanted to go to school because she came to know the importance of studying in those 5 years in Pokhara and Kathmandu. However, the master didn't allow her to go to school. She was again sent to Bardiya from Kathmandu. Now, she is working in a house of a master where she does many tasks like cutting grass, grazing animals, working in farms, household chores and so on. Moreover, she goes to school too in the morning. She is getting girl scholarship from the school. She says that the scholarship is not enough for her but it inspires her to continue her education. Now she is studying in class 9 of Mahakavi Devkota Higher Secondary School. She is one of the best students of her school. Her friends and teachers don't even know that she is a Kamalari girl because she want to keep it secret as she fears that if it was known by others it would be a matter of humiliation for her. She has planned to study higher education forget about the struggles. Then she wants to be a great politician of Nepal.

Suggestions for the improvement in girls' scholarship

Table 4.37: Recommendations of the parents and scholarship awarded girl students

Recommendations	No. of parents	%	No. of students	%
Scholarship amount is very little/it should be increased	32	39.0	188	45.3
Scholarship should be continued to next year	7	8.5	70	16.9
Scholarship should be given to all students	7	8.5	34	8.2
Proper monitoring is required	5	6.1	-	-
Stationery should be given along with cash award	-	-	26	6.3

Nearly half of the girl scholarship recipients (45.3%) and a little more than one third of the parents of the scholarship recipient girls (39%) reiterated that the scholarship was very little and hence it should be increased. Nearly a quarter of the girl students (16.9%) and 8.5% parents wanted the scholarship to be continued for the next year. Only 8.5 % parents and 8.2% girls suggested that all students should be provided with scholarship.

Section 5

Conclusions and Recommendations

This chapter summarises the key findings of the study, derived from both the quantitative and qualitative data and school statistics, towards next steps for the DOE.

5. What were the policy provisions on girls' scholarship?

Nepal's commitment to international instruments such as Universal Declaration of Human Rights (1948), UN convention on the Rights of the child (1989), EFA Declaration 1990 and Dakar Framework of Action 2000 and the provisions made by the interim constitution (2001-2015), LSGA 1999, and periodic plans and EFA National Plan of Action, Education Act regulations and directives set a ground for providing free education and scholarship particularly to the disadvantaged groups including girls and women.

The MOE has been offering different scholarship schemes to girl students in Nepal. The Girls students from Dalit, Madhesi, marginalized group, disable and Karnali region among others, are eligible for the girls scholarship. Until 2067, the MOE had provided scholarship to 50% girls in order to increase girls' access and participation in education and to improve the quality of education. As a result of MOE's policies and programs, participation of girls in education has demonstrably increased over the years. The girls have almost half of the enrolment in school education.

The GPI in Nepal in 2009-2010 increased to 1.00 for primary education and 0.99 for basic education (Grade 1-8). Similarly, the survival for girls is litter higher (79.8%) than the boys (77.8%). The MOE in a context where the girls' participation was about similar to the boys, took a historic initiative of introducing 100% girls' scholarship at the basic education (Grade 1—8). As reported by the central level DOE authorities, the decision was taken on the political level rather than based on the policy evidence.

Studies undertaken in the past, at the most, have shown positive association between scholarship and students' enrolment, retention, learning and educational achievement. This study aims at identifying a rational for the introduction of 100% scholarship by the MOE in terms of its management, use and impact. The review of the 50% girls; scholarship program in 2001 showed higher class participation and lower dropout rates in GSP students against to non-GSP students. Moreover, the GSP students had been able to develop confidence, assertiveness and a sense of respect and pride in them. It may have encouraged the Government/ MOE for introducing 100% girls' scholarship. However, most studies suggest that there were misappropriations of girls' scholarship, variations in the scholarship distribution process and norms along with the problems in functional monitoring and follow-up system, weaker coordination coupled with lack of transparency in student selection and scholarship distribution, lack of a clear guideline or manual for selection, distribution, monitoring and follow-up of the girls' scholarship and time lag or delays in distributing the scholarship. This study has made efforts to gather evidences on the management, utilisation, impact and strengths and weaknesses of the girls' scholarship program and make conclusion and recommendations as ways forward.

5.1 Did the targeted children receive scholarship?

More than half of the parents (54.9%) and girl students (54.5%) informed that they received the girls' scholarship themselves while 34% parents and 44.6% girl students reported that their parents or guardians received their scholarship. Other relatives also received the scholarship (11% parents and 1% girl students report it). Least proportion of parents from the western region (14%) and mountain region (22%) had received the girls' scholarship while highest percentage of girls from western region (82.8%) received scholarships. The practice of distribution of scholarship to the children in the presence of parents seems in line with the Implementation Manual 2067/2068.

In many schools, the girls' scholarship was not provided as per the MOE norms rather it was divided equally for all students. In dew schools surveyed, the entire scholarship amount was collected in one basket and distributed equally to all students. As a result, the girl students were provided with less or more than the amount allocated by the MOE. The trend of scholarship recipients, as reported by the parents for the last three years (2064-2067), revealed that the proportion of girl students increased from 28% in 2064 to 62.2% in 2066. However, it decreased to 43.9% in 2067.

These findings are consistent with the reporting made by girl student. In Lalitpur and Jumla district, apart from the girls scholarship provided by the government certain NGOs have provided girls scholarship with attractive value. Many schools therefore poured in all the school amount in one basket and distributed it to all the students in the school.

How do the parents and girl students know about the girls' scholarship?? Are they provided with proper information timely? This study shows 40% parents and 36% girl students claimed that they did not know the name of the scholarship they had received. Parents from terai and mid-western region were least aware (20.8% and 33% respectively) about the girls' scholarship, particularly the 100% girls' scholarship. As mentioned earlier, only 8 (1.9%) out of 415 girls students were aware about the 100% girls' scholarship. The girl students who were not aware about the type of scholarship they had received were higher from mid-western region (63.4%), terai (57.5%), community-managed school and primary level (62.4%). Similarly, only 62.2% parents had correct knowledge about the amount of scholarship received by their girl children.

For both the parents and the girl students, the main source of information were the teachers/head teachers (87% girls and 82.9% parents reported it), students/friends (1.2% girls and 13.4% parents), mass media (2.7% girls and 2.4% parents) and SMC/PTA members (1.4% girls and 1.2% parents). For about 3.6% girl students, DEO was the source of information.

With regards to the contents of the girls' scholarship, 100% parents and 92.3% girl student reported that they were provided with cash while 7.3% parents reported bag/belt and 1.2% both uniform and stationary. As against the cash distribution practice, only 39.3% girls preferred cash instead majority (60.7%) wanted stationary and school uniform. Most of the girls from western region (75%) preferred cash while majority from eastern region (77.4%) and central region (70.4%) preferred goods/stationary. Parents and head teachers particularly from Gorkha and Dailekh suggested providing stationary and school uniform. Only 8.5% parents and 8.2% girl students hold the view that 100% girls should be provided with the scholarships. FGDs and key informant interviews also suggest that girl scholarship should be provided to the students from poor families only. They also opined that because of the 100% girls' scholarship,

competition for better school performance among girl students have decreased. A quarter (25.1%) of the parents had no correct knowledge about the amount of scholarship.

The girls' scholarship holders report that they received Rs 50 at the minimum to Rs 500 at the maximum as scholarship. During the scholarship distribution program, only 67.1% parents were present, least participation was observed from western region (27.3%) , hill areas and community schools (57.5%). However, 6 out of 10(61%) parents informed presence of other people in that function. It was lowest in the western region (7.8%). Girls' scholarship holders reported that their participation in scholarship distribution program was very high (94.2%). In schools of Bardiya, scholarship was given to the students if they had studied in upper grades (grade 4 onwards), and given to the parents if the students were from the lower grades (grade 1 to 3).

39% parents and 45% girl students consider the amount of girls' scholarship was very small, even less than a day's labour wage. For 90% parents and 87% girl students, the amount given to them was insufficient. Parents from the lowest economic quintile demanded Rs. 2000 to 3000 a year. Many parents suggested providing Rs. 1500 for primary, Rs 2000 for Lower Secondary and Rs 2500 for Secondary level. Majority said that it should be at least Rs 800 to 1000 per year. Head teacher interviews and parent FGDs suggested that girl children from poor households should be supported more and the social safety net such as skill development training, livelihood and small enterprise development support should be offered. Key informant interviews and FGDs suggested to create a local scholarship fund with support from the DDC, VDC, Schools and the DEO.

5.2 What changes occurred in children as a result of girls' scholarship?

The study examined the changes that occurred among children in two aspects: perceived changes by the girl student, parents, teachers, and SMC/PTA members, and the changes in key educational indicators demonstrated in the school statistics.

The girl students and the parents expressed that the girls' scholarship had had supported to continue their study (84.5% girls and 78.6% parents), to regularly attend the classes (63.3% girls and 52.9% parents), to do better in examination (58.5% girls and 52.9% parents) and to enhance their motivation in learning (52.2% girls and 58.6% parents). Moreover, 49.1% girl student and 34.3% parents were of the view that girls' scholarship had enhanced their confidence, dignity and self respect in the family and the community. A group of non- GSP girls reiterated that they were jealous about their friends who had received scholarship. However, with an increase in the economic quintile of the family, parents and the girl children's perception regarding the contribution of 100% girls' scholarship on educational achievement declined. The participants did not mention any direct changes in their health and hygiene behaviours as the result of the girls' scholarship.

The trend of girls' enrolment over the past three years (2065-2067) shows a slight increase in the proportion of girls' enrolment, from 2066 to 2067 (from 50.8% to 52.8%). However, in comparison to 2065 data (53.6%) there does not seem an increase. These findings are consistent with the national figures (Flash I, 2009-10). However, the GPI has remained consistent (1.15 in 2065, 1.03 in 2066, and 1.11 in 2067). The school statistics show a small increment in girls' enrolment. Some head teachers and SMC attributed the increment to other programs such as the school admission/welcome campaign, changes in parental attitude over education of their daughters, provision of female teachers at each school, school meal program, food for education

(FFE) and girls incentive program (GIP), and stationary and other scholarship support programs. It is however, hard to conclude on what actually contributed to this small increase in the girls' enrolment.

The girl students who received scholarship tended to be more likely to attend schools regularly more than the non-GSP students. For example, the attendance rate of GSP students increased from 80% in 2065 to 83.8% in 2067 while for non-GSP group, it increased from 66% in 2065 to 73% in 2067. The drop out rate of GSP student was less than the non-GSP student over the past three years-over 3% difference in 2067.

Similarly, the class promotion rate among GSP girls was higher than the overall class promotion rate in 2067 (8% higher). However, for the year 2066 and 2065, the class promotion rates were marginally lower than the overall class promotion rate.

5.3 What were the strength and weaknesses in the girls' scholarship distribution mechanism?

Weakness:

- ix. Interviews and FGDs suggest lack of clear lines of communication to the parents and students by DEO and the schools. Confusions exist in parents as well as the girl students about the type and amount of scholarship received by the girl student.
- x. Uncertainties and time lag/delays in disbursement of scholarship to the schools and the students exist. In most of the schools, the girls' scholarship was not distributed in the beginning of the educational session, sometimes not even by the end of the session, or in the next session.
- xi. May schools distribute the girls' scholarship even without organising a formal program with involvement of parents, teachers and SMCs.
- xii. As every girl child in the school received scholarship, the sense of competition among them for better class performance has reportedly declined.
- xiii. DEOs claimed that RPs/school supervisors, monitor and conduct follow up of the girls' scholarship program. However, it did not live up in the statements made by the teachers, head teachers and SMC/PTA members.
- xiv. Some head teachers (Rasuwa, Lalitpur) informed that schools prepare financial and social audit report and present them in the Parents/School Day. However, few other schools report that they did not prepare and present such report. They did not submit the report to the DEO also.
- xv. The girls' scholarship is yet to be aligned to the School Improvement Plan and the Village Education Plan and social protection programs.
- xvi. Almost all parents stressed that the scholarship amount was far less an amount compared to the inflation and the current market price of the commodities.

Strengths:

- v. There was no any direct evidence of misappropriation and misuse of scholarship amount by the school and the parents.
- vi. Parents and girls students, teachers and SMCs reported that the scholarship had contributed positively to continue and improve education of the girl student and to enhance their self -respect and prestige in the family and the community.
- vii. School statistics show an increase in girls' enrolment, attendance and class promotion and a reduction in dropout rates. Few schools have started to prepare detail report on girls' scholarship which is verified and signed by SMC/PTAs and RPs and finally submitted to the DEO. Few schools have initiated social auditing of the girls scholarship program, among others

5.4 Recommendations

We have presented the conclusion of the study in Section 5.1 above. The recommendations offered here are broader and capture inherent and overarching themes. The following paragraphs present them categorically.

1. Recommendation for policy dialogue and decision

- v. As the girl scholarship had positive effects on key educational indicators and the parents and the girl students had positive experiences of the scholarship, we would like to offer two options for a policy dialogue and decision.

Option 1: Provide scholarship to all the students with an increase in the amount of scholarship, or

Option 2: Provide girl scholarship targeting girls from disadvantaged groups and from areas with low human development index (HDI) and low participation of girls in education.

In both of the above two options, the amount of girls' scholarship should be increased to at least Rs 1000 to 1500 per year. Possibility of providing the scholarships in kind/materials should also be explored and discussed.

- vi. Create a local scholarship fund at the VDC level in line with the spirit of the Local Self Governance Act 1999 in coordination with the DDC, VDC, schools and the DEO so that the scholarships can be provided to the needy students.
- vii. Provide support to poor families by introducing safety nets such as skill development training, and development of small business enterprise by such families.

2. *Recommendations for effective implementation of the girls scholarship*

- iv. Intensify social mobilization, advocacy and awareness on girls' scholarship program and its effectiveness. Conduct at least one day's orientation to the students, parents, SMC/PTA and the community for better understanding of the girls' scholarship program.
- v. Enhance efficiency of DOE, DEO and schools to address issues of proper coordination, time lag/delays, functional monitoring and reporting system.
- vi. Develop a clear guideline on girls' scholarship and disseminate it to the DEOs and schools in the beginning of the academic session.
- vii. Strengthen the monitoring, reporting and evaluation mechanism of the girls' scholarship program.

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Appendices

Appendix 1 List of Schools Surveyed

Name of School	District
Pahali Janajyoti Lower Secondary School	Jhapa
Birendra Higher Secondary School	Jhapa
Namuna Machhindra High School	Lalitpur
Yuva Prativa Bidhya Mandir High School	Lalitpur
Shivalaya Lower Secondary School	Rasuwa
Nilkantha Higher Secondary School	Rasuwa
Shanti Higher Secondary School	Gorkha
Bal Mandir Lower Secondary School	Gorkha
Dhurba Higher Secondary School	Bardiya
Mahakabi Devkota Higher Secondary School	Bardiya
Janata High School	Jumla
Malika Lower Secondary School	Jumla
Mahendra Higher Secondary School	Dailekh
Basanta Higher Secondary School	Dailekh
Total	12

Appendix 2

Survey Tools