

Learning throughout life Quality education in Nepal



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Abbreviations

CDC	Curriculum Development Centre
DEO	District Education Office
EFA	Education for All
ESCAP	Economic and Social Commission for Asia and the Pacific
FGD	Focus Group Discussion
IAP	Interaction Awareness Program
IREWOC	International Research on Working Children
LKG	Lower Kinder Garden
MDG	Millennium Development Goals
NGO	Non Governmental Organization
PRSP	Poverty Reduction Strategy Papers
RHEST	Rural Health and Education Service Trust
SLC	School Leaving Certificate
SMC	School Management Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UKG	Upper Kinder Garden
VDC	Village Development Committee
WRO	Western Regional Office

Executive Summery

Background

In Nepal many girls are denied of their right to education. It seems that people from the lower caste have a lower chance of being enrolled in school compared to people from the higher caste. The gap between the rich and the poor is widened and because of the severe poverty children struggle daily to survive. They have little choice to earn a living and are therefore vulnerable to become trapped in selling drugs or prostitution (Shrestha, 1997, p. 177-178). Education is important in the lives of many people. It can increase their capabilities and thereby their human well being. In addition, more years of education are generally associated with better job opportunities and higher earnings.

To eliminate the social injustice, it is important to give educational development and opportunities to disadvantaged communities (Jenkins, 2005, p.18). Just now the attitude towards girls education has become the norm as well, however the state of education is still utterly poor. Mostly argued is the lack of general awareness and because of illiteracy the parents don't seem to be aware of the importance of education. Moreover the lack of quality instruction, commitment and supervision of teachers contribute to the poor status of education.

Where sons are associated with economic and social advantage, the daughters are seen as burdens. Trafficking of girls is a common problem in Nepal. It is because of the immense poverty in the villages that some families see no alternative than of selling their girls. To prevent girls from trafficking it is crucial to have good role models for girls, meetings to strengthen community awareness and creating better opportunities for education. Most important is to 'empower the women'(Lama & Bory, 2000).

The Rural Health and Education Service Trust (RHEST) is a small NGO and is one of the many educational interventions in Nepal. This NGO focus its programs on health and education.

By providing education for the girls, the NGO RHEST tries to improve woman capabilities. RHEST provide scholarships to girls especially from low caste households to improve their access to education. When having access to education, girls are more likely to be prevented to becoming victims of human trafficking, domestic violence or sexual abuse. The organisation also organises interaction awareness programs where staff members give information about the scholarship program, the importance of education, hygiene, health, early marriages, safe motherhood and girl trafficking in order to create awareness among the girls, their parents and members of the school management committee.

Sending children to school and keeping them there is not enough. It seems that the quality of education is regularly overlooked. To increase quality of education for example a high standard of teachers need to be guaranteed. In Nepal there are still many problems and challenges for achieving both the Millennium Development Goals (MDG) and EFA goals. Progress has been made for example in 2001 the literacy rate recorded for the population older than 6 is 54.1% and in 2008 this was increased to 63.7 (Government of Nepal, 2010). Besides improving access to education it is increasingly important to consider the quality of education. In this research an insight will be given on the supply part of education.

According to Tikly (2010) quality education can be explained by three different approaches: The human capital, right based approach and the social justice approach. The main idea is that development is the realization of fundamental rights. The NGOs and UN agencies are therefore interested in “rights to education, rights in education and rights through education” One of the principles of education quality is that education must be inclusive; all children can go to school. Another principle is that education should be relevant. Learning outcomes must be significant for all students and must be valued by their communities.

The lack of family support has a very significant influence on the child's education. For example children don't have space or light to study at home (Jenkins, 2005). Moreover quality education can be generated when learning environments are healthy, protective, safe and gender-sensitive and provides satisfactory resources and facilities (United Nation's Children's Fund, 2000, p. 5). Also it is important to include quality processes, means trained teachers in the educational process, where child-centred teaching approaches are in well-managed schools and classrooms and where there is a skilful assessment to facilitate learning and reduce disparities. In addition content of education is reflected in relevant curricula and materials for the acquisition of skills in the areas especially of literacy, numeracy and lifeskills, and knowledge in areas and issues such as nutrition, health, gender, prevention of HIV/AIDS and peace building. Therefore quality basic education needs a broad perspective which includes different dimensions involving learners, content, processes, environments and outcomes (United Nations Children's Fund, 2000, p.2).

Research design

In this research two models (United Nation's Children's Fund, 2000 and (Tikly, 2011) are integrated to conceptualise quality education. This concept of defining quality education combines dominant approaches such as the rights based- and human capital approaches and is founded on social justice principles. Education is a complex system embedded in a political, cultural and economic context (United Nation's Children's Fund, 2000, p. 5). Quality education in this research is discussed by the three environments: the home/community environment, the school environment and the policy environment. Furthermore the target group of RHEST will be researched in order to make recommendations to improve the program.

The objective of the research is to evaluate the organization's scholarship program and to analyze to what extend the program has an impact on quality education. This research will be based on quantitative- and qualitative research methods Four districts were chosen together with the organization to carry out the research: Kailali, Kaski, Tanahu and Makwuanpur. Furthermore Kathmandu district was chosen to investigate first a general picture of the educational situation in Nepal. In the three districts Kailali, Kaski and Tanahu household surveys were conducted together with interviews of principals and focus group discussions. More in-depth interviews and qualitative methods were used in Makwuanpur.

In total 137 household surveys were conducted of which 64 households have daughters supported by a RHEST scholarship. In each district the local office of RHEST was visited and an interview was conducted with a staff member of the RHEST organization.

The main question of this research is: To what extent is education in Nepal aimed at equitable learning for boys and girls, meaning good quality education?

To answer the main question, sub questions below are discussed. For every sub question there are hypotheses constructed. In this study these hypotheses will be tested by exploring the characteristics of the education system in Nepal.

- What are the characteristics of the education system in Nepal?
- To what extent is there an enabling home/community environment?
- How is the school environment of education?
- What are the challenges in educational processes and is this influencing the content of education?
- To what extent is the scholarship program of RHEST able to increase quality of education?

Results and conclusion

Limitations of the research are time, finances and language. Due to time and money constraints, translators are not that well-trained. The information gathered is only applicable for the interviewed families and can not be generalised over the whole region. However the results of the qualitative information and observation can create an overall picture of the region and quality education. In this way equitable learning in Nepal and the effectiveness of the program of RHEST can be discussed.

Home community environment

Many parents in the research population are illiterate and therefore parental support for their children seems to be constraint. Childhood development is limited and there is little existence of Nursery classes. While the government declared 'education for all', parents still need to pay additional fees for their child's education. The child seems to be responsible to continue education. Besides parents put question marks on the relevancy of education; they would like to see their child having another future than themselves and earn money. Interesting is that, in contradiction to what was expected, parental school involvement does not necessarily lead to less failure of class/improved school performance.

School environment

According to the parents the school environment is peaceful and safe, mainly because of the teachers. School facilities and infrastructure is supposed to be sufficient as said by the parents, but they were unsatisfied by the lack of (clean) water and toilets in some schools and the lack of heating/cooling system. Besides high class size is correlated with mismanagement. Therefore boarding schools with fewer students are of more quality and more money can be allocated to facilities and materials and not to the salaries of teachers, as for the case of government schools. A child going to boarding school seems to be more equipped with learning materials, which increases educational performances. Home environment is therefore more decisive. Discrimination seems to be 'outside school' since boys and girls from different caste study together in the same class. Besides the punishment system, school is seen to be a safe area, because it is situated in the village and there is a fence/and security guard to make sure children stay at school and study. In the research on overall students do not need to walk long distances to go to school. Cultural constraints for enrolment of girls must be considered, such as the prohibition of wearing burqa

for Muslim girls and the taboo of menstruation. The scarcely trained teachers are recruited throughout the country and there is a lack of monitoring and transportation of teaching skills.

Policy environment

In the content the subject 'social studies' also gives attention to the so called 'social evils'. Awareness of the social evils is good by using education as mediator. Though interdisciplinarity is difficult for teachers and there is no interactive learning. In boarding school there is more room for problem-solving methods. However rote memorisation is on every school still the most important method of learning. It seems that child-centred learning is not really accepted. Teacher must change from provider of knowledge to facilitator of knowledge. The processes of education therefore challenge the content, because knowledge is provided through a 'set of topics' and not shared to action and dialogue. Besides, content of education is also not responsive to emerging issues such as labour exploitation and the importance of 'safe migration.' The distribution of textbooks is problematic and Banda (strike) and political pressure makes it difficult to finish the subject matter at the end of the school year. Test scores are extremely low and the difference between boarding and government schools rather increases than reduces disparities. English, according to the parents is seen as 'the world language' and boarding schools are viewed as better quality, because it teaches in English medium. Parents also view that on overall teachers are trained and experienced. The government requested upgrading of schools but the schools cannot keep track. To strengthen capacity from the government, the communication and collaboration between the DEO and the VDC must be improved.

RHEST

At the Interaction Awareness Program from RHEST it seems that the organisation creates an environment where teachers and parents get support and where there is room for sharing difficulties. The RHEST organisation has a great influence on the enrolment of girls, because when RHEST families are out of the research enrolment rates for boys and girls are equal (gender equity). RHEST improves quality learning environments also because they sometimes help in the construction of schools. Change in attendance was not large, because many girls were already going regular to school. The change in performance is much more significant. More school materials and increased self-motivation of the girls resulted in better school performance. When there is awareness and safe migration there would be no human trafficking. Therefore education helps, because it can create awareness and know how for educated girls (and boys) to report a crime and know about their rights. The IAP should include all members of the communities, high caste and non-RHEST families as well as boys, because of the increasing trend of not only girls trafficking but also boys labour exploitation. Home visits and risk assessments need priority, because still children can drop out of school, because of trafficking.

1) Introduction

Education is important in the lives of many people. It can increase their capabilities and thereby their human well being. In addition, more years of education are generally associated with better job opportunities and higher earnings. Education is a fundamental human right to which every person should be entitled to. Therefore, it is important to ensure that all boys and girls around the world go to school. Unfortunately, not every child of school going age is enrolled in the school system and gender inequality in education is widespread in many developing countries. In Nepal also many girls are denied of their right to education. It seems also that people from the lower caste have a lower chance of being enrolled in school compared to people from the higher caste. Girls from the lower caste are generally the most marginalized people having the least chance of going to school.

The importance of education has been acknowledged by many governments and organizations around the world aiming to send every child to school by building schools nearby the house, or by improving the quality of education and/or by offering households incentives to send their children to school like the provision of scholarships. In Nepal there are many organizations trying to improve access to education especially for girls. The Rural Health and Education Service Trust (RHEST) is one of these organization providing scholarships to girls especially from low caste households to improve their access to education.

When having access to education, girls are more likely to be prevented to becoming victims of human trafficking, domestic violence or sexual abuse; which is another goal of the organization. RHEST supports girls from grade 1 to 12 by giving them a dress, bag, umbrella, copy, stationery and books. The organization also organizes interaction awareness programs where staff members give information about the scholarship program, the importance of education, hygiene, health, early marriages, safe motherhood and girl trafficking in order to create awareness among the girls, their parents and members of the school management committee.

This thesis will evaluate the scholarship program of RHEST by analysing the target group and next to that the focus lies upon the quality of education. Children do not only have the right to education, they have the right to access good quality education as well. The quality of education is important to investigate to see what the output of schools is. In the case of low output what is the reason: low quality of teaching, bad school facilities, contents of the curriculum, etc. RHEST supports girls by giving them incentives to go to school and to keep them there but the next questions are: What do they learn? What is going on at school? How is the school environment?

Despite some improvements progress in education in Nepal still needs to be made. Retention- and drop outs figures are troublesome with 66% of the children completing grade 8 (primary education) and 27% percent completing grade 12 (secondary education). Children living in rural areas often receive poor quality education. Schools in rural areas lack infrastructure facilities and are struggling to find and keep good teachers (Christensen & Pandey, 2011). The school enrolment

improved overtime and the gender gap in enrolment still exists, and increases as children get older. In remote areas literacy rates are not always lowest and they vary across regions and districts. In the Terai for example are the low enrolment rates caused namely by low enrolment of girls (IREWOC, 2007, p.ix).

Bad quality education can lead to drop outs which may lead to children being able to recognize words and figures, but who cannot understand their meaning and are unable to interpret them. In addition, learners may not be able to resolve their problems or enrich their own lives; they finish a basic education but are lacking the capacity to think for themselves.

For improving the outcomes of education it is necessary to emphasize equitable learning which means that despite certain factors such as wealth, gender or ethnicity, people do not only have access to education but have access to good quality education as well supporting their 'lifelong learning and development'.

RHEST is perhaps not directly responsible for the quality of education but it does, however, select the schools where girls receiving a scholarship can go to. Moreover because the organisation provides stationary and dress they can improve the child's study.

Research objective:

To carry out analysis on quality education in Nepal and focus on the impact of the scholarship program provided to girls in Nepali rural communities by RHEST.

In this research it is important to understand the context of Nepal and to explain the current trends in educational development. In chapter 2 a regional framework is given to converse the national context and the education system. Furthermore the profile of RHEST is taken into account to clarify the NGO's objectives and goals. In chapter 3 the theoretical/thematic framework discuss different theories such as the Right Based- and Livelihoods approach. Furthermore a definition of equitable learning is set out focusing on the quality of education with all its aspects. After that the conceptual model is given together with the main research- and sub questions. In chapter 4 is the methodology of the research given with the necessary operationalisation, structure and limitations of the research and questionnaire. Chapter 5 explains the results of the research about quality education and Chapter 6 will discuss the findings of the RHEST program.

2) Regional Framework

2.1 National context

To understand the current trends and developments in education it is important to subscribe the National context of Nepal. In this subchapter the geographical location, socio-economic development, Nepal's culture and caste system will be discussed. Furthermore it is important to describe the problem of girls trafficking in Nepal. One of the main goals for RHEST is namely to combat trafficking of girls by providing scholarships.

Nepal is relatively small (147,181 square kilometers) 80 percent of the land is occupied by the mountains of the Himalayas. Nepal is home to the Mount Everest and was closed to foreign visitors until 1951. Since then the country became a popular destination for travellers and is still mystique for the west in search of climbing challenges or spiritual enlightenment (Geographia, 2011). Nepal can be characterized as a country with a relatively high population growth rate, poor social and economic infrastructure, slow economic growth and a country where the gap between rich and poor is increasing, with the greater part of the population is living in severe poverty. The majority of the population is dependent on agriculture and forestry for their livelihoods. Also livestock farming is an important source of income. These sources of income are labour intensive and it is therefore not surprising that farmers need the help of their children (IREWOC, 2007, p.ix).

2.1.1 Geographical location

Nepal is a small land-locked country in the Himalayas and is bordered in the South, East and West with India and China in the North (IREWOC, 2007, p.7).

Geographically is Nepal divided into three regions stretching each from east to west across the country (figure 2.1).

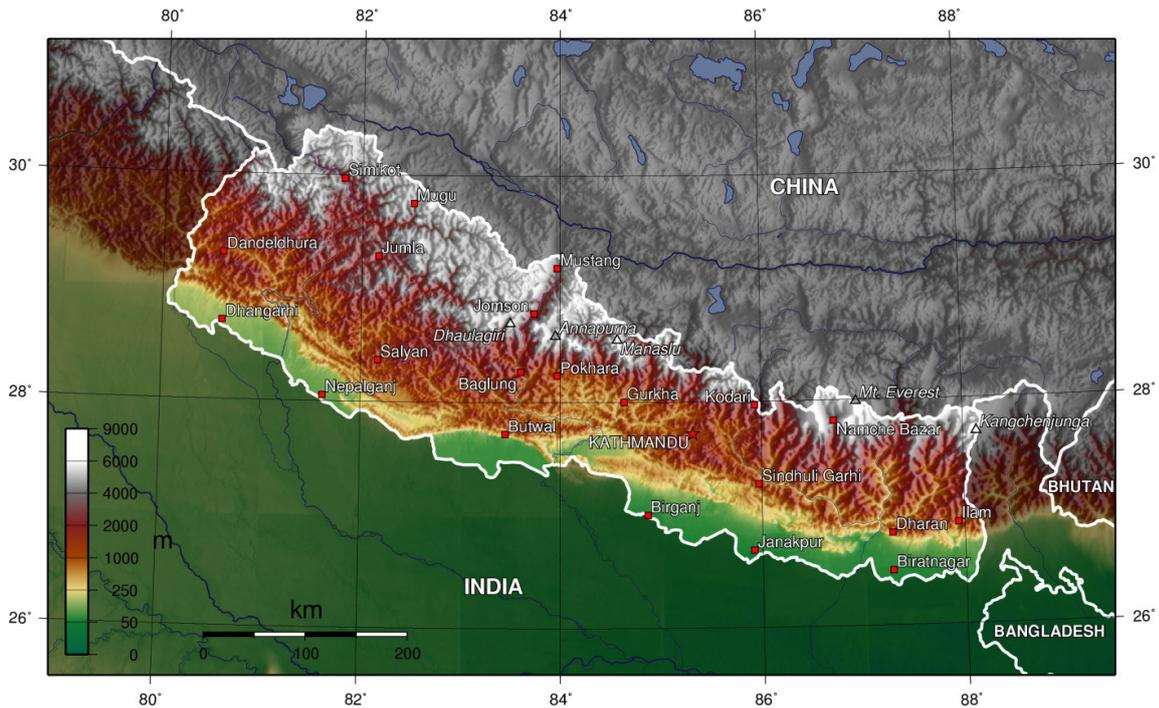


Figure 2.1: Topographic map Nepal (Solarnavigator, 2011).

The Himalayas: This geographical region situated eight of the ten highest peaks in the world and stretches in the North of Nepal. This area is because of the ruff terrain sparsely populated with less vegetation above the tree-line (4,200 m) (Geographia, 2011). This region comprises 35% of the country and elevation is above 3000 meters with the Mount Everest peaking at 8848m (IREWOC, 2007, p.7).

Mahabharat Chain: This is the central section of the country and is a range of mountains with altitudes around 600-3000 meters characterised by the Mahabharat Range and the Churia Hills, but has also many rivers and valleys. The central strip comprises about 42% of the land area and is known as the Hills (IREWOC, 2007, p.7). In this area farming became also an important activity with terraced farms producing corn and wheat. In the middle of the regions stretches the Kathmandu valley with its capital and other historic cities (Geographia, 2011).

The Terai: The southern part of Nepal, is bordered in the North by the foothills of the Himalaya and in the south by the river Ganges. The area was mainly tropical forestland but is converted for agricultural production and is now all covered with farms (Geographia, 2011). The Terai is the remaining 23% of the country, it is a plain area with elevations ranging from sea level to 300m (IREWOC, 2007, p.7).

Because of the geographical diversity and differences in elevation, climate varies considerably. The monsoon season is from May to October draining the terai region and let it snow on the peaks of the Himalayas. From Mid-October to mid-December is the weather in the mountainous areas sunny and prime for hiking because of the clear skies. Temperature ranges from warm in the lowlands to crisp in

the mountains. In the months of March and April is the temperature in the Terai and Kathmandu' more hot and sticky but are also good for mountaineering (Geographia, 2011).

2.1.2 Socio-economic development

In the world and especially in the South Asian region Nepal is one of the poorest countries. The GNI per capita (US\$) in this country is 270, a HDI of 0.527, and a HPI of 38.1%. 24% of the population lives on less than US\$1 a day and 68.5% lives on less than US\$2 a day. The living conditions for communities in rural areas are very poor, especially in mid- and far western regions. The contribution to poverty in Nepal differs from high population growth rate, slow economic growth and insufficient social economic infrastructure. Nepal's soil in the mountain and hilly regions are not useful for agricultural production. Only 18% is cultivated land, where 70% of this is in the Terai region, where farming is suitable. Though these limited opportunities, 65.6% of Nepal's economically active population works in agriculture and forestry. The production consists mainly of food crops such as paddy, millet, wheat, barley, and maize. In the Terai region the cash crops such as oilseeds, sugarcane, and tea, are grown and contain 11% in total.

Moreover another kind of income in Nepal is livestock farming. Livestock is important in the mountain region. Also crucial for Nepal's economic development are Industry, tourism, and foreign trade. However only 2% of the workers in Nepal work in an industrial enterprise. Because of the geographical features of Nepal, it is difficult to develop a good infrastructure. In this way transportation and economic development in Nepal is limited. Basically there are only four main highways: the longest runs through the Terai from East to West. Even there are smaller roads connecting other cities, where the largest part of the road network exists in the Terai. On the contrast the Eastern and Western mountains are deprived of roads. Reaching these areas is only possible on foot or by air and are therefore sparsely populated. Nepal has 23.2 million inhabitants. 48.4% live in the Terai, 44.3% in the hills and only 7.3% are found in the mountains. In search of economic opportunities people from the hills and mountains migrated to the highly populated Terai region. These flow of migrants increased when the highway through the Terai was completed (IREWOC, 2007).

At the social level, some demographic features note low social- economic development. For example life expectancy in Nepal is around 66.6 years. For males is the average 65.9 and females 67.2. Also the infant mortality rate (infant deaths per 1,000 live births) is 42.2, but this rate is declining. Even the adult literacy rate is 56.5%, because of lack of opportunity for woman it differs greatly between the sexes. The high maternal mortality is also one of the indicators of low social-economic development (United Nations, 2008).

Nepal is divided in five Development Regions: the more developed Central and Eastern Region than the Western, Mid-Western and Far-Western Development Regions. To facilitate development activities in order to balance development, each region is divided into two or three

administrative Zones. These 14 zones are again subdivided into 75 districts. Every district is divided into Village Development Committees (VDCs) and municipalities (urban areas). By this decentralization the government wants to minimize economic disparity (IREWOC, 2007).

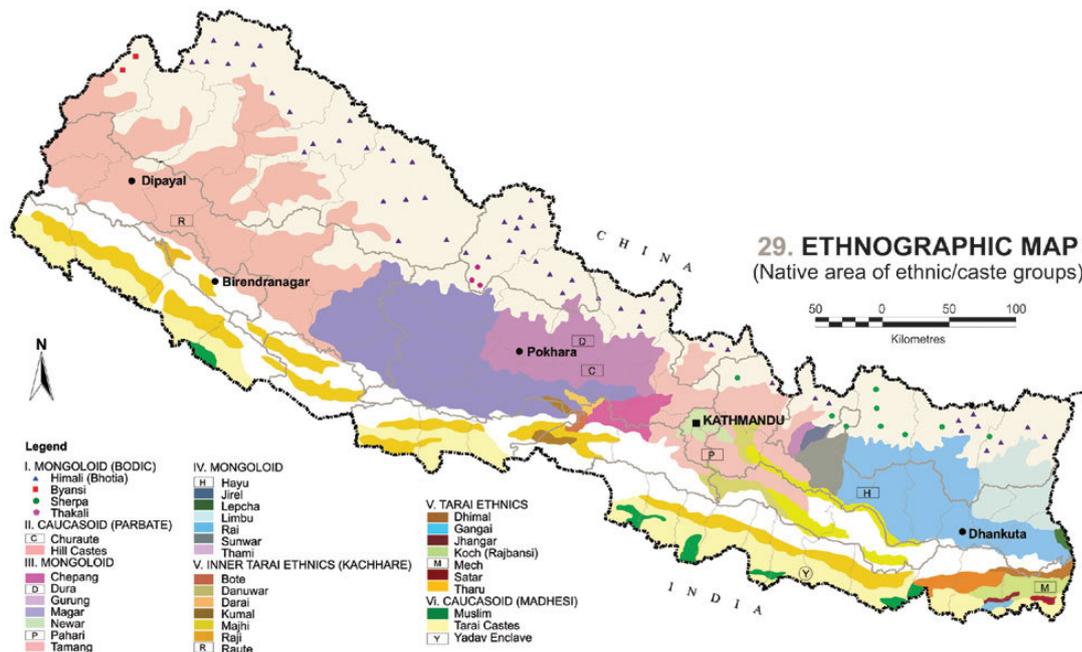
However the socio-economic situation is improving recent years. It seems that the GDP has grown from with 3.9% in every year from 1998 till 2008. Also the literacy rates are increasing and the amount of children's deaths decreasing (United Nations, 2008). Despite these significant improvements progress in socio-economic development still needs to be made.

2.1.3 Culture

Local communities in Nepal are dynamic and heterogeneous. It is therefore important to consider the local community as a social and cultural landscape. Local communities refer not to physical realities but places with flexible, fluid and changing boundaries and is a particular 'place in space' identified through symbolic and cultural meanings. (Olwig & Gullov, 2003, p. 199).

The inhabitants of Nepal belong to different ethnic groups (Figure 2.1.1). They can be largely divided into Hindu peoples and Buddhists. Buddhists live in mountain villages close to Tibet. 90% of the population of Nepal are Hindus who dominate political and religious life and live mainly in the lowlands.

Buddhism has a special connection to Nepal. The Buddha Siddhartha Gautama was born in the Terai in 543 BC. Also the long-familiar Buddhist ethnic group are the Sherpa. These group has been highly associated with Himalayan mountaineering expeditions.



Source: Gurung, 1998.

Figure 2.2. Ethnographic map of Nepal (Nepali times, 2011).

Looking at the history, in the 8th century BC, migrants from India settled in the region of Kathmandu. Further consolidation of the Indian influence in the region was conducted by the Licchavi Dynasty (300-900 AM). In this period the Hindu traditions and culture, including the caste system, were introduced (Geographia, 2010). Therefore Nepalese society is ethnically diverse and ranging in phenotype (physical characteristics) and in culture from the border of Indian to the Tibetan. Varied ethnic groups evolved over time (US Library of congress, 2011).

Three kingdoms in the 13th century were all under the control of the Malla Dynasty. The Malla rulers were for 500 years highly influential in patrons of the arts, building elaborately-decorated temples and palaces that are still there nowadays. Because of Nepal's topography the country was protected from outside invaders. The Himalayas in the north and endemic malaria in the south kept the potential attacks out of the country.

The cultures of Tibet and India are very similar to Nepali cultures. Nepali seems to have similarities with clothing, language and food. The main Nepali's dish is dal-bhat. It consists of boiled dal served with rice and vegetables with some spices. Nepali eat this meal twice a day, in the morning and after sunset. In between the main meals they eat snacks such as chiura (beaten rice) and tea. On the contrast in the mountainous region diet are based on wheat, maize, millet and potatoes. Even they drink Millet-based alcoholic drinks like: "Tongba", chhaang and the distilled rakshi.

Retaining the strong influence in society and its stories, people from Nepal are acting out their traditional Nepali folklore by dance and music. Different ethnic groups share their own ways of culture. The Newari culture is the original and distinguished culture of Kathmandu. The most observed festivals in Nepal are the Newari festivals. Newar people are well-known by their Masked dance, which tells the stories of the gods and heroes. The dances are accompanied by percussion-based music with flutes. Also you can hear the nasal vocal lines. The traditional music of Nepal is strongly influenced by Tibetan and Indian culture. Moreover women are not allowed to play music, except in specific situations, for example traditional female wedding parties (Solarnavigator, 2011).

2.1.3.1 Caste System

One fundamental aspect of Nepalese society is the existence of the Hindu caste system, which is modelled after the orthodox and ancient Brahmanic system of the Indian plains. The establishment of the caste system in Nepal became the basis of the feudalistic economic structure: high-caste Hindus began to parcel out the appropriate lands. The lowlands were more easily accessible, cultivatable, and more productive so they became in the hands of people from the high caste and they introduced individual ownership. Cultural and religious rigidity of the caste system overtime was slowly eroding, but its introduction was significant for the migration of the Indo-Aryan people into the hills. Later on

Migrants from the north were incorporated into the Hindu caste system (Indo-Aryan migrants), who then controlled the positions of authority and power. The system of Tibetan migrants was based on communal ownership (US Library of congress, 2011)

The caste system in Nepal is very complex and has an array of 101 known castes and sub-castes in Nepal. To make it more clearly the Hindu religion can be divided into four major and greatly unequal sections: the Brahmans, the Chettri, the Vaisya and the Sudra, with the Brahmans ranking the highest. The Brahmans and the Chettri are often wealthy, and have the most influential positions in Nepal. The middle class: Vaisyas are the many small business owners. The Sudras are the lowest caste. Each caste can then be divided in subcaste. The lowest of the low caste in Nepal is the Dalit and are the most unlucky (Rimal, 2009). In this research the caste hierarchy is explained according to the division of Bennet et al (2008). In this hierarchy tow large groups can be established: The so called ‘water acceptable’ and the water-unacceptable. It’s a division between the groups of the pure and the impure. The water acceptables group are from the highest caste and can be divided into three groups: wearers of the sacred thread, Matwali alcohol drinkers (non-enslavable) and Matawali Alcohol drinkers (enslavable). The unacceptable group are divided in two groups: the touchable- and the untouchable group (Bennet et al, 2008).

From these five groups (table 2.1) are the untouchables the most disadvantaged as mentioned above also named as the Dalit. The Nepal’s Dalit community is around 20 percent of the country’s population. From this group half of them are woman and they seemed to be the most marginalized. A Nepali journalist from the Women News Network explains that the high caste or ‘uppercaste’ still see the dalit woman as unemployed, illiterate, poor, landless, naive, unhygienic, sick or submissive (Rimal, 2009).

Tabel 2.1: Caste hierarchy in

Hierarchy	Habitat	Belief/religion
A) WATER ACCEPTABLE (PURE)		
1. Wearers of the sacred thread/tagadhari “Upper caste” Brahmans and Chhetris (Parbatiya) “Upper caste” (Madhesi) “Upper caste” (Newar)	Hills Tarai Kathmandu Valley	Hinduism Hinduism Hinduism
2. Matwali Alcohol drinkers (non-enslavable) Gurung, Magar, Sunuwar, Thakali, Rai, Limbu Newar	Hills Kathmandu Valley	Tribal/Shamanism Buddhism
3. Matawali Alcohol drinkers (enslavable) Bhote (including Tamang) Chepang, Gharti, Hayu Kumal, Tharu	Mountain/Hills Hills Inner Tarai	Buddhism Animism
B) WATER UN-ACCEPTABLE/Pani Nachalne (IMPURE)		
4. Touchable Dhobi, Kasai, Kusale, Kulu Musalman Mlechha (foreigner)	Kathmandu Valley Tarai Europe	Hinduism Islam Christianity, etc.
5. Untouchable (achut) Badi, Damai, Gaine, Kadara, Kami, Sarki (Parbatiya) Chyame, Pode (Newar)	Hill Kathmandu Valley	Hinduism Hinduism

Nepal

“Dalit women are denied not once but three times in Nepal society – as a woman, as a Dalit, and as a Dalit woman.’ Discriminated by class, caste and gender they survive in spite of an often cruel and dismissive society. In our 21st Century, in Nepal’s third millennium, if you thought that conflicts of upper-caste and lower-caste were a thing of the past you’re wrong. Stories of Dalit women cruelty are frequently found in Nepali news media. But it hasn’t changed anything”(Rimal, 2009).

Any kind of social discrimination based on caste is illegitimate announced by the prime-minister of Nepal. The practice of untouchability is set as a crime punishable by law and was stated in the UN WCAR – United Nations World Conference against Racism, which was held in Durban, South Africa in 2001. Since then some improvements have been made. However it seems that discrimination is culturally grounded that won’t go away easily (Rimal, 2009).

Therefore the caste system is still embedded in society and the ‘dalit label’ leads to children refusing to go to school. If the school is far from their own neighbourhood dalit-children do not want to enrol in school. It seems that discrimination in school is still present and can stem both from the so-called ‘upper class’ and teachers. In the study of Jenkins (2005) it appeared that discrimination can range from sitting in the back of the class to harassment of Dalit children. Teachers can say that they treat every child equally but they would probably not allow for example that a Dalit child enters their homes. Because of the long history of these customs, it is very difficult to eradicate these kinds of customs. At home parents can decide that the child should not go to school. When there is pressure for the child to go to school in situations like these, the drop out rate increases. This explains why there are few dalit girl children who are enrolled in school. To eliminate the social injustice, it is important to give educational development and opportunities to disadvantaged communities (Jenkins, 2005, p.18). The RHEST organisation wants to target in particular girls from disadvantaged communities. In this research more attention will also be drawn on discrimination on school among different caste.

2.1.3.2 Girls trafficking

Trafficking of girls is a common problem in Nepal. It is because of the immense poverty in the villages that some families see no alternative than of selling their girls. It seems that educating their daughters is not being seen as economically advantageous in the future. There is a need to negotiate with the villagers and to talk about human rights and ethics, to increase their social awareness and mend their spiritual roots. To prevent trafficking it is crucial to have good role models for girls, meetings to strengthen community awareness and creating better opportunities for education. Most important is to ‘empower the women’ what means to enlighten qualities within themselves, stand up and to hear their voice (Lama & Bory, 2000). It is necessary to consider with empowerment that everyone is shaped by their social context while some empowered individuals in their societies can affect change. The context however needs to be supportive of those changes (Mangenda, 2008).

The girls can be trafficked to the sex industry in Asia and are obligated to do so, because of the economic circumstances and social inequality. Some girls work voluntary, others do so by force. To increase understanding about girl's trafficking, more specific objectives need to be investigated like the context of trafficking, methods and means of trafficking, living conditions in brothels and survival strategies for these girls (Save the Children, 2008).

The characteristics of trafficked girls are: very young, non-literate and unmarried. The traffickers use several techniques to force girls into sex trade. One of the most reported tactics are falsely promising jobs. Also seducing girls by posing potential boyfriends or offering fraudulent marriage are common. Traffickers work most of the time in groups of two or more. They are employed by a brothel or work independently. In many cases the traffickers are family members looking for money (Save the Children, 2008).

The living conditions in the brothels are very poor. Usually the girls don't have any experience in sex work. In all the brothels girls are being subjected by psychological and physical abuse. It is very difficult to escape, because of severe control mechanisms in the brothels. Besides to be forced to do sexual work, the girls are obligated to perform personal housework or childcare chores in the brothels (Save the Children, 2008).

The role of poverty in sex trafficking is large and predisposing. Trafficking stems from lack of female education, deep rooted processes of gender discrimination, ignorance, naïveté of rural populations and lack of economic opportunities in rural areas. Even low status of the girl, corruption of officials, lax law, political apathy and 1500 km open border with India are increasing the risk of trafficking. Important to note is that gender-based mistreatment and poverty in families contribute to the vulnerability to sex trafficking. The girls are stigmatized and are in fear to have more negative consequences for their status within the community. Where sons are associated with economic and social advantage, the daughters are seen as burdens (Save the Children, 2008).

There is a strong interaction of the mistreatment of woman and girls and poverty that heightens the risk of sex trafficking. The root causes are however complex and has multiple factors. It is important to note that trafficking strongly operates through networks and social relations. The social networks are significant in the sex trade and interpersonal connections. For example a cousin takes her niece going out for shopping and gives her to the brokers, who can also be familiar person for the community. Therefore there is an increasing need for interventions that empower girls and woman. To prevent the girls for trafficking, efforts must be made in improving economic opportunities and security. Besides, it is important to educate communities and promote structural interventions (Save the Children, 2008). By providing education for the girls, the NGO RHEST tries to improve woman capabilities. Therefore RHEST empowers woman and girls to come up for themselves and to reduce the risk of potential trafficking.

2.2 The education system of Nepal

2.2.1 History of the education system in Nepal

Education under the Rana rulers was perceived as something that is only useful for the upperclass. The elite feared an educated public kept education the exclusive privilege of ruling elites to prepare their children for a place in the government. There was no public schooling and as a result the mass of the population remained illiterate. The founder of the Rana rule, Jang Bahadur Rana, wanted that his children got an English education. English nowadays is still seen as a supremacy over the traditional type education. Before World War II some new English middle and high schools were founded for example in Patan and Biratnagar, even a girls' high school opened in Kathmandu. Public respect for education was growing because of the influence of Gurkha soldiers, who returned from serving in the British army and had learned to read and write. High-caste students went more and more to Patna University and Banaras Hindu University in India for higher education and some of these students realized the oppressive policies of the Rana rule. It was them who initiated antiRana movements and lead to the revolution in 1951 (Library of Congress, 2011).

Besides the former Rana rule, other factors constrained children in going to school. Because of poverty, children needed to work at home and in the fields. Children were late on school and almost half of the class completed only one year. The education for girls and women was seen as unnecessarily and because of that enrolment levels lagged behind. Uniform text materials did not always work out because of regional variety and besides governments success in establishing schools quality of education remained low, for remote regions where the majority of the population lived (Library of Congress, 2011).

Nepal after restoration of democracy in 1951 made efforts to make education more accessible. The government set up a national system of education to meet the individual and national requirements. The NNEPC, Nepal National Education Planning Commission was formed in 1954 (its report in 1956) followed by other committees such as the All Round National Education Committee (ARNEC), the National Education Commission (NEC) in 1990 and the formation of the High Level National Education Commission (HLNEC). These commissions were established to analyse the situation of education and how to improve the system (Ministry of Education and Sports, 2005, p.2).

In 1975 the government installed free primary education and was responsible for providing school facilities, materials and teachers. Primary schooling was compulsory (5 years) beginning at the age of six and secondary education (another 5 years) began at age eleven. Second education is divided in lower (first two years) and higher education (last three years). In 1984 enrollment in primary school was around 52 percent (70% /30% boys/girls ratio). The inspection, staffing, finance, administration etc was supervised by the Ministry of Education (Library of Congress, 2011).

In reality there was no such thing as general accessibility because most of the time the Elite members could only afford to continue beyond primary school. The majority of the students had to leave school before the School Leaving Certificate examination. By lack of quality education higher caste families send their children overseas for obtaining necessary degrees, normally unaffordable for lower castes (Library of Congress, 2011).

The School Leaving Certificate examination is given after the completion of the higher-secondary level. When passing this level students are able to go to college. Since 1970s the government wanted to identify reform agendas on education and therefore implemented several plans and projects such as the National Educational System Plan in 1971, and Education for Rural Development, Seti Project (1981-1992), Primary Education Project (1984-1992), Basic and Primary Education Project Phase I (1993-1998), Secondary Education Perspective Plan (1997), Basic and Primary Education Project Phase II (1999-2004) etc. All these efforts were enhanced in 1990 with the restoration of democracy and the Constitution of the Kingdom of Nepal 1990 which regards education as one of the fundamental human rights. After this special policies, girl's education and disadvantaged groups, ethnic minorities and the lower castes especially the Dalits were introduced. In the period 2002-2007 the overarching goal from the Tenth Plan was poverty reduction and in this view education was seen as one of the major means to achieve this goal. Concepts such as inclusion and empowerment, knowledge building, development of human resources and social equity and gender were initiated. In 2000 the national government has approved Education for All (EFA) goals of 2001-2015. A strategic 5-year plan was implemented since 2004 and implemented in 2003 similarly a 5-year plan the Secondary Education Support Program to improve relevance, equity, access, quality and institutional capacity of secondary education (Ministry of Education and Sports, 2005, p.2).

2.2.2 Status of educational foundation

There are still many problems and challenges for achieving both the Millennium Development Goals (MDG) and EFA goals. Progress has been made for example in 2001 the literacy rate recorded for the population older than 6 is 54.1% and in 2008 this was increased to 63.7 (Government of Nepal, 2010). In 2005 the net enrolment rate of primary level was around 84%, lower secondary 39.4% and for the higher secondary level only 25.5%. Only 20% enrolled in the first grade complete grade five in five years (Ministry of Education and Sports, 2005, p.2). In 2010 the net enrolment rate of primary level increased to 93.7 (girls 92.6 and boys 94.7) and in secondary level 40% (Government of Nepal, 2010). Still a large group of children of school going age remain outside of the education system with the system being low internal efficient and low quality of education, not serving the labour market (Ministry of Education and Sports, 2005, p.2).

When parents are uneducated, the children are born in an environment where they cannot always establish a good educational foundation in their early years. Education is simple; it is like

building a house: without a firm and solid foundation a strong house cannot be build. No education and no good jobs, no improvement of children's lot. In Nepal it seems that children from low class and low caste are especially doomed in the socio-historical drama of education (Shrestha, 1997, p. 173-174).

Two private schools run by Western Christian missionaries played a leading role in the educational perception and process. The two private schools popularized Western education and sharpened both class bias and class process in education. Good education is supposed to be English-based education and public schools were viewed as second-rate. The public schools are largely populated by poor children because their families cannot afford private schooling. Only five percent of the Nepali households can afford such schooling. It is since 1970 that the foundation of public education cracked. In the public schools teachers are more likely being threatened and intimidated by students (Shrestha, 1997, p. 175).

Both the culture and economics of education in Nepal are adversarial to the poor and to the overall national interest. The problems of school enrolment and school attendance vary according to gender, location and social status. The caste system has left its mark on education, and continues to influence it today (Jenkins, 2005). The poor are in this way rejected form a win situation because private schools are plugged into a network of the elites and therefore have better chance to get the best jobs. The gap between the rich and the poor is widened and because of the severe poverty children struggle daily to survive. They have little choice to earn a living and are therefore vulnerable to become trapped in selling drugs or prostitution (Shrestha, 1997, p. 177-178).

“Because education was traditionally confined to the elite, it has only recently been recognized as a fundamental right, and in many areas this attitude has yet to become the norm when considering girl children” (Jenkins, 2005). The girls are considered property that is only temporary because they will move after marriage to their husband's home. It is therefore not economically sound to invest in their future. It seems that the lack of family support has a significant effect on education. Unsupportive parents can disrupt education, but also other factors like basic logistical issues such as lack of space or light for studying (Jenkins, 2005).

A holistic approach is necessary to act on the problem of girl education. When woman are participating in discussions the can act on the importance of girl child education when they are sensitized to their own lack of opportunities, and requested assistance in addition to the children. Female members of the community can furthermore express their interest to develop their own skills. This can create a more fruitful and sympathetic climate for girls and their education. It is the influence of family support that is crucial for academic survival (Jenkins, 2005).

Nepal and quality education can create conflicts in who will harvest the fruits of the work. It is necessary to understand what type of education is useful to create the necessary 'life skills' and how the system can be transformed (Olwig & Gullov, 2003, p. 187). These questions arise concerning the educational foundation in Nepali society and cultural life.

Education is influenced by the archaic caste system. Only recently the right to have access to education has been recognized, because traditionally education was allowed to the privileged elite. Just now the attitude towards girls education has become the norm as well (Jenkins, 2005, p. 10). The state of education is still utterly poor. The question is which underlying reasons are the result of this. Most of the time, the parents are blamed. They are characterized as poor and they need the children for supplementing their income. Mostly argued is the lack of general awareness and because of illiteracy the parents don't seem to be aware of the importance of education. Moreover the lack of quality instruction, commitment and supervision of teachers contribute to the poor status of education. Also the teachers are perceived as extra-institutional bodies, where the role of government is being ignored. The in-sensitiveness of the government and lack of commitment is not creating an atmosphere where the decision makers feel responsible. In this way the teachers are not involved in the decision making progress. Therefore according to Graner (2006) the problem lies within the system and not necessary within the attitude of parents. However Jenkins (2005) argued that the lack of family support has a very significant influence on the child's education. For example children don't have space or light to study at home. Even disruption of study is possible by unsupportive parents. Sharing the space with a big family under one roof creates a lot of pressure and can be stressful for the child (Jenkins, 2005, p. 27).

2.2.3 Access and quality

Access to education

In Nepal schools, teachers and organisations are making a lot of effort to give access to education for all children. Children are encouraged to go to school by receiving notebooks and pencils. Scholarships are given to 125000 students and also scholarships to girls are agreed. School enrolment is still a hurdle, particularly for girls. Because of the poverty, traditional customs and the lack of infrastructure many children are still out of school. Still, ruling elites and high caste members have access to quality education while the poor are deprived from it. Class bias in education exists and many of the poor children encounter many barriers in their pursuit of education. The poor children have a so called 'build-in handicap' in that most of their parents are uneducated (Shrestha, 1997, p. 173).

It is important to create awareness for girls and their education. Because education brings hope (see quote).

“‘People often tell me sending your daughter to school won't do any good,’ said Chandrakala Gupta, mother of an eight-year-old schoolgirl in Bithuwa village. ‘But I believe the wisdom of education will prevail wherever my daughter goes. For where there's education, there's hope’”(Lawoti, 2006).

Caution is needed when educational statistics are used to measure progress in achieving 'education for all'. The statistics used can be distorted, for example enrolment rates that are usually based on

admission at the beginning of the school year, which does not necessarily coincide with actual attendance during the remaining year. This was the case in 1998 in the Jhapa district of Nepal where in class 1, more than 30% of the girls and 25% of the boys were "paper work" rather than real students. It is even more striking when you understand that Jhapa is one of the "top" districts in Nepal with regard to education. It seems that disproportions are even more pronounced in other districts in particularly rural areas of the Terai and in the western hills and mountains (Graner, 2006). The primary completion rate therefore (number of students successfully completed the last year) is more and more used as a core indicator of an education system's performance (Millennium Development Goals, 2010).

Quality of education

Nepal has made severe progress in "quantity" of education by expanding education for all Nepali children. But in educational attainment are the two distinct biases still present: the social class and geography (Library of Congress, 2011). To create an educated, open and just society improving access is just one step, and at the same time an important step is the improvement of education quality. It seems that Nepali students rank poorly in science and mathematics comparing to international standards and the learning outcomes do not reach the targets specified by the national curriculum. Only around 30 to 50 percent pass the compulsory School Leaving Certificate exams. Together with the overall poor quality of education is the problem of enhanced disparity in quality of education transversely type of schooling public vs. private schools, across locations; urban vs. rural, remote vs. accessible, and population groups, males vs. females and privileged ethnic groups vs. marginalized ethnic groups (Bhatta, 2008).

The majority of the schools are poor managed by untrained teachers and professors. Strikes could close the schools for weeks and students were concerned obtaining a certificate rather than having a quality education, therefore cheating on the examinations was highly the case. The quality of education even in private schools, most of them located in Kathmandu Valley, are more businesses for making money rather than educational institutions (Library of Congress, 2011).

Sending children to school and keeping them there is not enough. It seems that the quality of education is regularly overlooked. To increase quality of education for example a high standard of teachers need to be guaranteed. In Nepal this is usually not the case and it seems that the present supervision system is inadequate. Qualifications of teachers have unfortunately remained low until today, and a large number of the teachers are untrained. More than one third of the teachers studies up to class 10 and did not received any training prior to become teachers, mainly in public schools (Graner, 2006).

3) Theoretical/thematic Framework

3.1 Education for development

The study of RHEST's education program has three theoretical premises according to Arnaudova (2010). First it is necessary that the program has a pro-poor analysis, because poverty is assumed to reduce school participation and educational attainment leads to income growth and closes the inequality gap. Second is to provide a participatory approach and third is the premise of the Sen's Capability Approach where quality education can force empowerment of boys and especially girls in their capabilities (Arnaudova, 2010).

3.1.1 Education for all, MDGs and Dakar Declaration

The Jomtien Declaration promised to achieve universal primary education by 2000. Still 115 million children do not attend school and 56 percent of them are girls. 94 percent of these children live in developing countries, most of them in South Asia and Sub-Saharan Africa. The World Education Forum in Dakar, 2000 formulated number of 6 EFA Basic Education goals (see box 3.1). The international community and governments have committed themselves to attain these goals and targets by 2015 ((Novib & Plan, 2004, p.19). The Millennium Development goals represent human needs and basic rights that every individual around the world should be able to enjoy. The target of goal 2 is that by 2015, children, both boys and girls, will be able to complete a full course of primary schooling (MDG Report, 2010, p.3). To reach the educational goal first, all countries must enrol their children and keep them in school. In recent years completion rates have stagnated or even fallen by 70 of the 155 developing countries and are at risk for not reaching the goal unless progress is accelerated (Millennium Development Goals, 2010).

Education lies at the core of human development. As such, it is also a fundamental human right and thus, providing education to its citizens needs to be a focus of government activities all across the world, irrespective of the state of development (Graner, 2006). A rights-based approach to education can address some of societies' deeply rooted inequalities. Millions of children condemn these inequalities, particularly girls. Without quality education they have a life of missed opportunities. To bring about social justice and equality educational and gender equality, goals are established in the Millennium declaration goal 6 and the declaration on Education for all (UNICEF, 2010c). However Nepal's country report states that it is unlikely that Nepal will achieve universal access to primary education by 2015. It seems that a gap between "paper declarations" and social realities still exists, especially in the field of education (Graner, 2006).

To see whether education is a channel towards development UNICEF advocates quality basic education for all, with an emphasis on gender equality. Getting girls into school and keep them enrolled can create a multiplier effect. It seems according to UNICEF that educated girls marry later, have fewer children and are better informed in health issues whereby later on the children of the girls are better nourished and educated and have a reduced chance of death before the age of five. The educated girls are at home more productive and at the workplace they get better paid. Also it is important to note that education leads to more participation in social, economic and political decision-making. School can also offer children a safe environment, with supervision, support and socialization.

On school they can learn life skills that can help them preventing diseases like HIV/AIDS and malaria. The vulnerability to abuse, exploitation and disease increases when access to (quality!) education is denied (UNICEF, 2010a).

It is well known that education enhances lives. It provides a foundation for sustainable development and ends generational cycles of poverty and disease (UNICEF, 2010c). But for hundreds of millions of children this basic right of having quality education is beyond reach. The costs to go to school are too high for their families. They cannot afford school fees, live too remote where there is a lack of school facilities and supplies, or they need their children to work on the land. Also there is a factor of discrimination and exclusion for the most disadvantage groups like children of ethnic minorities as are children with disabilities (UNICEF, 2010a).

Box 3.1: Education for All goals:

- Improving and Expanding comprehensive early childhood care and education for everyone especially for vulnerable and disadvantaged children;
- By 2015 all children and girls in particular, in difficult circumstances and children belonging to ethnic minorities, have access to, complete free and compulsory good quality primary education;
- Ensuring appropriate learning, equitable access and programmes for improving life skills to make sure that the learning needs of all young people and adults are met;
- Equitable access to basic and continuing education for adults and achieving an improvement of 50 per cent in levels of adult literacy by 2015, especially for women;
- Eradicate gender disparities in primary and secondary education by 2005, achieving gender equality in education by 2015, with an emphasis on making sure that girls have full and equal access to basic education of good quality;
- Improving the quality of education of all aspects with recognized and measurable outcomes (Novib & Plan, 2004, p.20).

After decades of emphasize on access to education and enrolment, educational development has broadened to include learning outcomes and the importance of the processes of education. The Dakar Declaration in 2000 tried to capture this in one goal: “Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning (outcomes) are achieved by all, especially in literacy, numeracy and life skills” (Khaniya & Williams, 2004). The Declaration reflected the worldwide emphasis on educational quality, measurement of educational outcomes and student achievements. There is more awareness in the importance of learning outcomes. The enrolment rates are higher, but the completion rates are low and there are poorly provisioned schools. In this way quality learning is constrained and cannot create human capital and increase national stocks (Khaniya & Williams, 2004).

3.1.2 Approaches to quality education

To assess all the aspects of having a good quality education it is necessary to understand that there is no single way to do an assessment. Countries have different purposes for their assessments and it is important to note that there is no ideal assessment. There are a variety of scientific approaches that will and can provide solid and reliable paths towards improving the quality of education; one size does not fit all. (Wagner, 2010 p.747).

According to Tikly (2010) Quality education can be explained by three different approaches: The human capital, right based approach and the social justice approach.

The first two approaches are important to conceptualize quality of education and they are the most dominant approaches. The human capital and right-based approaches together co-exist in for example the Dakar declaration and DFID policy (Tikly, 2010).

Human capital approaches

The human capital approach is dominant in the discourse of the World Bank, IMF and other global financial institutions. The purpose of this approach is to see development and prosperity measured in terms of economic growth. Quality is therefore determined by narrow range of outcomes (cognitive) that can contribute to economic growth. For example countries that have high level of inequality in education have low national growth rates. The human capital approach is highly positivistic and has measurements in scores and standardized tests. This approach has therefore some implications on policy namely the support for market led approaches, financial initiatives for teachers and greater decentralization (Tikly, 2010).

Rights based approaches:

These approaches are dominant in the discourse among large multilateral and national NGOs and UN agencies. The main idea is that development is the realization of fundamental rights. The NGOs and UN agencies are therefore interested in “rights to education, rights in education and rights through education” (Tikly, 2010).

They recognize the positive and negative rights and focused on the needs of the individual learners (students). The right based approach is at the core of the UNICEF framework. Positive rights are rights who are explained in for example the model of child friendly and girl friendly schooling. Negative rights are the setting of rules regarding to corporal punishment (Tikly, 2010).

The two approaches are necessary to understand the quality and methodologies for researching quality education. They provide powerful quality frameworks, such as the conceptual model of UNICEF which will be explained later on in the thesis.

However it is important to keep an eye on the global, national and local contexts. These diverse contexts have an impact on quality education for different groups. The two approaches do not take into account the complexities of student’s identity. Also Human capital approaches neglects the cultural dimensions of schooling. Right based approaches must keep attention on the role of agency in civil society for realizing rights (Tikly, 2010).

Social justice approach

Justice calls for social arrangements in society that let all people to participate as peers in social life. Therefore it is necessary to overcome injustice by dismantling institutionalized obstacles that prevent some people from participating on the same level with others. People then can participate as full partners in social interaction. In this time of globalization the scale of social interaction has altered and therefore the questions of social justice need to be reconsidered (Tikly, 2010).

In these approaches there are three dimensions of social justice. First dimension analyze the redistribution of resources, which supports development of capabilities. Second dimension focuses on the recognition of the rights of the disadvantaged learners, because they have cultural barriers and face problems. Finally the third dimension considers the participation of disadvantaged groups in decision making and public debate about education quality. This happens at the local, national and global level (Tikly, 2010).

Amartya Sen's Capability

The view of education quality on Amartya Sen is that of education Quality and Human Capabilities. The goal of development is freedom. The purpose of education (and therefore quality education) is to develop range of freedoms (capabilities) that “contribute to overall wellbeing and that individuals, communities and nations have reason to value”. Quality education can therefore have a positive impact on economic growth and can contribute to wellbeing, democratic citizenship and sustainable livelihoods (Tikly, 2010).

It is important to know what social justice and education quality means. Good quality education means in this sense that education provides “all learners with the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual and collective wellbeing (Tikly, 2010).” Learning outcomes vary according to the different contexts but in the end education includes levels of literacy, numeracy and life skills. These life skills must include awareness and disease prevention (Tikly, 2010).

One of the principles of education quality is that education must be inclusive; all children can go to school. Another principle is that education should be relevant. Learning outcomes must be significant for all students and must be valued by their communities. Relevance of education should be consistent with goals for national development in global context. Moreover education quality is democratic, and therefore the outcomes of education should be determined through public debate (Tikly, 2010).

3.2 Defining quality education

According to the EFA Global Monitoring Report has educational quality several core components. These core components can be explained by asking the questions: What learners should know? (Goals of education elaborated in curricula); Where learning occurs? (Resources and facilities); How learning takes place and what is actually learned (knowledge and skills). How learning takes place have to be explained by characteristics of teacher-learner interactions and attitudes towards learning (Wagner, 2010 p.742).

Another way to consider educational quality is to use input- and output models. Before entering school it is important to understand that the child first learns at home. Home sets inputs for quality education and then school provides a set of inputs such as the teaching modules, time and learning materials, to generate a set of outcomes. In this case cognitive skills such as reading and writing are learned, social attitudes and values. However these outcomes are difficult to measure, because variable contextual factors intervene (Wagner, 2010, pp. 742-743).

In addition the idea of improved quality of education is that educational achievement is linked to economic development. Investments in quantity and quality of education are rationalised and acknowledged by international and national agencies. Educational achievement is a necessity in improving economic development in developing countries such as Nepal (Wagner, 2010, p. 743).

As mentioned above there are different assessments to conceptualise quality education. To conceptualise quality education core questions like what learners should know, or where learning occurs, should be considered and it is useful to develop input- and output models. This holds the idea that educational achievement helps in developing the country's potential. However all these assessments have their virtues and shortcomings and are more useful when they are combined and complement each other. There is no single assessment to measure quality education, also because it is still difficult to agree on what is needed to be measured. Nevertheless different assessments have their general scientific principles to which most of them adhere (Wagner, 2010, pp. 742-743). In this thesis quality education will be conceptualized by combining two models. Because different elements of educational achievement and other aspects of the subject matter are integrated. In the following sections the conceptual model of United Children's fund (2000) and Tikly (2011) is further discussed to evaluate the quality of education in the research areas (see 3.2.1).

3.2.1 The concept of equitable learning

In the developing world the output of many schools is unnecessarily low, because of low quality of teaching, provision of school facilities bad environments etc. When students leave school most of the time the children are able to recognise words and figures, but cannot understand their meaning and are unable to interpret them. The fact is that the learners cannot resolve problems or enrich their own lives. They finish basic education lacking the capacity to think for themselves (Novib & Plan, 2004, p. 19). Improving the outcomes of education it is necessary to emphasis on equitable learning.

The concept of equitable learning is that despite of factors such as wealth, gender or ethnicity, people have not only access to education but also access quality education that supports "their lifelong learning and development" (Center for Universal Education, 2010). Keywords in education are therefore equity and quality. However the quality of education seems hard to define but crucial to reflect on what students are learning. Quality of education encompasses not only literacy and numeracy but is much more comprehensive in educating the whole child (Center for Universal Education, 2010). Quality of education can therefore be seen in the broader human-capability perspective. When a person can become more productive through better education in making commodities, we can expect that the person can also achieve more in leading her life. It puts humanity at the center of attention (Sen, 1997).

On a global scale the obligation for the Convention on the Rights of the Child brings and the right-based approach brings up the right to have education. Quality education means that learning will strengthen capacities of children to act on their own behalf through the achievement of relevant

knowledge, useful skills and appropriate attitudes. In this way the children are creating places for themselves and others where they are healthy, safe and secure. Because of the complexity and multifaceted nature of the concept of quality education different terms are synonymously used such as effectiveness, efficiency, equity and quality. To improve provide quality basic education a broader perspective on quality education is necessary to encompass different dimensions involving learners, content, processes, environments and outcomes (United Nations Children's Fund, 2000, p.2).

It is important to keep in mind that definitions of quality education are always evolving because of changing contexts (United Nation's Children's Fund, 2000, p. 6) Below the concept of quality education is discussed by each of these dimensions. Education is a complex system embedded in a political, cultural and economic context. The different dimensions are interdependent and can be shown in a conceptual model (Figure 3.1). These dimensions influence each other in sometimes unpredictable ways (United Nation's Children's Fund, 2000, p. 5).

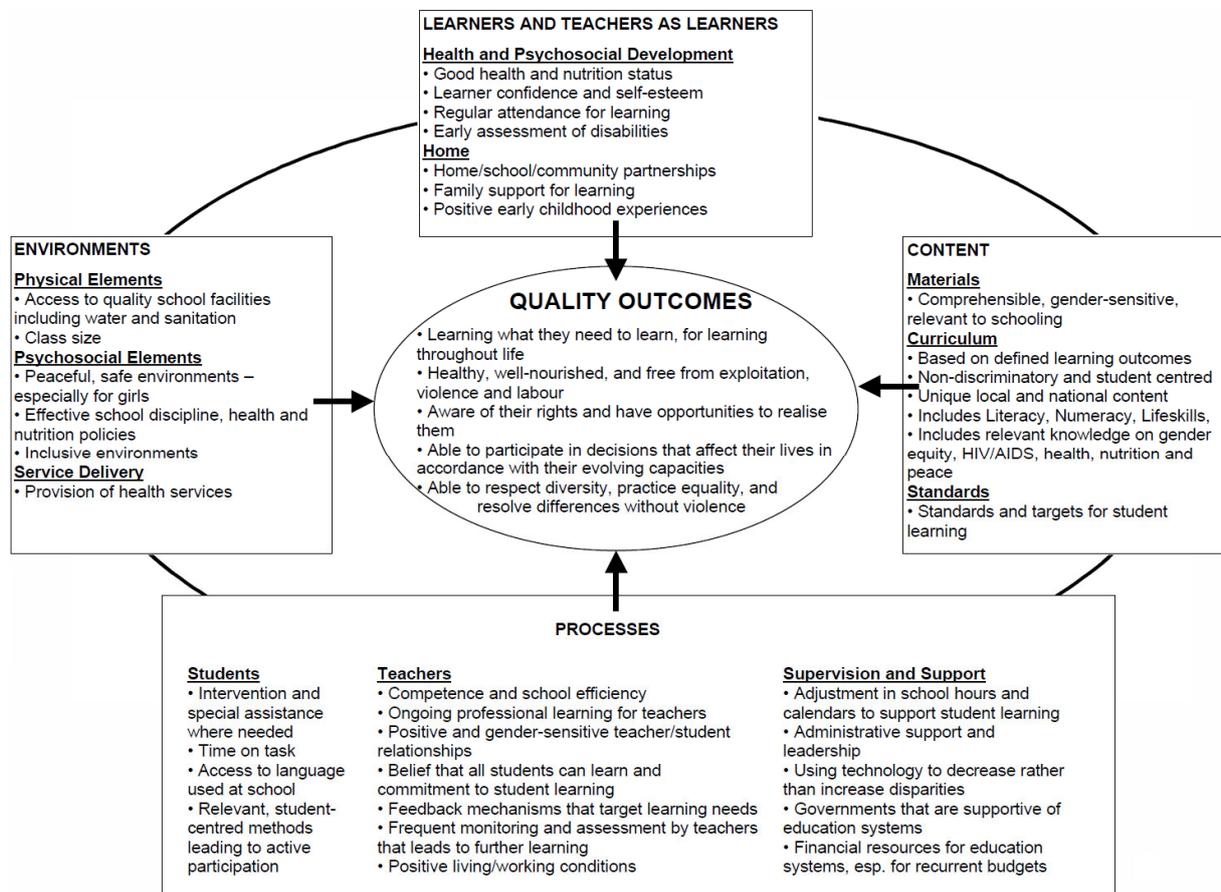


Figure 3.1: Conceptual model defining Quality education 1 (United Nations Children's Fund, 2000).

3.2.2 learners and teachers

Quality Learners are healthy, well-nourished, learners, who are ready to participate and to learn and are supported in learning by their families and communities (United Nation's Children's Fund, 2000, p. 5). This support is also vital for the teachers. Children who are in good health, physically and

psychosocially, learn better. Good nutrition is necessary for normal brain development, especially in the early years (United Nation's Children's Fund, 2000, p. 5).

Common sense would suggest that the early, vital years of a child's life is most important, because at this time the brain matures and the child learns many things like walking, talking, having self-control and the forming of social relationships. The children, who will have the basic health and nutrition status and meet their psycho-social needs, will perform better on school than children who are deprived from it. The child who is mentally, physically and socially well developed is expected to be more happy and productive member of the community (UNESCO, 2004).

Quality learners have good health and nutrition, early childhood experiences (for example parents reading to young children), are regular attending school and family support for learning (United Nation's Children's Fund, 2000, p. 5). The lack of family support has a significant effect on education. Unsupportive parents can disrupt an entire education for their children. Support means also the logistic means to support learning for example; having enough space for studying or light to study when its dark. When education is not prioritized a child can drop out of school permanently (Jenkins, 2005).

3.2.3 Learning environments

Quality Learning environments are: Healthy, protective, safe and gender-sensitive environments and provides satisfactory resources and facilities (United Nation's Children's Fund, 2000, p. 5). Learning environments are made up by physical, psychosocial and service delivery elements. So quality of school facilities has an indirect impact on the effect of learning. Other school quality issues are the importance of class size, adequate textbooks and working conditions for learners and teachers. It is important to know if the school is located too far from homes, because learners otherwise need to walk long distances to school which can influence school participation (United Nation's Children's Fund, 2000, p. 10).

For creating a quality learning environment psychosocial elements such as a non-discriminatory climate is crucial in schools and classrooms. Especially for girls, the school environment should be peaceful and safe. Under evaluating of girls is common and assaults on their confidence, identity and self-esteem (United Nation's Children's Fund, 2000, p. 10). Therefore teacher's behaviours must be taken into account and also effective school discipline policies are necessary to contribute to the quality of education. Inclusive environments contribute to the quality of education to involve all children with their different needs and disabilities. Last but not least are the needs of health services. The provision of health services can increase school attendance and decrease cases of malnutrition and sicknesses. The importance of learning environments should not be underestimated: "High quality physical, psychosocial and service environments in schools set the stage for learning to occur" (United Nation's Children's Fund, 2000, p. 10).

3.2.4 Processes

Quality Process means trained teachers in the educational process, where child-centered teaching approaches are in well-managed schools and classrooms and where there is a skilful assessment to facilitate learning and reduce disparities (United Nation's Children's Fund, 2000, p. 5).

Education teaching and learning approaches can be shown in a graphical way (Figure 3.2.2). Public schooling in Nepal is located somewhat near the bottom corner, where the teacher is provider of knowledge and students are passively absorbing the information. There is no such thing as co-creation or child-centered learning. Together with the need of child-centered approaches in the content of education, the instructional methods should be child-centered (see 3.2.5) to develop children's cognitive skills, beliefs and attitudes. There is a need for participation methods helping to built attitudes and values of children that contribute to democratic societies (United Nation's Children's Fund, 2000, p. 15,16).

Positive changes in the processes of classroom/teacher and student level should lead to more inter-active teaching and self-learning. Therefore the roll of the teacher must change from provider of knowledge, to facilitator of knowledge in an environment where knowledge can be shared (Bhatta, 2008).

"The first step to development is a change of attitude, both individual and collective - and in that order - from declared helplessness to empowerment (Valk, 2010)" Interactive learning is therefore crucial in quality education. This can be done by creating a space of collective acting and reflecting. For example creating a Role Play, an experience-based and active learning method, where learners explore a situation as if they were the people involved (Mangenda, 2008).

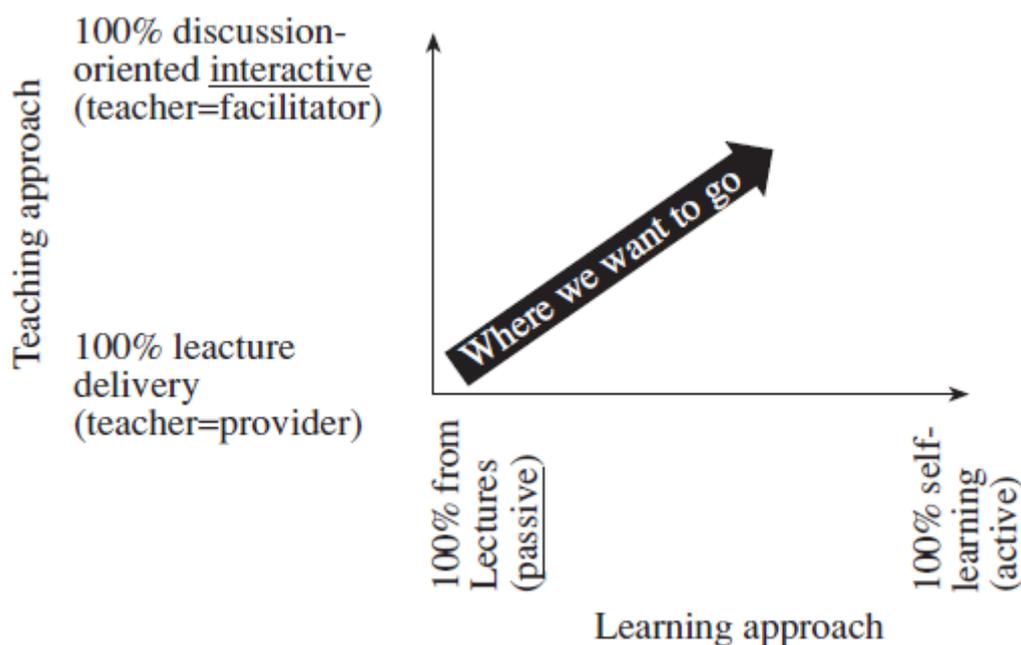


Figure 3.2. Dimensions in the educational process (Bhatta, 2008).

3.2.5 Content

Quality Content is reflected in relevant curricula and materials for the acquisition of skills in the areas especially of literacy, numeracy and lifeskills, and knowledge in areas and issues such as nutrition, health, gender, prevention of HIV/AIDS and peace building (United Nation's Children's Fund, 2000, p. 5).

The content of education must be child-centered and non-discriminatory. The curriculum therefore must emphasize the needs of children rather than that of administrators or teachers. The structure of the curriculum must be gender-sensitive and inclusive of children with different background and abilities. Also quality content should include several pivotal areas such as literacy, numeracy, life skills, science, social studies and Peace education (United Nation's Children's Fund, 2000, p. 11).

Focusing on child-centered education is improving. The Child Centered Approach promotes the right of the child to have an education where they can choose, make connections and communicate. Children have freedom to think, explore, experience, question and search for answers. It presents a creative celebration of children's work. Children become more creative and enhance communication skills (Community Childcare Centres, 2011).

This idea is grounded in the idea of Paulo Freire in: *The pedagogy of the Oppressed*. It is important to note that people, according to Paulo Freire, do not develop themselves in silence, but through action, words and reflection. In theory of Freire is the use of dialogue the key element in a process of behavioural change. He argues that it will be very difficult to transform the reality that encircles the community when for example education is simply a method used to adapt them to this reality. The individual namely needs to form himself rather than to be formed, therefore reflection and action is necessary to transform their reality (Biblioteca de Universidad Abierta, 2003). In this case, to address the problem of trafficking, reflection and action need to create awareness and construct different reality.

'When the individual does not fight for his interests and for cultural and social emancipation, it seems that he has lost his love of life. Such is the necrophilia of the situation that has prevailed, reproduced by the type of education that is imparted in the schools (Biblioteca de Universidad Abierta, 2003).'

This idea is in line with the vision of Mangenda (2008) which created a model that emphasizes communication for social change. In this vision development is mostly sustainable if the communities are empowered to own the process and content of the communication. In this sense communities are the agents of their own change negotiated from inside. This model affects not only the individual behaviour but also policies, social norms and culture (Mangenda, 2008).

3.2.6 Quality outcomes

Quality Outcomes: The outcomes of quality education must cover knowledge, skills and attitudes that are linked to national goals for education and positive participation in society (United Nation's Children's Fund, 2000, p. 5). Outcomes of education include what the children know, what they can and what attitudes and beliefs they have formed about themselves and society. The different outcomes of education are therefore not only considered to be achievement in literacy and numeracy but also outcomes preferred by parents and the community. Good outcomes of education can be that children are better participating in the community and that the labour market can receive graduates from schools and universities with open arms. Moreover quality outcomes for the child are outcomes of having lifelong learning, health knowledge and life skills (Panth & Hinchliffe, 2001, p.6).

Later on in the thesis, outcomes of the education system will be discussed. However consideration is needed because of the fact that Nepal has one of the youngest education systems in the world and it operates only from the 1950's. This is especially interesting in viewing the political climate of democracy which was established from 1991. Recently the government has paid more attention on development for example on the curriculum and distributing free textbooks and the provision of training for teachers. It is interesting to see rather these measures results in positive educational outcomes. To investigate educational outcomes the education completion rates, literacy rate, educational attainment and the performance of the students will be measured (Panth & Hinchliffe, 2001, p.6). Learning outcomes form the public and private schools also will be compared.

3.3 Another way of conceptualising quality education

The following model describes three intersecting environments, and can later on be integrated in the more detailed conceptual model of United Children's Nation's Found (2000) (see chapter 4.2). In this model quality education is outlined not in four elements mentioned above but in three so called 'Environments'. The model of Tikly (2011) describes the policy environment, home/community environment of the learner and the environment of the school. To create enabling environments, right mix of inputs for each is needed (figure 3.1).

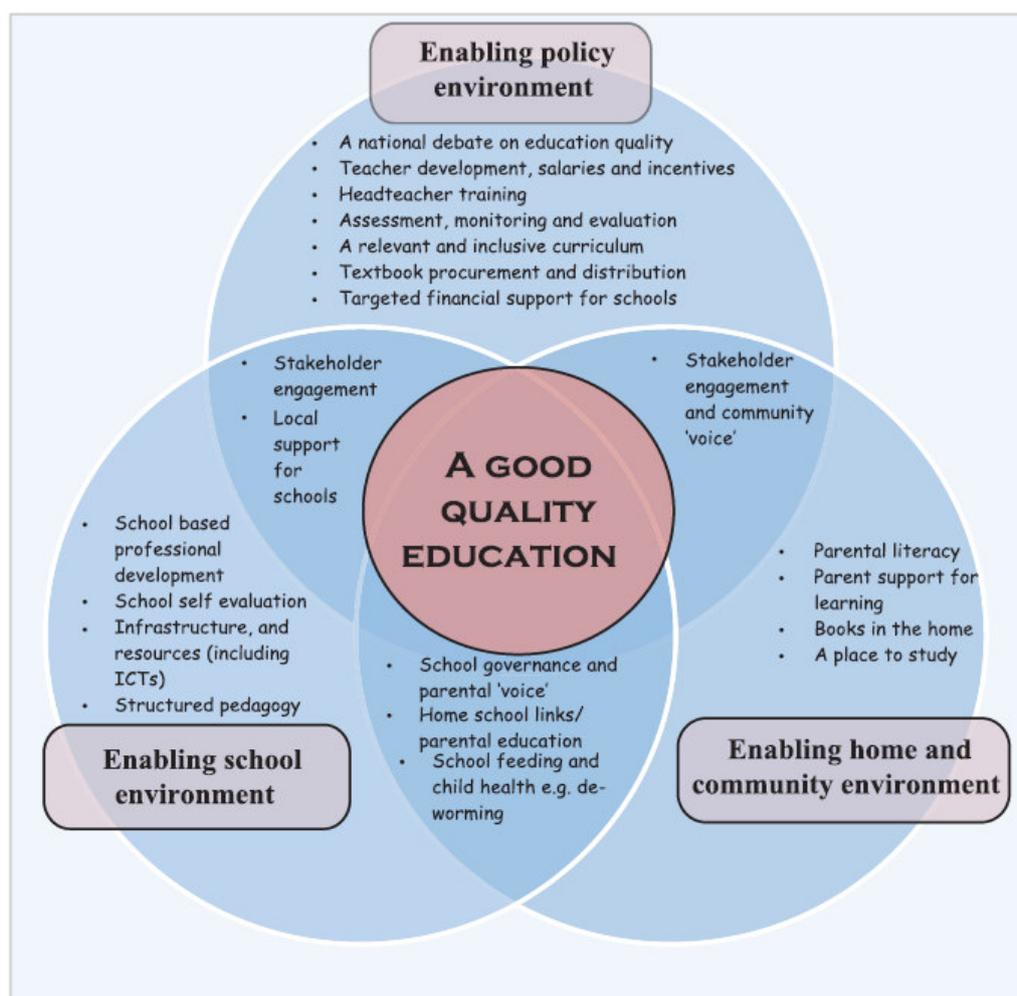


Figure 3.3: Conceptual modal defining Quality education 2 (Tikly, 2011).

Moreover it is important to create greater coherence and synergy between each environment. According to Tikly (2011) there are three different gaps between those environments which can be overcome. One of these gaps is the 'implementation gap'; a gap between policy and implementation at the school level (crossover of Policy- and school environment). There must be a greater engagement in the involvement of teachers and principals by listening to their opinion and their views. With more

mutual understanding and co-creation of knowledge between those two environments, continuing professional development is ensured and will give more insight to monitor change. It can help in responding to demands for innovative initiatives and development of new curricula (Tikly, 2011, p.12).

Another gap is the 'expectation gap', which must close the outcomes of education and the expectations of parents and communities. Again listening to the voices of parents and communities can be a tool to improve the relevance of for example the curriculum and will develop accountability in the school system (Tikly, 2011, p.12).

Moreover the 'learning gap', entails the gap between the learning that occurs in school and at home. There is a need to create better home environments where parents support learning. Therefore the focus must be on developing capacity of parents to ensure a good health and nutrition status for their child (Tikly, 2011, p.12).

Important to note is that the concept of these environments must not be seen as 'magic bullets' or a 'one-size fits all approach' but needs careful analysis and must be held against the background of local needs and local contexts. The model is open for discussion and therefore insists on ongoing research and evaluation to understand progressively on what works for a nation. Quality education has an impact on different marginalized groups and therefore emphasis must be on the recognition of the complex and multifaceted nature of quality education. The framework is evolving, rather open-ended than closed. Because of these insights the voices and views can be explored of the disadvantaged groups including the poor, indigenous peoples, rural dwellers, linguistic, religious and ethnic minorities, women and girls, disabled people, HIV/AIDS victims, orphans and vulnerable children. Policy and way of thinking can shift in such a way that educational quality can more accurately reflect their interests (Tikly, 2011, pp.18-19).

While this model is more recently established (2011) when comparing the older model of United Nations Children's Fund (2000) the two models still show a lot of resemblance. The elements of the model generated in 2000 can all be integrated in the three environments created by Tikly (2011). Therefore in this research to conceptualise quality education these two models will be combined (moreover see chapter Methods 4.2).

3.4 Profile of RHEST

In many rural regions of Nepal young girls are seen as 'underclass'. The girls are consumed by working in the home and on the fields for supporting the family. It is therefore hard for them to secure even basic education. Because of no education girls have little value so far then marriage options and dowry¹. In this way girls are very vulnerable. Parents trust their girls to "employment agents" for doing domestic work in Kathmandu. Often these girls are obligated to work as prostitutes, even in Mumbai or other cities in India (Australian Himalayan Foundation, 2011). RHEST (The Rural Health and Education Service Trust) works with the premises that keeping the girls at school increases their opportunities to secure a more engaging future while the families end up valuing them more (Australian Himalayan Foundation, 2011).

RHEST is a small NGO and is one of the many educational interventions in Nepal. This NGO focus its programs on health and education. Therefore the organization initiated a program that aims to provide scholarships for girls to increase girls' capacities and to reduce cases of for example domestic violence and human trafficking. The most vulnerable girls get supported in their primary and secondary education (Arnaoudova, 2010). The program supports girls via monetary and material support. They get support from class 1-10 and after class 10 and when they successfully completed their School Leaving Exam (SLC), girls can enroll in RHEST's sister organization the Amar Project which helps girls for higher secondary and bachelors programs (Arnaoudova, 2010).

RHEST was established ten years ago by Dr Aruna Uprety. Over 7000 girls are nowadays receiving support –donated through funds primarily donated from the American Himalayan Foundation. A part of the original students are already reaching college age and are looking for careers in nursing, teaching and public administration (Australian Himalayan Foundation, 2011).

To effectively manage the project, RHEST coordinates with school authorities and facilitate ongoing rapport with the local community. Also health and nutritional issues are present in an awareness program to enhance the importance of the girl's education. Fortunately the 'drop out' rate in this program has been minimal in the past. Concerning the budget it is measured that in one year AU\$100 is necessary for education of one student. Support differs from books, field support and school uniforms (Australian Himalayan Foundation, 2011).

Young girls are almost an 'underclass' in many rural regions of Nepal where they are heavily involved in household activities or work on the fields to support the family. Therefore, it is sometimes hard for them to even secure basic education. In addition, girls have little value because of dowry and

¹ Dowry system: girls higher educated need higher educated grooms which means that parents of the girl have to pay a higher dowry price. Early marriage system: the earlier the marriage, the less educated is the girl and the less is the dowry to be paid

marriage options whereby the girl moves into her future husband's family after marriage. They often end up in (Indian) brothels where they are obligated to work as prostitutes instead.

In the field of education the organization RHEST has initiated a scholarship program providing scholarships to vulnerable girls in order to improve their capacities and to reduce the incidence of domestic violence, sexual abuse, and human trafficking: the Stop Girl Trafficking (SGT) program. The major activities of the organization are the distribution of materials, the organization of interaction awareness programs and monitoring the attendance and performance of their beneficiaries. Long term commitments are made with each student; as long as the student attends at school and participates in school programs, RHEST will continue to provide the scholarship.

The mission of RHEST is as follows: 'To decrease the incidence of social malpractice such as trafficking, domestic violence, early marriage and sexual abuse through education, empowerment and awareness for Nepali girls, their families and their communities. RHEST aims to rise a new generation of Nepali girls and women to be productive members of their communities while being empowered to advocate for their own rights and those of their families and communities' (RHEST, 2011).

RHEST believes that through education girls can be saved from exploitation. The organization visits schools where staff members have discussions and interactions among students and their parents to inform them about the importance of education. These so called Interaction Awareness Programs (IAP) aim to create awareness about education, girl trafficking, women's rights, hygiene, and health and nutritional issues. In addition, in grades 7 to 10 the organization informs parents and students about the issue that girls and women are not only trafficked to India but also to the Gulf countries, Malaysia, Saudi Arab and Hong Kong where they work as a housemaid and sometimes end up in sexual exploitation (RHEST, 2011).

RHEST coordinates with school authorities and facilitate ongoing rapport with the local communities to effectively manage the scholarship program (Australian Himalayan Foundation, 2011). From the 7000 students who are currently enrolled in the SGT program 32 percent of these students belong to the lowest caste, the Dalit, 48 percent are Janajati, 3 percent are Muslims and 17 percent of the students are from the higher castes Brahmin and Chetteries (figure 3.3.1).

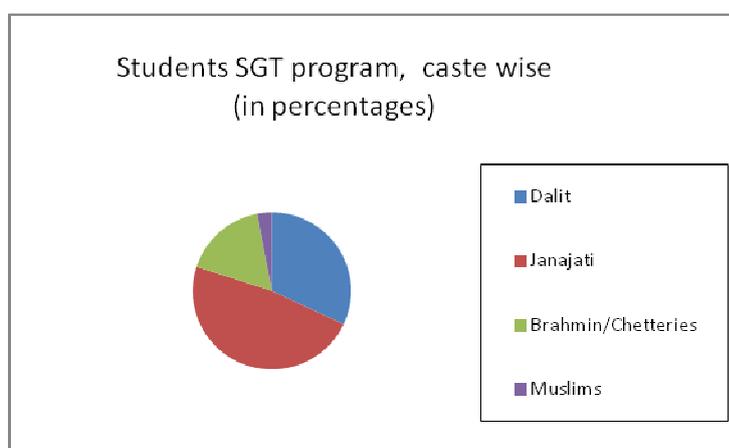


Figure 3.4: Total students in SGT program, caste wise (RHEST, 2011).

4) Methodology

4.1 Research objective and questions

The objective of the research is to evaluate the organization's scholarship program and to analyze to what extent the program has an impact on quality education. There are questionnaires, observations and interviews conducted in different districts to find out about the different aspects of education. The concept of equitable education from UNICEF (2000) and the model of Tikly (2011) will be examined for the research. Furthermore the target group of RHEST will be researched in order to make recommendations to improve the program.

Main question:

To what extent is education in Nepal aimed at equitable learning for boys and girls (meaning quality education) and how does RHEST contribute to that?

Sub Questions:

To what extent is education in Nepal aimed at equitable learning for boys and girls, meaning good quality education?

- What are the characteristics of the education system in Nepal?
- To what extent is there an enabling home/community environment?
- How is the school environment of education?
- What are the challenges in educational processes and is this influencing the content of education?
- To what extent is the scholarship program of RHEST able to increase quality of education?

RHEST approach:

- What is the impact of RHEST's approach on quality education?
- How does education help in prevention of trafficking?

4.2 Conceptual framework

Children have the right to have access to quality education. This vision encompasses both supply and demand side of education (figure 4.2.1). The survey has incorporated this vision and also integrated an impact study of the organization of RHEST. The research concerning the demand side of education and gender inequality must be referred to Sharon van Hagen (2012). In this research the focus is more on the supply side of access to quality education in the visited districts.

Quality education

On a global scale the obligation for the Convention on the Rights of the Child and the right-based approach brings up the right to have quality education.

Education leads to better chances in the labour market and higher earnings and/or improvements in human well being. Education increases a person's human capital stock and a better educated population increases a country's human capital stock. To be the engine of growth education must be widely available and of good quality.

Quality basic education needs a broad perspective which includes different dimensions involving learners, content, processes, environments and outcomes (United Nations Children's Fund, 2000, p.2).

Quality education means that learning will strengthen capacities of children to act on their own behalf through the achievement of relevant knowledge, useful skills and appropriate attitudes. In this way the children are creating places for themselves and others where they are healthy, safe and secure.

RHEST wants to improve the access of education by sending disadvantaged girls to school. However this does not mean that RHEST is not influencing the quality of education. Therefore it is interesting in this research to see what the impact of RHEST is on quality education.

As mentioned above in Chapter 3.2 different dimensions can be interpreted and are interdependent (conceptual model Figure 4.2.2). These dimensions influence each other in sometimes unpredictable ways (United Nation's Children's Fund, 2000, p. 5). In the model the influence of RHEST is also acknowledged.

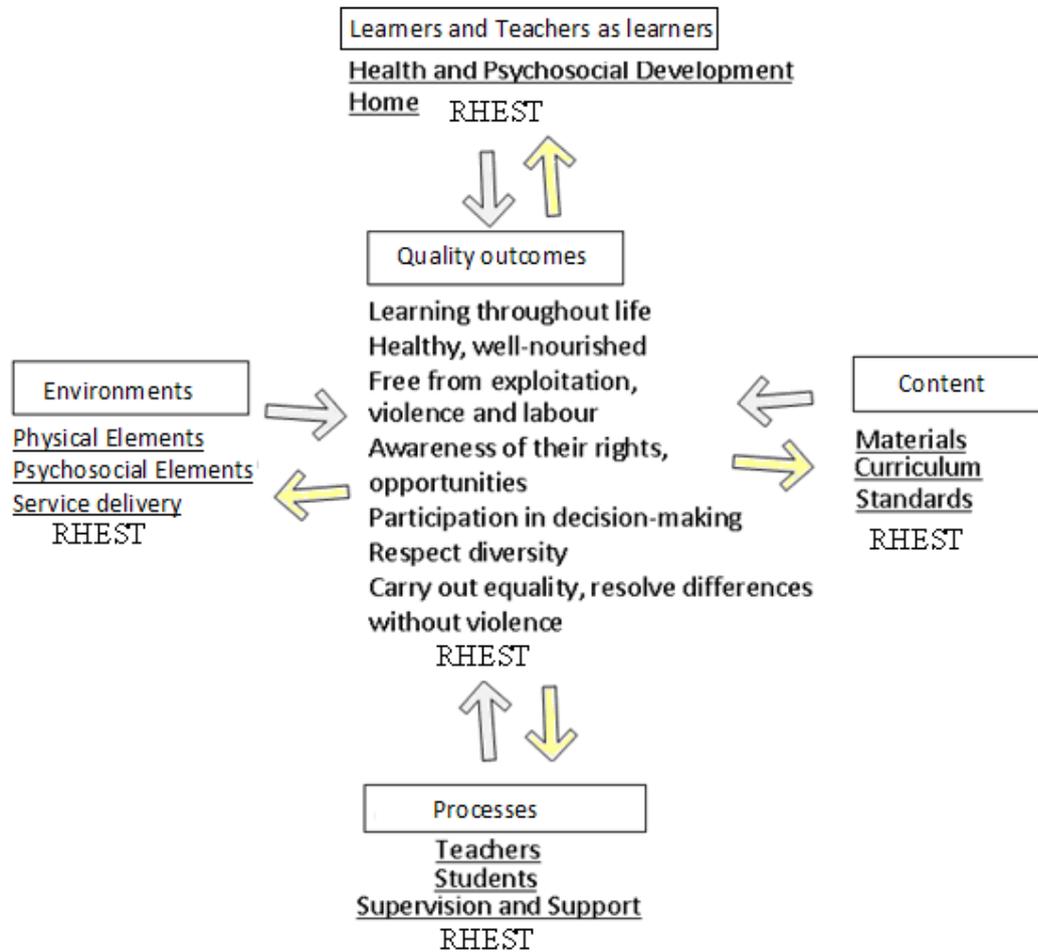


Figure 4.2: Prototype Conceptual modal defining Quality education in this research

However to understand the concept of equitable learning meaning good quality education, a more straightforward model can be used. As mentioned above (chapter 3.3) are the two models (United Nation's Children's Fund, 2000 and (Tikly, 2011) integrated to conceptualise quality education. This concept of defining quality education combines dominant approaches such as the rights based- and human capital approaches and is founded on social justice principles.

The model describes three intersecting environments, and can be integrated in the more detailed conceptual model of United Children's Nation's Found (2000). The conceptual model showed above (figure 4.2) describes four elements which now will be incorporated into the three environments: The policy environment (which encompasses both the Content and Processes elements), the home/community environment (which encompass the element of Learners and Teachers as learners) and the school environment (which encompasses the element of Environments). Therefore a more fruitful mix arises combining both models (Figure 4.3).

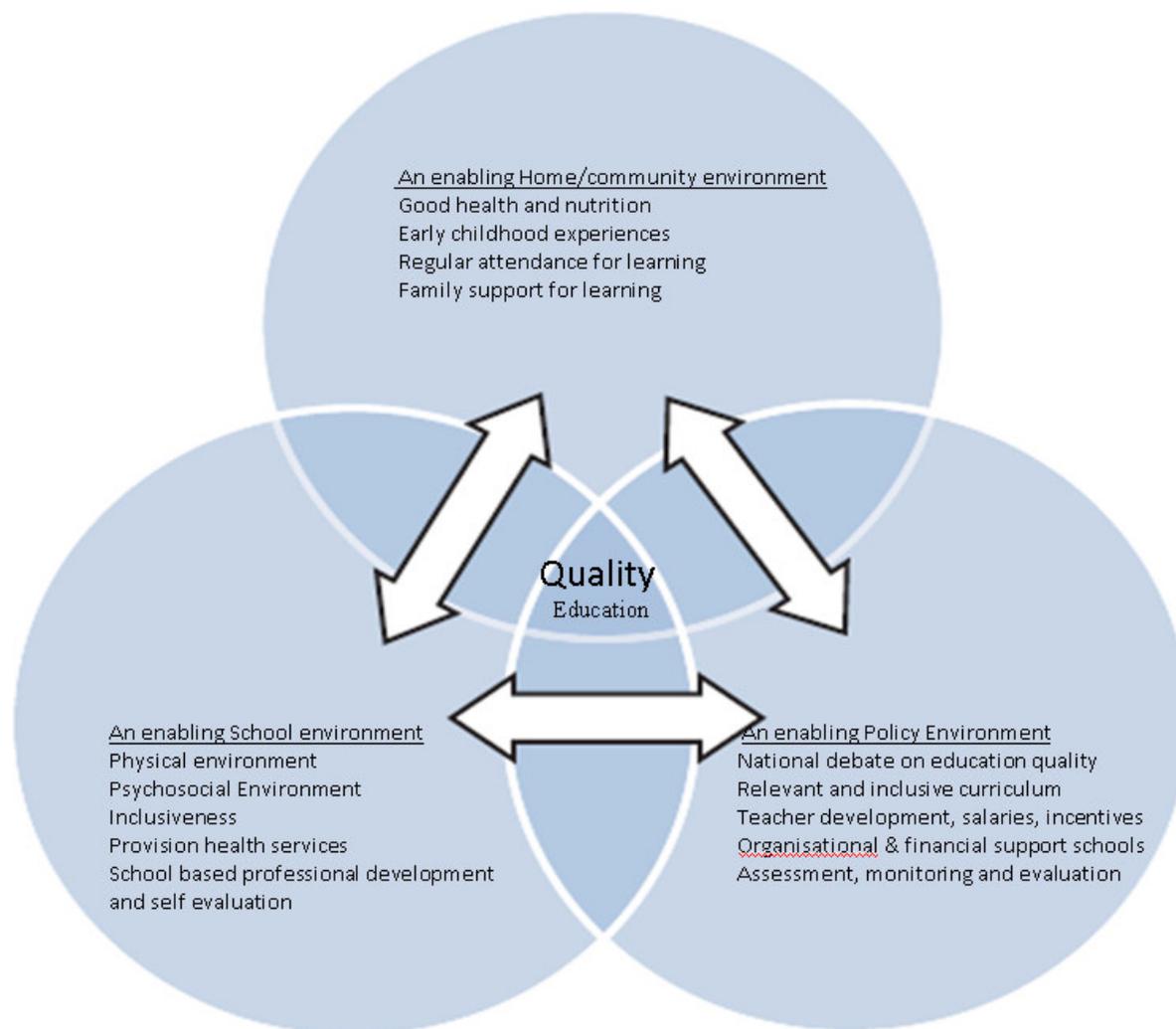


Figure 4.3: Final conceptual modal defining Quality education (Tikly, 2011; United Children’s Nation’s Found , 2000).

4.3 Research methods

Four districts were chosen together with the organization to carry out the research: Kailali, Kaski, Tanahu and Makwanpur. Furthermore Kathmandu district was chosen to investigate first a general picture of the educational situation in Nepal. In the three districts Kailali, Kaski and Tanahu household surveys were conducted together with interviews of principals and focus group discussions. More in-depth interviews and qualitative methods were used in Makwanpur. However some families (20) in Makwanpur were also set in the household survey with aggregated information about the members, for example their age and education level. This means that in the following chapters describing the results of the research; Makwanpur district can sometimes be incorporated in the survey. Though in de survey more specific information about quality education or for example the household’s income is not included for the case of Makwanpur. This is because in Makwanpur the focus was intentionally more

on qualitative methods. In the districts where the survey was conducted (Kailali, Kaski and Tanahu) qualitative methods were less used because the survey asked more time than expected.

In total 137 household surveys were conducted of which 64 households have daughters supported by a RHEST scholarship. In each district the local office of RHEST was visited and an interview was conducted with a staff member of the RHEST organization. To have a representative group of the total population, maps of the villages were used for the sample and after rolling the dice which areas were taken and then every 5th house of the street (lane, sometimes road) was interviewed. RHEST families were chosen from a list received from the local RHEST office, thereby also making use of the dice.

Nowadays Nepal can be divided into 5 development regions: Far-Western Development Region, Mid-Western Development Region, Western Development Region, Central Development Region, Eastern Development Region. The choice of the districts also takes into account these regions by the preference for the district of Kailali. This district lies in the Far-western Development region and is according to RHEST a less developed region in Nepal. Also the village visited in Makwanpur is supposed to be less developed, however situated in central region which scores generally high. Also because of time and travel constraints mid-Western- and Eastern Development Regions were left out of the research (figure 4.4).



Figure 4.4: Districts of Nepal and the 5 developmental regions (Lamichhane, 2012).

Kathmandu

Kathmandu is the first district visited because there is the head office of RHEST situated. To gain a good start of the research experts and officials on education were interviewed and information was gathered to be well prepared for the research in the districts. Therefore a visit to the Ministry of Education was required and interview with Roni Pradhan, an expert on the subject of education and human trafficking in Nepal. Because in this research a framework is used from UNICEF the headquarter of UNICEF Nepal was visited in Patan, Kathmandu. To have a good insight on the profile of RHEST, the staff of the organization was interviewed (executive director Kamala). Before going to the districts for the surveys and interviews Makwanpur was shortly visited to join the Interaction Awareness Program (moreover see below).

Kailali

Kailali in the western region was chosen because it is one of five districts where people from the Tharu caste live. Moreover, in this place there is the 'problem' of Kamlari girls, young girls who are sold by their parents to local landlords or urban households as domestic laborers. Some of the girls end up in the sex trade. Research was carried out around Dhangadi where two villages were visited: Manehara and Bela Devipur. In total 51 questionnaires have been collected: 27 questionnaires are collected from households having at least one daughter with a scholarship from RHEST (RHEST household), and 24 questionnaires are from households without a RHEST scholarship. Furthermore two focus group discussions with parents were held in the village Manahara and one interview was taken with a student from primary school and one trace study from a RHEST student. Moreover interviews were taken with officials and so-called specialists concerning the region and education: The Village Development Commission in Beladevipur,

Kaski

Kaski was selected to be able to compare a hilly region with the terai. This district is one of the more developed regions of Nepal. It is interesting to see whether or not there will be differences in their lifestyle and development. This district is situated close to a more urban area Pokhara and is the second largest city of Nepal (after the capital Katmandu). In this way rural and urban areas are also incorporated in the research. In Kaski there were 41 households interviewed in the villages Dhwar and Miya Patan of which 24 households having one or more daughters with a scholarship and 17 households having no children with a scholarship

Tanahu

Tanahu was chosen because of its Muslim community. In Tanahu the research was conducted in Galchhina. The village had around the 50 families so it was admirable to do a census. One family did not want to cooperate so 45 households were interviewed in total. 2 families only had grandchildren going to school so these families have been deleted from the survey, at least for the enrolment rates. As a result data is collected for 43 families of which 13 families having a daughter receiving a scholarship from RHEST. Whereas 30 families have no daughters with a scholarship from the RHEST organization.

Makwanpur

Makwanpur was interesting to explore as the place is highly rated for girl trafficking, because it is close to the border of India. More than 1000 girls are trafficked every year. Due to poverty, unemployment, and illiteracy many girls and women are sold by their poor parents and are trafficked to brothels or circus in India. RHEST started their program in Makwanpur from 2005. Because of the visit for the IAP Makwanpur was introduced and interviews from the local RHEST office and interviews of students in the visited schools are taken. Now back in Makwanpur the emphasis was on the educational situation in the more remote areas. The research was conducted in the village and around Sarighket. Collecting qualitative data, methods such as observation and in-depth interviews, had priority over the household survey.

In Kailali, Dhangadi, RHEST works together with 21 schools supporting 459 students. In Kaski, 355 students receive a scholarship and the organization cooperates with 19 schools. In Tanahu, RHEST supports 435 students from 20 schools. Finally, in Makwanpur 465 students are enrolled in the scholarship program from 31 schools (table 4.3.1). In these four districts RHEST has a great number of students who are helped by the program. Therefore research in these districts is recommended by the organisation.

Table 4.1: Number of students and schools in different districts (RHEST, 2010).

	District	Students	Schools
1	Kailali, Dhangadi	459	21
2	Kaski	355	19
3	Tanahu	435	20
4	Makwanpur	465	31

The research requires an organised data gathering. In this research Q square methods (Q²) will be combined by different techniques such as a household survey to come up with a lot of quantitative data. The survey is a questionnaire but will be given in a more openly way, such as an interview (semi-structured). By observation techniques more information can be collected about the physical environment. Later on qualitative methods will be taken with several in-depth interviews and focus group discussions. For the interview a topic list is used.

Therefore this research will be based on quantitative- and qualitative research methods (Tabel 4.2). In this way the research is trying to create a balance were standard measures complement behaviors, attitudes, opinions, and beliefs (Thinking Made Easy, 2010).

Tabel 4.2: Methods and techniques of the research

Technique	Tools	Study group
Quantitative methods		
Household survey	Questionnaire	Respondents, Parents
Observation	Observation checklist	School facilities, children, teachers
Qualitative methods		
Focus group Discussions	(FGD) guidelines Topic list	Teachers, Children, SCM, Parents
Interview	Topic list, semi structured	Parents



Focus group discussions parents: Kaliali district.

4.4 Operationalisation

In order to measure the different concepts a clear definition is needed. In this subchapter different concepts are described and operationalised:

Caste: In Nepal, the caste to which a person belongs can be determined by a person's last name. Then the names are categorised for the case of Bennet et al (2008).

Children: People below the age of 19 in the household.

School going age: Children can go to nursery when they are 4 years old and end school around the year of 18. In this research school going age are children from 4-18 years old.

Education level: Highest level of education.

Household income: Measured by asking the respondents defined as the average amount of rupees that all members the household together earn per month.

To define quality of education the outcomes of education are tested in to what extend the learners are: 'Learning throughout life', 'Healthy, well-nourished, 'Free from exploitation, violence and labour', 'Aware of their rights, opportunities', 'Participating in decision-making', 'Respecting diversity', 'Carrying out equality' and 'Resolving differences without violence' (United Nation's Children's Fund).

Quality Learners: Healthy, well-nourished, learners, who are ready to participate and to learn and are supported in learning by their families and communities;

Quality Learning environments: Healthy, protective, safe and gender-sensitive environments and provides satisfactory resources and facilities;

Gender sensitive: "A gender sensitive approach recognizes that women and men differ in terms of both sex and gender. Such an approach has the potential to define appropriate interventions for men and women accordingly" (The Global Fund, 2008).

Gender: Characteristics of women and men that are socially constructed (The Global Fund, 2008).

Quality Content: Content is reflected in relevant curricula and materials for the acquisition of skills in the areas especially of literacy, numeracy and lifeskills, and knowledge in areas and issues such as nutrition, health, gender, prevention of HIV/AIDS and peace building;

Life skills-based education: “Life skills-based education can endow girls and boys with skills to manage challenging situations, particularly in the context of supportive communities and environments (UNICEF, 2011).

Quality Process: Trained teachers in the educational process where child-centred teaching approaches are in well-managed schools and classrooms and where there is a skilful assessment to facilitate learning and reduce disparities;

Child-centred teaching approach: An approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses.

Quality Outcomes: The outcomes of quality education must cover knowledge, skills and attitudes that are linked to national goals for education and positive participation in society (United Nation’s Children’s Fund, 2000, p. 5).

Attitude: Represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event.

4.5 Hypotheses

It is important to elaborate more on the ideas behind the different research questions. The questions are grounded in hypotheses. This section will discuss the different hypotheses in order to create a more overall understanding of theories behind the research questions.

Support of the family and community is necessary to create a good environment for learning. In this way education is seen as important and stimulates children to perform better on school.

Hypothesis 1: Family support has a positive contribution in school performance of children.

To have equitable education school environments needs to be healthy, safe, protective and gender-sensitive

Hypothesis 2: Healthy, safe and protective school environment have a positive contribution to learning.

In rural Nepal curricula and materials are not sufficient to meet the right in having a good quality of education. The question is in to what extend the curricula and materials reflect the content of education. A Child-centred approach is promoted in the literature. This approach focused on the needs of the students.

Hypothesis 3: The content of education is not child-centred.

The education system is biased across locations, type of schooling, ethnic, class and gender.

It is important to create a quality learning process, which reduces disparities in schools and facilitate learning. When girls are discriminated by teachers or lower caste children neglected in class, children can feel unhappy and unsafe that affects learning capabilities.

Hypothesis 4: A quality learning process contributes to an inclusive school environment and reduces disparities in schools.

In the research perceptions and ideas about education among children, parents and teachers will be discussed. It is interesting to see what the views of education are and to what extend educational outcomes in practice have a positive contribution to society.

Hypothesis 5: Quality education has a positive contribution to society.

It is important to see what RHEST contributes to educational development. To understand more about the profile of RHEST and to see whether the organization meets their objectives besides access to education, quality of education needs to be addressed. One of the main goals of the NGO is to diminish the vulnerability of girls and reduces the cases of human trafficking.

Hypothesis 6: Girls having quality education reduces the risk of trafficking.

Hypothesis 7: RHEST has a positive contribution to equitable learning.

4.6 Limitations of the Research

Limitations of the research are time, finances and language. Due to time and money constraints are translators not that well-trained. Some concepts are difficult to translate and because of me being a white woman and from a different culture, given answers of the respondent can be influenced. Due to translation some information is misinterpreted or lost. Some answers are biased because interpreter were coming from the RHEST organisation or were gatekeeper in the community (important persons in the community). The respondents can be afraid that they loose the RHEST scholarship, so they answer in a particular way.

It is difficult to ensure that the information will be exact and fully understood by the translator and me. Some concepts are different from English, Dutch and Nepali. However the given instruction decreased the risk of misunderstanding. Also we have to keep in mind that this research builds up on Western norms and values. Concerning for example the thinking what is good for Dutch children, doesn't necessarily mean that Nepali think the same way.

Most of the translators were motivated and their translation skills were very well. It is difficult to get all the information told by the respondent and when translated, information gets lost anyway. Sometimes it was therefore difficult to make nuance in their answers and then answers for some questions were almost the same. When conducting the research in the first fieldtrip, some questions were not well explained by the researcher. During the research adjustments needed to be made, whereby some data before that were not useful for the research.

It is difficult to change the course of the research, and to adapt to new circumstances and insights. Because of strikes and 1 month holiday in the month April, schools were closed and time was lost because travelling was not aloud. Because the school was closed teachers were not available for an interview and it was hard to get focus group discussions with students.

Together with the RHEST organisation the choice for the four different districts were made to conduct the research. In the fieldtrips almost all children go to school. This is not the case for more remote areas, but due to time constraints more remote areas could not be visited.

The research is built on the concept of quality education. Thereby five different areas are investigated to see the status of the quality of education in the researched areas. These five areas (Learners & Teachers, Learning environments etc) are not equally investigated because of the procedure of the research. Conducting the questionnaires took more time and was considered the important part of the research. However qualitative information and more observation would have been better to create a better overall picture. Because the questionnaire was built up with a part for RHEST, a part of my research partner (Sharon Hagen) and general information, the questionnaire took a long time to conduct. Because of this, the answers of respondents can be influenced since they were bored, they felt stressed or they had other important things to do.

Although our research is statistically significant and should therefore be representative it is not. For the whole country our research does not say anything. Nepal is a country consisting of diverse pockets of diverse ethnical, religious, social groups and which is geographically diverse. What can be said in one location is not applicable in another location. Furthermore because the research is done with RHEST and non-RHEST families, investigating the target population of RHEST, the families can be significant different than 'normal' families. This means for example that the families have more daughters than you would normally expect. The information gathered is therefore only applicable for the interviewed families and can not be generalised over the whole region.



Translators Kailali district

5) Learning throughout life: the Three Environments

Since 2001, the government of Nepal follows the Education for All program (until 2015) to expand basic education for all to improve access to education, quality of education and strengthen institutional capacity. The program ended in 2009 after which the School Sector Reform Plan (SSRP) started. This is a new division of the education system. Also for higher education, a project is implemented trying to develop the quality and at the same time provides access to education for all at secondary level (ministry of education).

In this chapter an insight will be given on the quality of education in the different research areas. The chapter is structured according to the model generated by Tikly (2011) and the United Nations Children's fund which is mentioned above, in chapter 4.2. In this chapter the three different environments will be discussed successively: The home/community environment, the school environment and the policy environment. Then the finding results are integrated in the last paragraph and it tries to make an overview of the founded results. This paragraph will examine the challenges and virtues of quality of education and aims to make bridges between the different environments.

5.1 Home/community environment

As mentioned in this research are Quality Learners: Healthy, well-nourished, learners, who are ready to participate and to learn and are supported in learning by their families and communities (United Nation's Children's Fund, 2000, p. 5). This support is also vital for the teachers.

This paragraph tries to create an overall picture and gives hopefully a better understanding on to what extend there is an enabling home/community environment. The support for child learning by their families and communities is investigated and therefore different aspects will be discussed.

Quality learners are considered to have good health and nutrition; early childhood experiences; regular attendance for learning and family support for learning. In succession, these aspects will be discussed in the next section.



Home in Kailali district, Manahara village

5.1.1 Good health and nutrition

Before the beginning of formal education the quality of children's lives has already a great influence on their results on school. It is not difficult to state that children learn better when they are in good shape and physical condition. In the early years nutrition is of great importance, for example for their brain development and forms the basis for a healthy life and a successful experience in school. High on the agenda is the prevention of infection, disease and injury and should be a priority to that of school enrolment (United Nation's Children's Fund, 2000, p. 6).

Families in the districts all were concerned about their situation. They told about the poor economic condition in Nepal and they would be very happy if they could send all their children to school in the future. In a family, who is in severe difficulty to survive, the grandmother explained that her daughter is begging for food every day because she cannot work as she is deaf and her husband 'went away with another woman'. It is difficult to survive and therefore it is hard for the mother to send her son to school. In the research areas there were many families worried to bring food on the table everyday. They said that it would be very helpful if school could help them.

"When asking my grandchild about school he is happy. He improves his study, he always goes to school and he even goes when he has no food. The father went to Qatar and sends no money, he is selfish. Mother is deaf and goes around in the village, shows up in different houses. It is no life to beg for food everyday."

The woman said that she would be more satisfied if her grandson could get a scholarship.²

"Without education you are nothing. But if there is a child without food, school should be applied (mother, Kailali district)."

"If school gives lunch my child will go regular (father, Tanahu district)."

"The school provides lunch and snacks (Tiffin) for these students. They are small and they need to eat. Students from this school do not get lunch. It is difficult to provide because of a lack of money. But it is not a regular problem that students have empty stomachs and can therefore not concentrate at school. When this does happen students are sent home to eat (Principal Government school Kaski district)."

Five years ago the government launched a program named: 'demeal': food for education. This program stimulates parents to send their child to school, because the government provided lunch on schools. Nevertheless this program was abolished, because of lack of money. This is unfortunate because many

² As researcher coming to collect information also for the RHEST organisation people have expectations that disappointedly cannot be fulfilled. Many times families request for receiving a scholarship.

parents were responding very positive on the initiative. One of the outcomes of this research is that many parents would like to see that schools provide lunch. This is one of the parameters of quality of education according to parents. However not all the parents are satisfied, and they demand more from school. Food is one thing, but parents do have an opinion in what needs further to improve. Giving lunch will not satisfy the needs of the parents to any further extent.

“The quality of education is very good, because the school provides lunch (father, Kailali district)”.

“Muktinad School provides lunch, but they do not teach (Focusgroup discussion Manahara, Kailali).”

Population Pyramid

To find out weather there is a good health and nutrition status, the population pyramid can be considered. A population pyramid can tell a lot about the country’s development status of Nepal. When we have a closer look at the research population we can understand more about the situation in the researched districts.

In total the families who were interviewed consist of 1109 people of which, 522 are male and 587 are female. With respect to the impact of the RHEST program, the families with ‘RHEST girls’ were searched and interviewed. Therefore the comparison between the number of male and female can be perhaps less representative than normally expected, because the target group is about females (girls with scholarship of RHEST). The oldest person in the research population was a woman of 81 years old. Furthermore it is clear that age category of persons 10-19 is the highest for both males and females. The more or less triangular shape of the distribution resembles a pyramid or an exponential distribution (Figure 5.1).

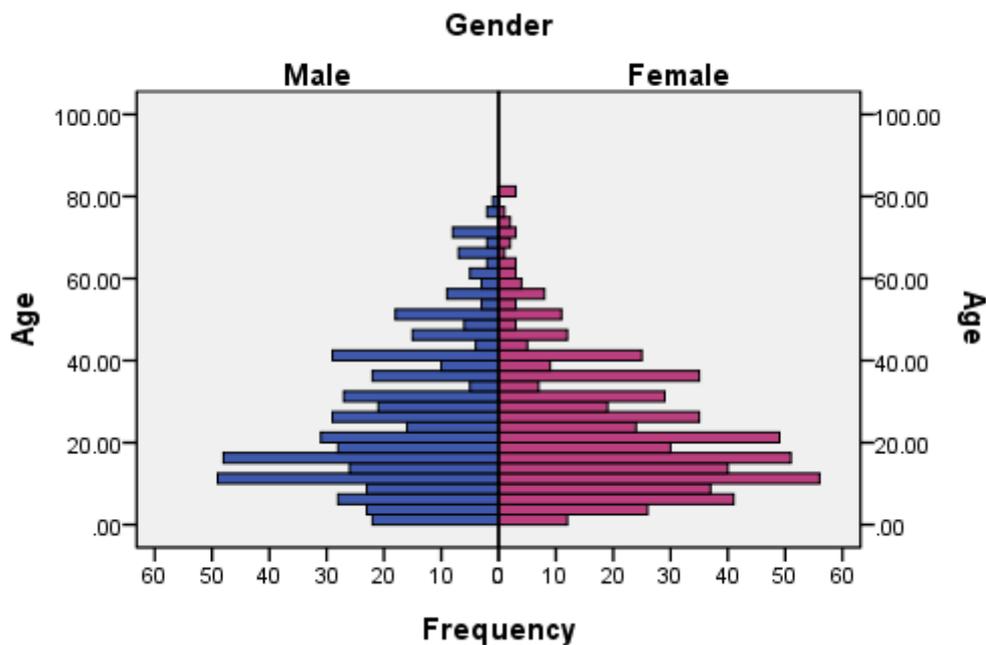


Figure 5.1: Population Pyramid

The wide base (especially because of the 10-19 age group) indicates a large number of children, but the rapid narrowing shows that many people in each age group die. Because of the classic triangular/pyramid shape it is clear that the pyramid of this research indicates an expansive or expanding population where there is a high birth rate, high mortality and short life expectancy. It is a pattern which is typical for less economically developed countries where there is little access to birth control, poor hygiene, often because of a lack of clean water, and the lack of access to good health services (CDLI, 2007).

As mentioned above this type of population pyramids is characteristic of a lower standard of living. Furthermore in every age group normally expectations are that there are more women, because of the higher life expectancy. However for the case of the research population the women are more in the young age groups while the men are more abundant in older age groups. This can be explained, because the women in the population are most of the time younger than the head of the households and the girls marry at a younger age than men.

The relatively few children, smaller base, in the lowest age group suspect a declining birth rate and lower fertility. The sides slope slightly outwards from the beginning. This means that the population's growth rate is slowing down, because fewer children are being born in the districts. This can be explained by perhaps slowly improving economic situation. The country is still recovering from severe war and destruction during the civil war in the beginning of the century.

The pyramid can also tell something about the number of economic dependents in each population. Economic dependents are normally defined as those under 15 years (means children who

are in full time education and therefore unable to work) and those over 65 (those who have withdrawn). However in Nepal, economically less developed countries, children begin working before the age of 15. The workforce should support there dependents.

5.1.2 Early childhood experiences

In the pre-school years, programmes are necessary for having health and nutrition components, together with the stimulation of psychosocial development of the child. It helps the child's brain development and the regulation of emotions and behavioural management (United Nation's Children's Fund, 2000, p. 6). Behavioural problems therefore can be early noticed. Moreover it is necessary to make school fun for the children otherwise the child lacks motivation and will not continue school.

In Kaski an interview with the principal gives the impression that they were a 'modal school' also promoting children to read and write in nursery, LKG and UKG (Lower Kinder Garden and Upper Kinder Garden). Nursery is the class before grade 1 and LKG and UKG are classes for the little children even before nursery. In this way the children get used to the idea of getting education and are in the future more easily going to school. In the research in different districts there are 38 children going to nursery. Most of the children (18) are in nursery class when they are four years old, then seven children are in the age of five and five children are enrolled in nursery class in the age of six. The oldest children reading in nursery are 7 and the youngest are 3 years old (both resp. 4 children). It is interesting to see that not much children go to LKG and UKG. In the regions visited, only if they were lucky, children could go to nursery class let alone LKG or UKG. Some schools visited in Tanahu and Kailali district the children did not have nursery class and started school from class one directly.

Education level and gender

There are only two families who send their (in this cases) sons to LKG and ECD, resp 3 and 6 years old. There are no girls who are enrolled in these classes, but more girls than boys are enrolled in nursery resp. 24 compares to 14 boys. Also women are not enrolled in master level while man can study for a master degree (Figure 5.2). However merely one person was able to study for a master degree. 327 people in the research population are uneducated. There are more women than man uneducated respectively 32% to 27%. Behind that, the biggest group in the research population is the people who have educational level of grade 5. The educational attainment from the highest classes of plus 2 level (class 11 and 12) and Bachelor and Master level is low. It is interesting to see that more man than women in the research population finished or are enrolled in grade 10. It seems that there is more importance given to finish grade 10 for men. It is interesting to see the enrollment of woman in class 8 and 9 respectively. This release of girls can be explained by the idea that girls than reach the

marriageable age of 14/15, resulting in drop outs. In short there are still many things to do for the case of Nepal in the chosen districts, because the peak is in grade 5, the end of primary school.

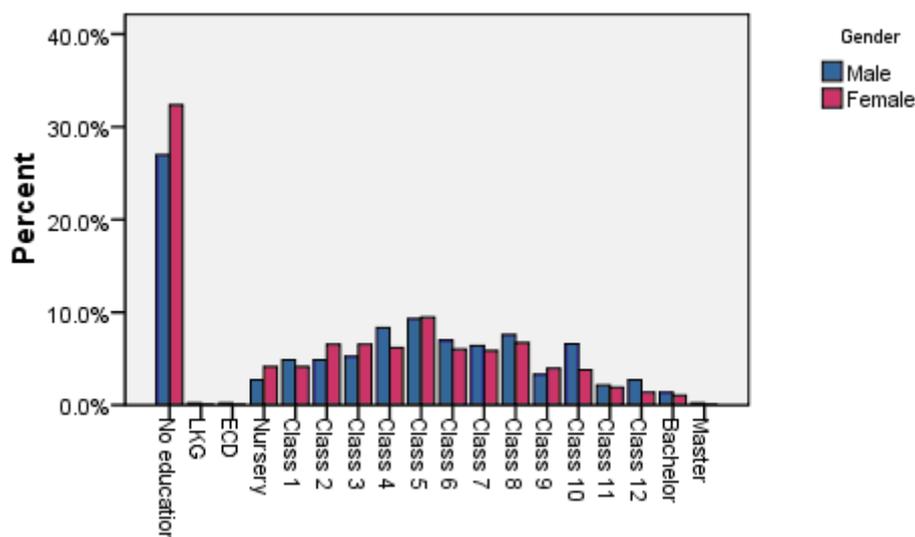


Figure: 5.2 Education level and gender total research population in percentages

When concerning the average educational level of the people in the different districts it is interesting to see the variation in regions. The more urban regions such as Tanahu and Kaski district are generally higher educated than the more rural regions Makwanpur and Kailali respectively level 5 compares to level 3 (See table 5.1). The average educational level for the four regions is around grade 4 (note that nursery and LKG/UKG are not included).

Table: 5.1 Educational level for the different districts

District	Mean*
Kailali	3.3
Kaski	5.1
Tanahu	4.9
Makwanpur	2.9
Total	4.1

* Nursery, LKG and UKG not included

The educational level of the populations in the districts differs significant form each other. According to the test³ the means of the different groups do differ significantly (Appendix 5.1). It is interesting to see that the educational level of the districts Kailali and Kaski differ considerably, which is also the case for the comparison Kailali and Tanahu. The couples Makwanpur and Kailali and Tanahu and Kaski do not differ significantly from each other. Also for Tanahu and Kaski the level of education differentiates not significant from each other and therefore two pairs can be observed with about the

³ To make multiple comparisons the most conservative test is used: Scheffé to make sure that the hypotheses will not be incorrectly rejected. Sig:0.00<0.05

same level of education (Appendix 5.2). Hereby Tanahu and Kaski are the districts with higher level of education compared to Kailali and Makwanpur districts. This founded significance in difference of education level can be explained by the idea that one group is more affected by an urban area while the other is situated in the rural areas. Kaski and Tanahu are more concerned to be developed regions, urban regions while Kailali and Makwanpur are considered to be more rural regions. These rural regions are more remote and less affected by the developments of the city.

As expected there is a correlation between the variables education level and age (Appendix 5.3).⁴ The correlation is negative because when people are older the level of education is lower. However the correlation is weak.

Expanding the home curriculum

Many organisations and NGOs are working in the field of early childhood development. In Kathmandu and Pokhara, the more urbanised areas, the number of nurseries: UKG and LKG, is exploded and there is more and more recognition that it is important to stimulate children in their development by sending them to school at a young age. The director of an NGO MITERI Nepal, Makwanpur district, said that they established in the last years a Childhood Development Committee which helps to organise and run nursery classes and provides trained teachers for that.

Moreover is expanding the home curriculum necessary to improve quality of education. Home curriculum means that at home the parents are the teachers and the child learns from them first. The question is if there is opportunity for educational support at home. In the districts the parents for example can not read to their children because they are uneducated. However they can be supportive of telling stories, or giving them time to do homework. In Dhangadi, a more urban area in Kailali district, the director of a boarding school informed that sometimes the two-side link is not there: parents and school:

“It must be a two-side story. Nowadays parents are more interested and taking initiative. We teachers keep on calling parents and we have patience in receiving their calls. But not every parent is involved in school, but when we keep on calling they will be. Many parents think that when their child is in school their responsibility is gone. This is nonsense, I always say that the mother is the first teacher, you should start at home. If parents take good care of their children at home, they have their homework done and you see difference in performance (Director boarding school, Kailali).”

⁴ The Pearson correlation is -0.199 and is significant at the 0.01 level. Weak correlation: explained variance: 4%.

Enhancing the home curriculum is therefore important and also a responsibility for the government and schools. Many NGO's are filling in the gap for example MITERY Nepal. Their response is to give Non-formal education to parents. They have literacy activities also to solve 'problems of society'. In the village where the NGO is situated (Sarighket, Makwanpur district) there are many social issues which need to be combated, for example the problem of girls trafficking, sanitation and alcohol. It is necessary to educate the parents about this issues and MITERY therefore establishes woman literacy classes. The organisation will run the program in different places in the villages of remote areas.

“The women in the villages have a strong desire to learn but they struggle the whole day to solve ‘hand to mouth problem’⁵, so they have no time. They say that they are old and that education is for the new age. ‘What can we do with education?’ But we do our best to make them aware of the program, and give them energy, even when they have no time; we give them then only half an hour at first. We try our best to convince them, because it is not only important for their own sake but also for the sake of their children (chairman, woman literacy class, Makwanpur).”

5.1.3 Regular attendance for learning

“My boy went to school for 5 days this week, sometimes he has to go work at home and in the field.”⁶(Father, Kaliali district).

In the research there are 516 children of 18 years old and younger and the families stated that 383 children are going to school and 133 children are not going to school (5 missing values). Of this population 19 families responded on the question what the reason was why they are not going to school and 48 families responded why their children left school (drop outs). Interesting was that the children who did not went to school at all, only 5% percent responded that poverty was the main reason. 37% said that the child was too small to go to school; and the age of the children ranges 2 month- 6 years. 21% of the children did not went to school because of a handicap, 11% did not go because of household activities, both 5% was because school was found of no importance, or child wanted to play with friends (other reasons 16 %).

Reasons why children left school are different than that of children who did not go to school. Poverty is namely the most important reason why children left school, resp. 33% (figure 5.3). Furthermore it is interesting to see that 21% responded that their children were not interested anymore to go to school and they were more concerned to play with friends. Looking for a job is another important reason (14%) and Health problems and Household activities are both 9 percent. Both

⁵ Nepali way of saying: the lack of capacity to provide enough food for the family.

⁶ Children have to go to school for 6 days in a week.

marriage and teacher are 2 percent. Teacher in this context means that the child left school because they did not like the teacher (other reasons 9%).

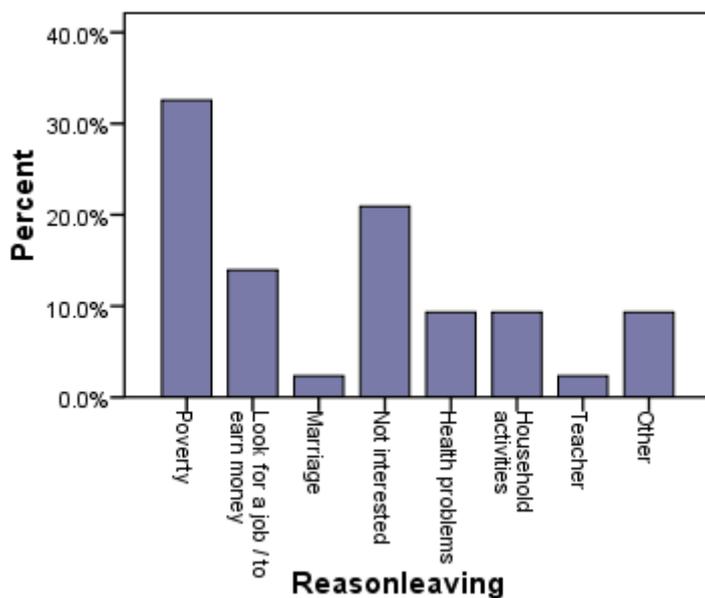


Figure 5.3: Reasons why children left school (in %)

In the research conducted in the four different districts 479 children (18 years and younger) were going to school and according to the parents 354 children are regular, 125 children were not regular (36 cases missing values). The percentage is relatively 74% of the children in the population are regular and 26% are not regular. From the children not going to school regular 108 parents responded that the reasons why they were irregular were because they needed to do housework (30%) and also ‘roaming’ and playing with friends (20%) is an important reason why children are not regular going to school. Additionally children are not interested to go to school (15%) and sometimes need to work in other houses (around 10%), or need to do labour work/ earn money (5%), stationary/fee problems (5%), and other variety of reasons (15%) such as health problems, lack transportation, take care siblings, being small, menstruation, take care of sick mother and distance school (see Appendix 5.4 for more detailed information).

Moreover during observation it became clear that on a rainy day the class was half full. Instead of the expected percentage children in class (around 74%) only 45% of the children were present. Children won’t come to school because they have no umbrella and the road is dirty and slippery. It is important to take into account that the child is considered regular when he attends school in the past 6 days. Some parents easily say yes and sometimes they say this to create perhaps a better picture⁷.

⁷ Possibly the parents do not want to confront the researcher that their child is not going regular to school.

“The daily attendance rate is 70-80 percent. Why not 100 percent? Children have to do housework at home and have to work in the field. Sometimes because of unfavourable weather or sickness they cannot come to school. Sometimes parents do not prepare lunch on time (9 am) because parents are busy with farming and housework; children cannot eat on time and are late at school (teacher Makwanpur district).”

Poverty in the research areas clearly has a direct link on the attendance of children. As mentioned above parents do not have the money to buy umbrella so when it rains the children will not come to school. Parents struggle to bring food on the table and therefore the ability of having lunch on school would be an important stimulant for many parents to send their child regular to school. Parents do not have the money to buy stationary and pens and therefore their children can not participate well in class. The teacher will be angry and in response children are scared to go to school.

“When my children do not have any stationary or I have no money to buy it, they will not go to school regular. My daughter, 20 years, moved out to Kathmandu to earn money working as a housemaid. She has only finished class 2 (Mother Kailali district).”

“If school gives lunch, my child will surely go to school regular.”(Father, Tanahu).

“When we have stationary problem my child can not go to school. The teacher will send him home (mother, Kailali district).”

There are 370 children in the different districts who are doing household activities. It seems that more girls are doing household activities than boys respectively 79 to 49. Note that the number of girls in the research population is more than boys (192, compares to 178). To see weather or not can be expected that the girls do more household activities a Chi-Square test can be performed. It seems that there is a correlation between household work and gender⁸. It is a weak correlation between gender and household work, therefore girls are supposed to do more often household work than boys.

When the children are stressed to do many thinks in home or in the field, educational performance can become under pressure. In the research population children do particular kind of activities in the household: However most children of the research population do not need to do any household activities. For the boys 64% do not need to work in the household compares to 46% percent of the girls (Figure 5.4).

⁸ With a confidence interval of 95% sig:0.01<0.05. correlation is weak: Cramer's V: 0.143.

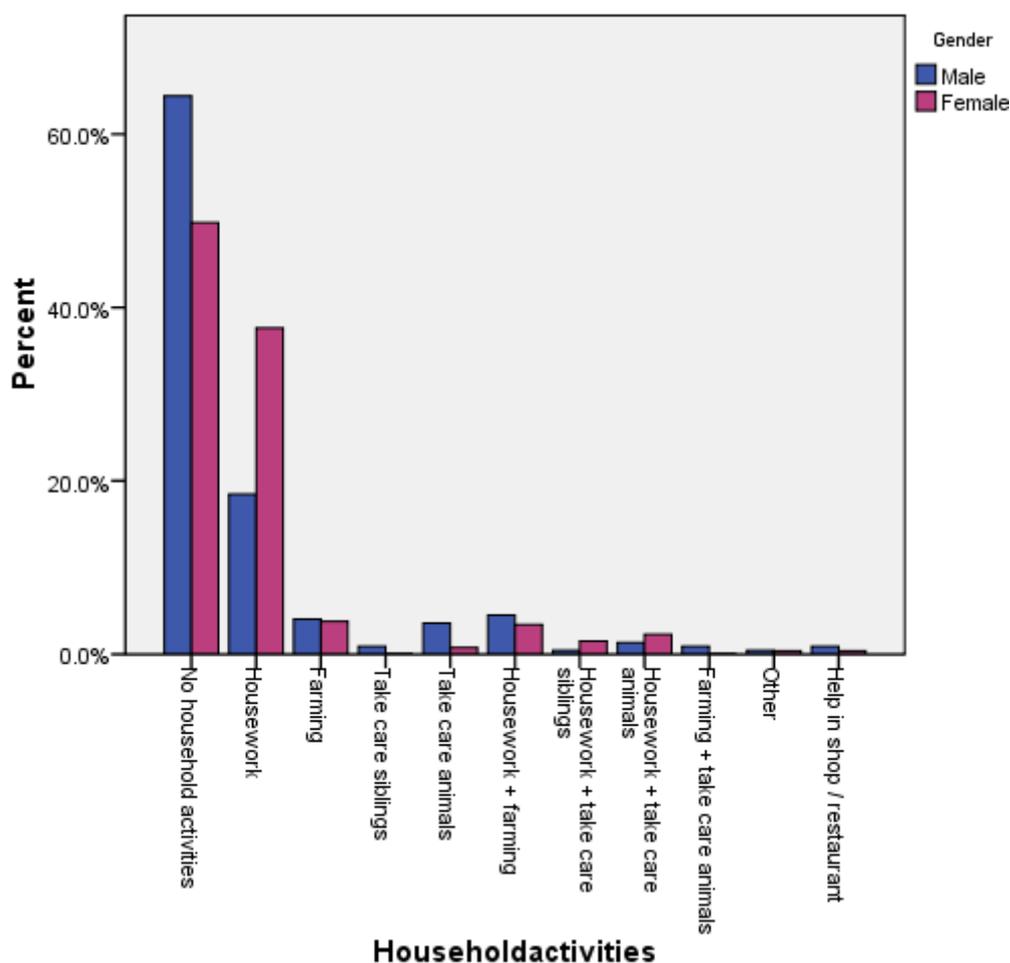


Figure 5.4: Household activities children, 18 years old and younger (in %).

Household activities can be divided into different categories. In the research population is 38 percent of the girls doing housework compares to 19 percent for the boys. Moreover both girls and boys equally help in farming (4%) and sometimes the children do both farming and housework as household activities (around 4%). Boys take more care of the animals than girls resp. 3% to 1%.

When comparing the four districts it is interesting to see that there are some differences in total household hours for boys and girls. It seems that of the 405 children (212 girls, 193 boys) girls has an average of 7.8 working hours in the household per week compares to 4.4 working hours for boys. On average it means that children need to work in the household for 6.1 hours per week. That is maybe lower than expected when concerning that the regions chosen by RHEST are considered disadvantaged.

Having a closer look on the differences in working hours in the household, the districts should be put side by side. Now it is interesting to see that in the first district: Kailali, and the third district: Tanahu, much more girls need to work in the household compares to boys.

Total hours of work in the household is on average highest in the two districts Kailali and Makwanpur standing out resp 8.1 and 9.1 hours per week (Figure 5.5). The other two districts have a lower average: Kaski 4,6% and Tanahu 4.5%. This can be explained because Kaksi and Tanahu are

situated relatively closely to more urbanised areas while Kailali and Makwanpur are situated in remote areas.

This can be confirmed by the fact that the average of the total salary of the families in Kailali is lower than that of Kaksi and Tanahu (Makwuanpar no data) respectively 7110 rupees to 12674 and 12423 rupees. Urbanised areas are considered to be generally more developed than rural areas. Kaski is the area which is close situated to the city Pokhara and therefore the low average in household hours can be explained. In Tanahu, the gender division is strong since boys work merely 2 hours compares to girls working 8 hours. This can be explained because it is a Muslim community and for that reason the patriarchal social order is possibly stronger. Makwanpur is the district which has more severe poverty and therefore the high number of hours of both boys and girls can be explained by the fact that all the children in the household are needed to work in the household and help the family to survive.

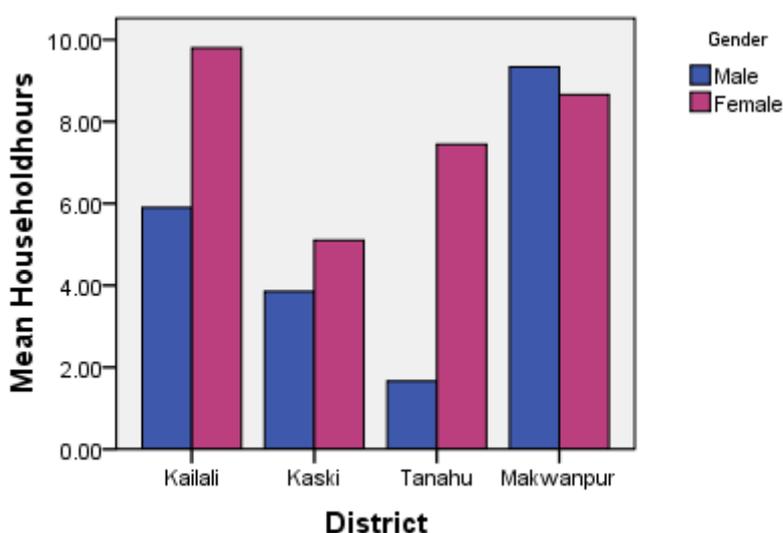


Figure 5.5: Household hours for the different districts (in %)

Furthermore it is important to note that not all families could tell the number of hours precisely so they explained it by the words of 'Sometimes', 'Any Free time' (in essence after school), 'Few minutes' and 'Holiday' (child only works when he has school vacation). The important outcomes are that more girls are busy doing household work when having free time than boys, respectively 30 to 13. Though there must be taken into account that 12 boys are in employment compares to 4 girls. These children work mostly as a labourer and boys need to work for 56 hours per week and girls 30 hours. When having a job the child has less time or even no time to go to school. The results above can confirm the idea that there is a gender division in working in the household and employment. Girls are supposed to work more in the household while boys are supposed to do less in the household and work more in employment to earn money.

5.1.4 Family support for learning

The lack of family support has a significant effect on education. Unsupportive parents can disrupt an entire education for their children. According to the Ministry of Education is there no such thing as discrimination of girl's enrolment in schools. The Ministry sees that the attitude towards girl's education is rapidly changing and most of the girls are going to school. In the four districts most of the girls indeed were going to school. From the interviews of the parents it appears that girls and boys both should go to school, and they both should have an education. They said also that some communities still feel constrained in sending girls to school but now the time has changed and the situation is gradually improving.

“Some time ago girls did not need to go to school, here in Manahara now everyone goes. Not yet all communities see the importance of education but for the whole of Nepal it is surely getting better.”(Mother, Kailali district)

Family support is essential for children to learn and to complete their education. Parents, also those who are illiterate, feel that education of their children is important and essential and they are trying their best to send their children to school. In the research when interviewing the parents they were overall willing to send their children to school. They were proud that they could send their children to school. It is a chance that many of the parents interviewed did not had in their life.

However the parents still feel constrained in sending their children to school. First problem is poverty. The first need of people is to survive. As mentioned above, nutrition and good health especially in the early years of childhood should be prior to that of enrolment. Basic education is free, meaning the tuition fees and textbooks. But still money for uniforms, meals, stationeries and other costs have to be provided by the family. The government strategy is that education is free for all grades until grade 8. However in the field research it became clear that parents having children in grade 1 even needed to pay for the construction of the building and teacher salaries. The schools did not call it tuition fee, but ‘own contribution’ and each parent is obligated to pay this fee.

With family support it is important to consider also the means (logistics) to support learning for example having enough space and time for studying, or having light to study when it's dark. When education is not prioritized a child can drop out of school permanently (Jenkins, 2005). In the research population concerning the three districts Tanahu, Kaliali and Kaski, most of the parents were satisfied about the time and space their son/daughter has for their homework (68%). Around 17 percent was not satisfied (13% neutral, 2% did not know).

The reason why the parents were mostly positive about the time and space their child has for their homework, was because the parents feel that education is important; so they get time to study: 30% (figure 5.5 and Appendix 5.5).

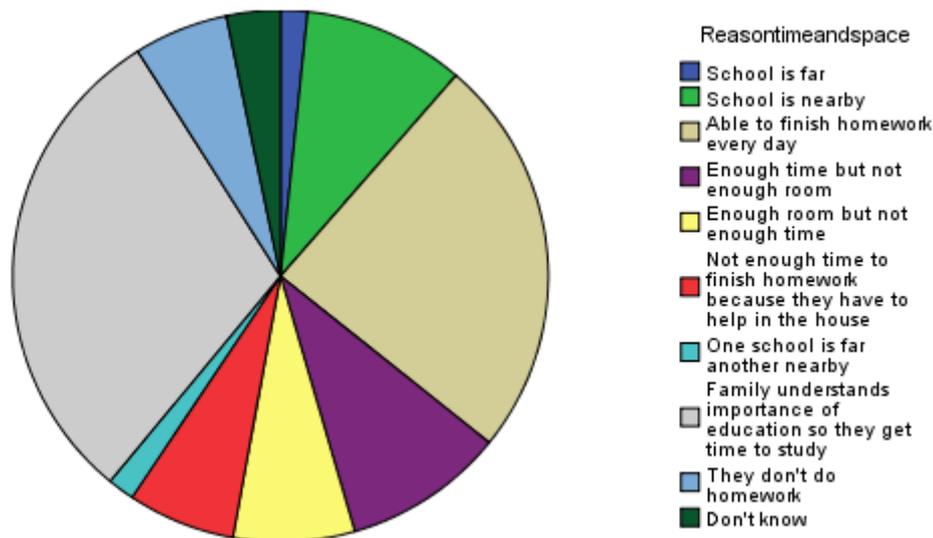


Figure 5.5: Reason parents: Enough time and space to study

Furthermore 24% noticed that their child, beside the fact that he needs to do work for the household, was able to finish homework every day. Of the respondents 10% said that there is enough room but not enough time. Another 10% argued that their children had enough time because school is close to home. 7% argued that they had enough room but not enough time. They did not have enough time because of electricity problem in Nepal⁹. Another 7% responded that their children did not have enough time because the children need to help in the household. Of the parents 6 percent said that their child did not do any homework and 3% of the parents answered that they did not know about this issue. Only 2 percent responded that they did not have much time to study because school was too far.

Of course not all children in the family goes to the same school, so the reasons can differ for each family, in this case 2% of the respondents said that they were unsatisfied about one school for one child (situated far away from home) while they were satisfied about a school of another child (close to home).

As mentioned above is total salary low for Kailali compared to the other two districts Tanahu and Kaski. Comparing the level of income with the different districts; the vulnerability of the families can be indicated in to what extend families can support their child to go to school. The higher the income the more sources a family have and the stronger the capacity of the family is to support their child to go to school.

It became clear that the difference in level of income is significant¹⁰ for the three different districts. It seems that Kailali compares to Tanahu and Kaski is the exception, having significantly the lowest level of income respectively 7110 rupees compares to 12423 for Tanahu and 12783 for Kaski.

⁹ There are large power cuts in Nepal because of shortage of electricity. In the field for example on a day, maximum time without having electricity was 20 hours, Kathmandu.

¹⁰ ANOVA test: sig 0.01<0.05 level and multiple comparisons, post hoc tests

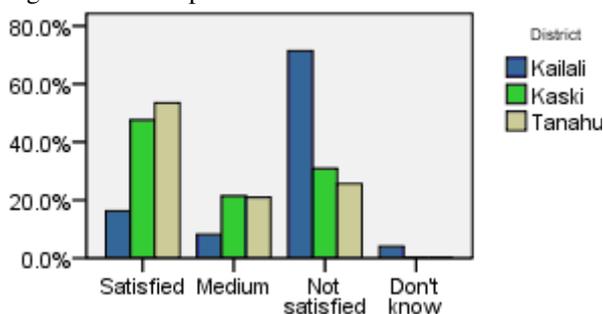
When comparing Kailali and Kaski, and Kailali and Tanahu the dissimilarity in level of income is significant (see also Appendix 5.6).

Considering the whole income together with the gifts from ‘friends and family’ and loan from the bank the amount is much higher for the more urbanized areas: Kailali: 7842, Kaski 18408, Tanahu 16335 rupees. Kailali district stayed much the same; they do not have much more sources to account for.

The average income is higher in the more urbanised areas, however the costs of education is also higher. The average costs of education according to the parents are for Kailali namely 13488 rupees and for Kaski 30918, and Tanahu has the highest costs of education: 53569 rupees. It is interesting to see that the costs for education are even much higher than the total amount of income¹¹.

Still in the research population 37 percent was satisfied about the costs of education and 15 percent was medium satisfied. The majority of the parents were unsatisfied about the costs of education 47% (1% don’t know). When having a closer look on the opinion of the costs of education, parents in the Kailali district were more unsatisfied than parents in the districts Tanahu and Kaski (figure 5.1.4.2)

Figure 5.1.4.2: Opinion costs of education in different districts (in%)



Next to consider the total income of the families and the costs of education it is better to have a closer look on the total amount of expenses of the households. This information creates perhaps a more reliable picture. It is interesting to see that a large part of the expenses of the households are for food (figure 5.6). For all the three districts the costs for food accounts for about 40 percent. The food costs are for Tanahu district higher namely 7860 rupees compares to Kaski and Kailali 6675 and 4945 respectively. The costs for education in relation to the total costs of the household are slightly higher for Kailali district. The costs for housing are low for Kailali and Kaski compares to the amount for Tanahu district. Large part of the income for families in Tanahu is used up for housing. For Kailali a large part of the income instead is used to pay for clothing. This remarkable high sum in relation to the total costs

¹¹ It is possible that the parents exaggerated the total costs for education perhaps to demand a scholarship of RHEST

can be explained because in Kailali district events such as Holy¹² was upcoming and they just bought new clothes for the festivities. Because Kaski district was a more hilly area than the other areas visited the transportation costs are slightly higher. Also the proportion of 'other costs' is larger compares to the other districts.

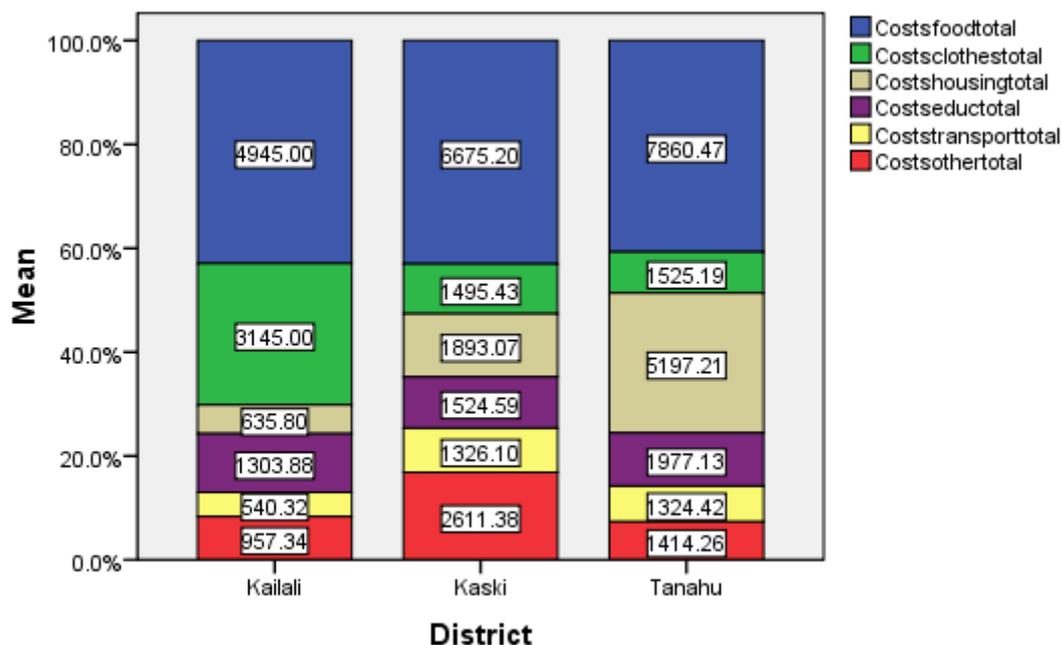


Figure 5.6 Total costs for the households in Kailali, Kaski and Tanahu (in % and data labels)

Involvement of parents in school

In the research population of the three districts Tanahu, Kailali and Kaski is there no significant correlation found between educational level of the parent and parental involvement. Weather parents are involved or not, had the group of not-involved has just a slightly lower score in educational level educational level resp. 3.2 to resp. 3.3¹³. This is interesting because it means that low educational level does not necessarily mean low involvement in school. Of the 135 parents 71% is in someway involved in school compares to 29% not involved.

Because what does it mean to be involved in school, how do the parents see this? When having a closer look on the explanation in what way the parents are involved, it is interesting to see that many parents feel that going to meetings is the most important clarification for being involved in school (figure 5.7)¹⁴.

¹² Holy is a festival also known as 'the festival of colours' were they celebrate the coming of spring, it is a very vibrant festival with colored water and powder everywhere.

¹³ Nursury level not included

¹⁴ Parents who did not know about this issue, answered with Don't know (about 5%) and there were 22 missing values.

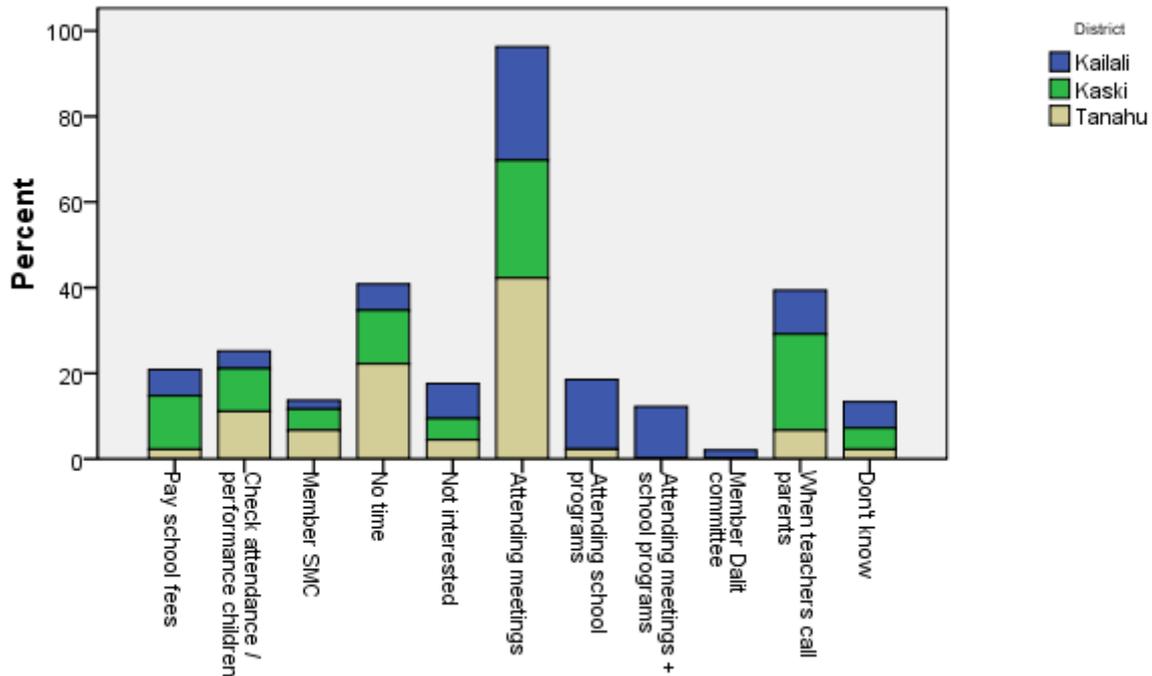


Figure 5.7 Reason parents: Involvement in school

The highest explanation on how parents feel that they are involved in school is by attending meetings (32%). Around 13% of the parents in the research population are not involved in school because they had no time; most of these cases are found in Tanahu district. Another group who are less involved in school is the group who only comes to school when teacher calls parents 13%, this is especially the case for Kaski district. Involvement in school is reasoned to check their children on their attendance/performance (around 8 percent), mostly in the districts Kaski and Tanahu. Another 5% explained that they go both to meetings and school programs and around 7% goes only to school programs. This is largely for the case of Kailali, it seems that in this district they know more about the presence of school programs. 7% of the respondents said that they are only involved to pay the school fees and 6% said that they were not interested to be involved. Kailai seems to have the larger hand in being not interested, compared to the other districts. Involvement as in being a member of committees such as SMC or the Dalit committee is only 5% and 1% respectively

In the research population of the three districts Kailali, Kaski and Tanahu are the parents of 273 children (18 years old or younger) involved in school, compares to 85 not involved. In the three districts have 77 percent of the children never failed class while 18% of the children failed one time. Moreover 5.7% has failed class 'at least one time' or 2, 3, 4 or 5 times. When only the groups of failure and non-failure are taken into account the results are significant.¹⁵ It seems that 294 children never failed class and 64 children failed one class (table 5.2). When a child has involved parents it is likely that 80% succeed and 20% fail. When a child has non-involved parents a child succeeds 89% and fails

¹⁵ Results are significant (sig: 0.045<0.05), it has a weak correlation (Cramer's V: 0.106).

11 percent. This means that the hypothesis that children perform better when parents are involved is fragile and therefore for this research population other factors such as the child's own determination and the question of to what extent parents are actually involved needs more consideration. Probably the average deviation is higher for the smallest group, because of the discrepancy between the total number of families among the two groups (resp. 273 and 85).

Children		Failure		
		No	Yes	Total
Parental involvement school	No	76	9	85
	Yes	218	55	273
	Total	294	64	358

Table 5.2: Parental involvement school and failure children

The majority of the parents would like to be more involved in school to check on their children's performance and attendance (37%, see figure 5.7). Another reason to be more involved in school is because they would like to enhance quality education (20%). They would like to help with for example the construction of the school building and give advice for the teachers on how to handle the children. The parents feel responsible and would like to know 'what is going on' and they see that parental involvement in school is necessary to increase quality education. Positive is that a large group of the parents would like to be more involved in school to gain more knowledge for themselves (20%). They would prefer that more involvement in the school of their children could help in getting more educated. The parents are illiterate but they hope that involvement will teach them how 'to read and write'. Around 21 percent note that they cannot be more involved in school because they have no time or they are not interested (Other: 2%).

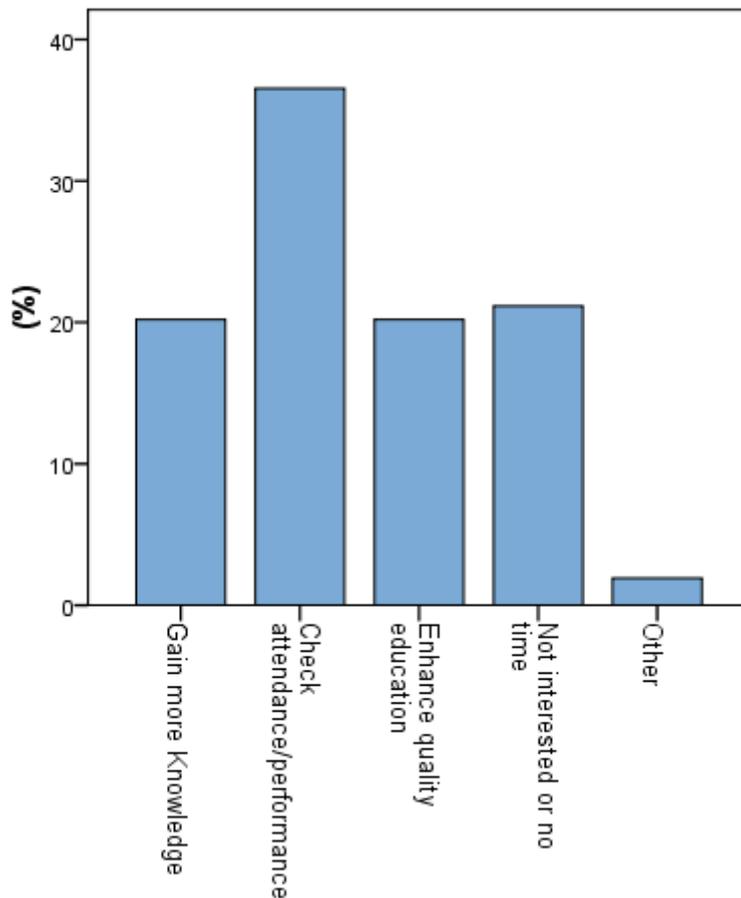


Figure 5.7: Reasons of parents to be more involved in school or not (in%).

Lack of awareness

In the research areas many teachers argued that the causes for drop outs and children are left out of the school system are most of the time explained by the parent's lack of awareness. Even when teachers visit the homes of parents and convincing them that education is important, the parents do not send their child to school. According to Acharya (2007) are often administrators and teachers viewing this situation as lack of awareness but do they not see merely the gap between the different beliefs regarding education and its relevance. Education is from the community's perspectives less relevant than their community culture and what they believe is important to survive in their own community. The government can not always have success in their investments getting children of ethnic communities to school simply because there is a "tendency among the ethnic communities to leave study because of the traditional perception that going to foreign land for work can earn money quickly" (Acharya, 2007, p.43). Education therefore must be relevant for their culture and there way of thinking. Formal education is seen as culture of 'others' and the self perception of the communities is that the formal education system should not be their field of interest (Acharya, 2007, p.43).

In Tanahu district the Muslim community confirms this idea. Because of their perception and specific culture, they find it very important that their children are enrolled in Madressa, which is a

school where children learn the Koran and Muslim religion. The school starts early in the morning before ‘normal school’ and is also running after class in the evening. In this community at least most of the children are also enrolled in formal education. However their views of importance and relevance of education is that they should learn (next to English) the Arabic language, because then they can go to foreign country to one of the Gulf States where they can ‘earn money and make a living’.

It is therefore important to see how parents see the relevance of education and what their opinion is of the importance of education in surviving in their communities. In the total research population when asking the parents about the importance of education they were all positive of the possibilities they have when their child receives education. The parents responded that they think that school is important (‘yes’: 8.8%), that education will make the future of their children ‘bright’ (19.7%) and that people who are education are more clever than uneducated people and will face less problems in society (14,6%). A good job where they can earn money is also found very important (11,7%) and that children will have ‘other future than parents’ (7.3%) or are at least are able to plan their own future (5.8%). Parents see education as a way of becoming powerful in society and people who are educated can help others (5,8%). Furthermore will children be more self dependent (5.1%) and they can differentiate between right and wrong (4.4%). When children fulfill education they will have good knowledge and they can do everything (both 2.2%). Only 1.5% of the parents said that they would like that children get education because they will obey parents and merely few of the parents (less than one percent: 0.7%) see that education is not important at all (additionally: ‘Don’t know’: 10.2% see appendix 5.7).



Muslim community Tanahu: Girl

5.2 School environment

In this section another crucial component of quality education will be discussed: the quality of the school environment. To have quality education school environments needs to be healthy, safe, protective and gender-sensitive. The interviews and survey will give an insight in the context of the school environment.

Educational quality has different core aspects, which is explained in the introduction of chapter 3. In this section educational quality will be described for the core aspect in the context of where learning occurs (for example to what extend the learning environment level is healthy and safe and the availability of resources and facilities to support learning, such as classrooms, books and materials (Wagner, 2010, p. 742).

In this section the question arises in to what extend there is an enabling school environment. School environments are made up by physical, psychosocial and service delivery elements. These elements have an indirect impact on the effect of learning. The importance of school facilities and quality issues such as class size, adequate textbooks and working conditions for learners and teachers will be discussed in this chapter. First the physical element will be discussed than the psychological element and service delivery issues. Then in the last part school based professional development and self evaluation will be examined.



Government school in Kailali district, Beladevipur village

5.2.1 Physical element

“The quality of government schools is lower than the quality of private schools: low payment so there is less education. However in this school [government school] the quality of the teacher is fine and there are enough school facilities (Student secondary school, Kailali district).”

To have good quality education access to quality school facilities including water and sanitation is essential. According to executive director of RHEST more effort is concerning school quality is needed: the physical infrastructure and teachers. Especially because of the political conflict and instability in the last years quality of school facilities lacked behind.

“For 15 years the political situation and conflict caused lack of provision of facilities and sufficient salary for school teachers (RHEST).”

In this section there will be a closer look on the physical element, after that other aspects such as the psychological element and working conditions for teachers are taken into account.

Interviews with principals and directors of the schools explain that the first most important thing they come up to improve the quality of education is to upgrade facilities (the physical environment). When assessing the quality of education they first discuss about the bad situation of their school buildings and furniture, before discussing any other factors.

In the field visits the schools made clear that there are sever differences in quality of school facilities. Sometimes even the difference between government and the much more expensive boarding school is not always easy to tell.

“Some schools are better than others, for example the Pantsudayschool is better than Dhangadi higher secondary, but both are ok, and the facilities are there: good building, toilets, playground etcetera. However Muktinad primary school has many problems. The school cannot complete the course of one year and students lag behind. There are problems for the toilets, they are always very dirty and there is lack of space. Children are stuffed on the floor in one classroom. There is a big area but no boundary, so the kids can go anywhere. This is dangerous because there is a road nearby (Focus group discussion, Manahara, Kailali district).”

During observation in the field it became clear that for the people in the districts physical element does not need to have the high standards that are used in Europe and elsewhere in the more developed countries. Most of the schools are more or less satisfied when they have a building with a roof and four walls, benches and a blackboard. It is therefore more interesting what the communities and families in the villages think about a good physical environment for their children. Mostly because the older generations, the parents and grandparents, did not have the chance to go to school let alone to have furniture and materials.

When asking about the quality of education in total 116 from the 137 families responded (Figure 5.8). Overall the families were positive of the quality education they responded by saying that it was good, safe and peaceful (14%) or that the quality of school was good because of the good quality of teachers (27%) or good school infrastructure (7%). Good school infrastructure in this context means

that there is a school building, enough benches, blackboard, toilets, and playing ground. Around 12 percent of the families responded that they find the quality of school good because they receive education. Overall is 13 percent negative about the quality of education because the schools give bad education or has bad teachers or lacks good school infrastructure (resp. 2%, 8 and 3%). Another reason for the families is that they perceive good quality education for their children is that it is near the house and it is safe and peaceful (7%). Parents found it also important that children pass their exams on school. When they pass they think quality of school is good (6%). A smaller proportion of the families found it that their children's education will help the children to have a good future (4%). It is a chance that they never had in their life. Some parents responded that they think that quality strongly varies between Boarding and Government schools. They argued that quality of education is much better on boarding schools than on government schools (4%), because boarding schools have more capacity (money) to improve school infrastructure and teachers. Moreover it is interesting that merely 3 percent responded that they find quality of education good because schools provide lunch. Also around 3 percent responded that quality of education is good because the RHEST scholarship program is obtainable in the schools.

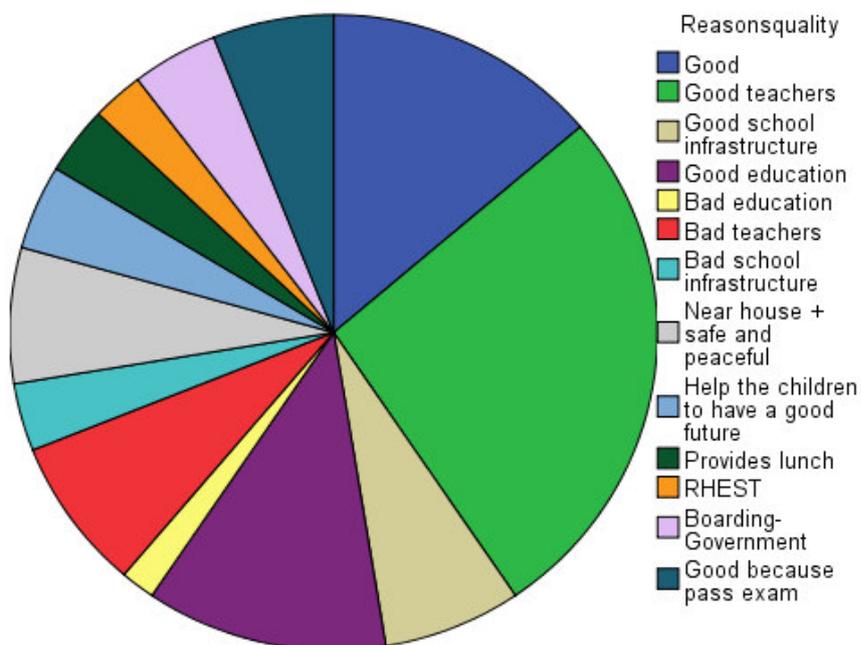


Figure 5.8: Reasons quality education families Kailali, Kaski and Tanahu districts (in %)

To zoom in further on the quality of the infrastructure parents were asked to their opinion about the quality of school facilities. Most of the families responded that the facilities were good enough (65%) and around 18 percent responded that the facilities were bad. The other respondents replied being neutral about this subject or did not know (resp. 11% and 6%).

The reason why parents think that quality of school facilities is good is mainly because they see that there is a building, there are benches and tables, toilets, materials and there is a playground (41%, figure 5.9). Moreover families are positive about school facilities because school provides lunch and it is clean and peaceful (both 5%). Lacking facilities (14%) means overall that there are not enough benches and tables, not enough space, no sports materials and no computers (only small percentage).

Interesting is that 9 percent of the families note that there is not sufficient water and toilets, sometimes they did not have water at all. For example a school in Tanahu, Shree Nurul Ulum primary school, had contaminated water, so children needed to bring their own water bottles from home.

From the families 7 percent would like to see their schools upgraded. This means that there should be more classes and higher classes up to secondary level, and sometimes plus 2 level (class 11 and 12). For example a school in Tanahu needs space to build more classrooms because the school would like to add higher grades. Especially now because the education system changed, primary level is now not from class 1-5 but from class 1-8.

“The government demands the school to add classes up to grade 8, but there is no money and space to add more classrooms. Government announced to upgrade the school but they do not help in provision. Because there is no space we should build up, on the roof (Principal Nurulum Primary school, Tanahu).

Parents are very interested to have their school upgraded because their child can go to the same school. Sometimes secondary schools are much farther away and the child needs to travel long distances to go to school. Moreover eight percent of the parents stated that the facilities differ between government and boarding school. In boarding school, they argue, is everything provided and all the facilities are okay. Government school is lacking facilities and do not have the capacity to keep the infrastructure in good condition. Furthermore 11 percent said to be unfamiliar with the subject and replied with ‘don’t know’.

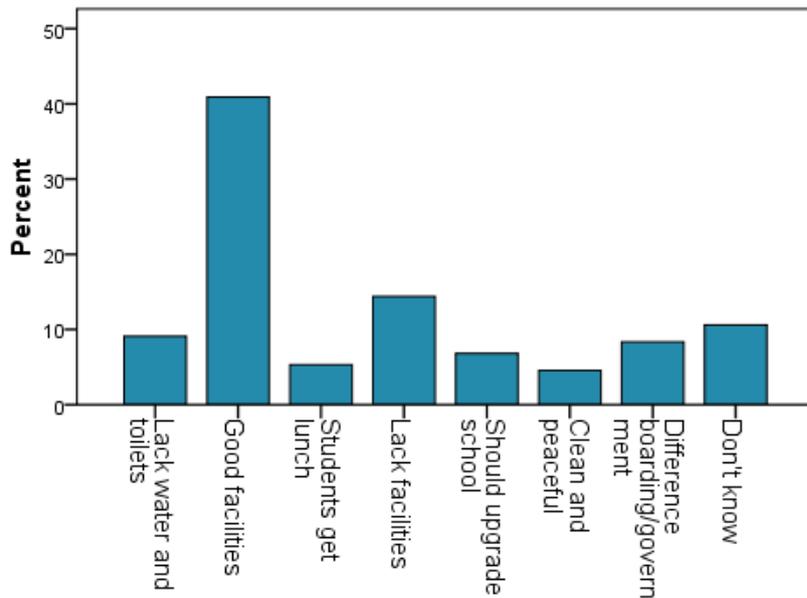


Figure 5.9: Reasons quality of facilities families Kailali, Kaski and Tanahu district (in %).

When asking parents if children would go to school whole year they mainly explained that their children did not face difficulties in the different seasons. However around ten percent of the parents note that the facilities are bad in school because it is too hot in summer and too cold in winter. They argued that they would like to have a cooling system and they complain that they cannot buy warm clothes, so their children don't want to go to school (moreover in 5.2.3).

“We have no umbrella and it is cold in winter... we face many problems in winter season, we cannot buy warm clothes (father Kailali district).”

“In winter season it is too cold and in summer there is no cooling system. In rainy season water comes in classroom, they cannot sit and read and write (mother Kailali district).”



Children at playground, with volleyball facilities, Makwanpur

Class size

To create a more child friendly learning environment and to create better learning outcomes rules and standards are set with respect to class size. On the basic level it is 1 m² per student and for secondary education it is 1.25 m² per student. The number of students in a class room depends on the

ecological region. Terai and urban areas: 50 students per class (student/teacher ratio: 50/1), hills: 40 students per class (40/1) and mountains: 30 students per class (30/1) depending on the number of students in the region. Due to the migration problem to the terai and urban areas of the country, the number of students show an increasing trend in these areas which has a severe impact on classroom facilities and teachers. It is a great challenge and therefore more schools and classrooms have to be build.

Parents furthermore mentioned that government schools have a more difficult task to keep control over the students instead of boarding schools. Because of the high number of students, the classes are “stuffed with children” and teachers have problems to manage their lessons. High class size as a result, is therefore correlated with mismanagement. Interesting is to see that parents find it vital to have discipline and order in class. Children should learn to obey their teachers in response that they also will obey their parents. In this way class size is important to be considered to have good educational environment.

“Sometimes there are 90 students in one class. It is then difficult to listen to the teachers (student Higher secondary school, Kailali).”

“It is very important to give discipline to the children, because people with no discipline are really boring. Like a big black buffalo. They cannot be settled in any community (father Tanahu district).”

“When uneducated, children will not obey their parents. Children should learn to listen and to have discipline. This is better in boarding school, because of less children in one class (Father and mother, Kaski district).”

“The environment is not so peaceful because it’s a government school, and there are fewer teachers (mother, Kaski district).

“Teachers do not care about school facilities because it is a government school. They should add more classrooms, because there are too many students. Rather children fight or teachers do not care. (mother, Kaski district).”



Full classes in secondary school Makwanpur district: Sarighket village

5.2.2 Psychosocial element

For creating a quality learning environment psychosocial element, a non-discriminatory climate is crucial in schools and classrooms. Especially for girls should school environment be peaceful and safe. Underevaluating girls is common and there are numerous assaults on their confidence, identity and self-esteem (United Nation's Children's Fund, 2000, p. 10). Therefore teacher's behaviours must be taken into account and also effective school discipline policies are necessary to contribute to the quality of education.

When interviewing parents and principals most of them come up with the fact that Nepal is still a patriarchal society and it will take a long time to change this. As Kamala, executive director of RHEST, explains:

“The picture of ‘the teacher’ is a man with a moustache. It is important to take the role of men and woman in society into account. This is about gender and development. What women do is not seen as work. For woman education is therefore not believed as important. Teachers can make children feel that they get support. Education can consequently bring respect to family and children, especially girls learn to speak up and feel more confident.”

It is therefore needed to give evidence on how teachers treat the children and how the gender role is confirmed in schools. Attitudes are still discouraged towards girl's education and still dominant in society. Because woman needs to work at home and men have to work ‘outside of the house’ girls are portrayed as less important to receive education. When talking about the importance of education each parent confirms the idea that in society woman therefore do not need to go to school necessarily. In a research Lohnai et al. (2010) girls were asked why they never attended school and most of them responded that it was the unwillingness of their parents to send them to school and because they need to do household activities. Reason why boys are not enrolled is because schooling is ‘too expensive’ (Lohnai et. al. 2010, p. 360).

Besides the clear reason of being poor, girls are more constraint than boys to go to school. This attitude towards girl's education still operates in schools. Teachers can consider girls less important than boys and do not give the full interest and attention to all children. The principals in the research districts were aware of these attitudes, and all of them note down that in their school they need to watch for this way of thinking and that it is important to treat both girls and boys the same way.

According to the Ministry of Education there are no insecurities at school from different perspectives and there is no discrimination. Roni Pradhan, an expert on the subject of human trafficking and a fighter for the rights of woman and girls in Nepal, explained that behavioural problems still exists in Nepal but it is possible to overcome those attitudes when education is well used.

“There are behavioural and attitudinal issues. But the system does not allow discrimination from any perspective. Because of increasing community awareness discrimination is going down. Community awareness was low but it is gradually increasing and we hope that in some time there will not be any discrimination on caste or gender (Ministry of Education).”

“A change of attitude can help when education is perceived in a woman friendly and rights based way, in such a way to respect women and to change the gendered division in society. Women should be sensitized from the beginning that they are important in society and they can do something. Education means changing lots of attitudes (Roni Pradhan)”

To improve access to education for girls, a gender sensitive program was launched by the government: when girls go to school, families receive 2 litres of oil. These are incentives responsible for the increasing number of girls going to school and the increasing GPI index. The program was very effective and many parents send their daughters to school. However because of lack of capacity the government was forced to stop the program:

“There were so many parents applying for it that the government needed to stop the program, because they could not fulfil their promises to give everyone oil. When program stopped, some daughters left school again (mother, Kailali district):”

The RHEST organisation launches their scholarship program for the same reason to increase the number of girls in school and to keep them there. Because of discrimination among gender and caste, disadvantaged children are primarily Dalit girls. Therefore is the organisation’s objective to select only girls for their program.

Caste and gender discrimination

In the research areas said most of the parents that there is no discrimination among caste or gender because boys and girls, and children from different castes, study together in school. It seems that gender roles and caste discrimination is not preserved in schools.

According to the research population in the three districts are the parents aware of the behavioural issues concerning caste and gender in society. However when confronting them in asking the question whether this occurs on schools they largely all say that there is no discrimination in schools. The parents say that the treatment between boys and girls and children from all caste are treated the same in schools (both 93%). Only two percent noted that girls and boys were treated differently and only four percent noted that they noticed caste discrimination in schools.

Around 60 percent of the respondents had no reason that there is no discrimination in schools between boys and girls.¹⁶ Most of the parents (22%) who did respond said that boys and girls are treated the same because they study together in class (6 percent: ‘don’t know’). Seven percent responded that there is no discrimination because the teacher treats them the same. Interesting is that a small part of the research population (4%) argued that there is gender discrimination because teachers treat boys differently and beat them (harder) than the girls.

“Boys are strong and girls are weak. So boys will get punishment with the stick, girls a slap with the hand (father, Tanahu district).”

According to the parents are children of different castes all treated the same in schools. Not all parents could say why (58% no reason given¹⁷, 4% don’t know) but most of them said the same reason as for the treatment between boys and girls; they all study together in class (15%) and the teacher treat them the same (10%). Interesting is that five percent of the parents said that there was discrimination before but nowadays there is no caste discrimination on schools anymore. In total, eight percent of the parents agreed that there would have been caste discrimination if schools did not have measures (consciously or unconsciously) to avoid that. There is no discrimination on schools because for example the teacher is from low caste (2%) or the children are all from the same caste (3%). Or sometimes they separate the castes (2%). Only one percent responded that there is caste discrimination for poor and Dalit people.



Girls and boys in school, Makwanpur district

¹⁶ See note17 below.

¹⁷ The high percentage of respondents who had given ‘no reason’ for the absence of gender/caste discrimination can be explained by translating issues. There was a misunderstanding in the question and therefore many parents did not responded, this problem was noticed and corrected but late and many interviews were taken already.

Interesting are the stories of parents who did tell about caste and gender discrimination on schools. Their opposite views are against the main stream opinion, that there is no discrimination on schools therefore a critical look is concerned when reviewing the founded data. Especially because parents said that outside schools, caste discrimination is still at hand; therefore inside schools those barriers can be still hard to overcome (United Nation's Children's Fund, 2000, p. 13).

Parents seems to be aware of these problems concerning caste discrimination, however it seems that they do not feel that they should stand up and do something about it. The parents can feel being dominated themselves and are suppressed to act. A parent in Kaski district said that she will complain to the teachers and feels that when more parents do they may be able to change their situation (see below).

“In class, when children are from low caste and they make a small mistake they are beaten more often than children from high caste. I want to be more involved in school because when few parents complain the teachers don't care. But when many parents complain the teacher gets afraid (mother Kaski district).”

“The children study together in school and there is no discrimination. But outside, here in the community, there is domination of others. Rana is low caste, we are Kamayas and we are supposed to work for landlords, but now we don't even have work. We are the workforce but nobody gives us work. Upper caste treats us badly. Everybody ignores low-caste and there is no respect (mother Kailali district).”

“People from different caste are treated differently. But boys and girls are all treated equally (mother Kailali district).”

In the end to what extend the child feels happy in school and feels motivated to learn particularly a fruitful relationship between student and teacher is helpful. In the research parents did not always know if their child likes the teacher or not. During interviews the child needed to answer the question themselves because the parent could not tell. They do not speak much about school with their children and are therefore less informed. Still 60% of the parents said that the children like the teacher, 10% responded neutral and 6 percent responded that their children have a bad relationship with their teacher.

Thus parents are more positive than negative concerning the teacher-child relationship (Figure 5.10). Parents in the research population think that the relationship between teacher and child is good because it is a good teacher (7%), or teacher is good and nice (13%), teacher teaches good habits to children (5%), teachers give sometimes holiday (5%), parents did not hear any complaints from their children (7%). And students can ask anything (only 1%). It is important to note however that some children find it nice that teachers give holiday, but this can not be conducive to good learning outcomes when teachers give time off too much (see case study box 5.1).

Also it is important to consider that the reason ‘children don’t complain’ can be misinterpreted. Perhaps children did not tell anything about school and teachers, because parents are not supportive enough that children come home with stories about school. It is likely that children don’t want to disturb their parents or find it difficult to speak about school.

Box 5.1: Student interview

“I like to go to school to secure my future. I learn about good things, I will get to know my aim in life and know more about hygiene etc. I want to learn more and have good education. However sometimes the teacher is not there and we have no class. Teachers just say: today is holiday, and we all should leave school. This has bad effects on our education. The teacher then goes away but I stay at school together with couple of friends. Even when teacher is not there I will come to school to study. Some children stay, and study themselves, because they are interested in school. My parents are supportive for me getting education. Some parents do not send their children, because they think that carrying load is better than go to school. (student, Kailali district).”

When parents view that the teacher-child relationship is poor, most of the parents say that teachers beats their children (12%). According to Acharya (2007) is the teacher’s mindset in Nepal problematic. The teachers believe that punishment, verbally and/ or physically, is the best way to discipline children. They think that punishment will prevent students from becoming careless and disobedient. This attitude from teachers has in many cases negatively affected children (Acharya, 2007, p. 61).

Other more moderate responses were that teacher had bad behaviour, which means that the teacher scolds or is not interested (2%), and that some teachers are good and some are bad (7%), or parents did not know about the teacher-child relationship (15%) or noticed that their children never tell about the teacher (7%).

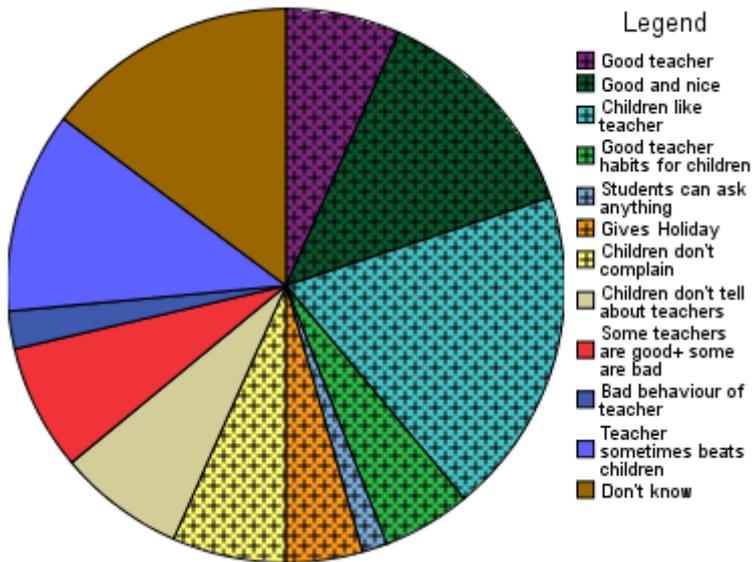


Figure 5.10 Reasons according to parents: how is the teacher-child relationship (in %)

Peaceful and safe school environment

Parents were asked what they think about the school environment and the question was if the school environment was peaceful and safe. On overall were parents satisfied (78%). Around 13 percent of the research population said that the school environment was not peaceful and safe. The different positive and negative reasons of parents are mentioned below (figure 5.10).

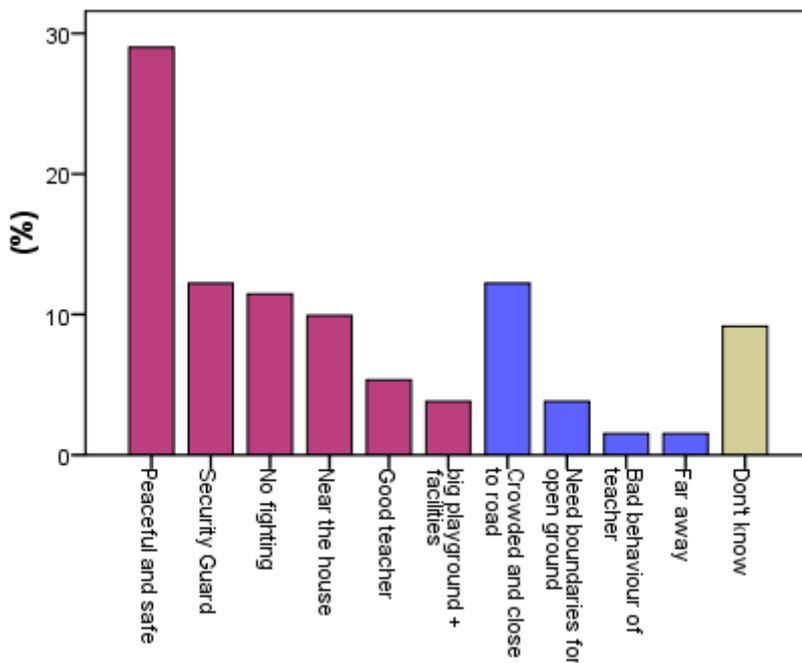


Figure 5.10: School environment: Positive (red) and negative (blue) reasons parents (in %).

The majority of the parents is positive and said that the environment of school is peaceful and safe (29%) because school is situated in 'village area' and they feel safe because it is a school from the community. Moreover the families mentioned that the environment is good because the school has a

security guard and a fence so no one can go in and out of the school during classes (12%). Parents find that especially attractive because it makes sure that children do not leave class and study instead of roaming and playing with friends. Around 12 percent of the parents mentioned that they find the quality of school environment good because there is no ‘fighting’ in class. Fighting here means also that children can sit quietly and listen to the teachers because of good discipline taught in the schools. More positive reasons on school environment are that school is close to home (10%) and there are good teachers (5%) and a big playground with facilities (4%).

On the other hand there are also some negative reactions on the issue of school environment. Some parents argued that the classes are crowded because of the high number of students and it is close to the road where there are vehicles passing by with load horns. Children are distracted by the sound of the horns. This is primarily the case for Tanahu district; the village was situated next to the highway to Pokhara where the big trucks headed to either Kathmandu or Pokhara cities. Around 4 percent of the parents said that they would like to have boundaries for their schools. The schools do not have a fence or security guard and they have open ground. They feel unsafe for their children. In the question to what extent the environment is peaceful and safe is 7% accounted for the responsibility of teachers. Only 2 percent responded negatively and complained that teachers could not teach well and they had bad behaviour (because of scolding and neglecting the children). Another 2 percent complained about the environment of school because the school was located too far away. The long road can be a hazardous journey (see also 5.2.5).

In Tanahu parents had also mixed feelings when asked whether there is violence in schools. During observations it became clear that yelling and scolding is sometimes used. Beating is still used and sometimes even with a stick (observed, Kailali district). Some parents mentioned that all the children get the same punishment while other parents noted that for example girls get a lighter punishment since they are seen to be weaker than boys (as mentioned above). A parent in Kailali district said that sometimes her daughter is beaten by their teacher because she did not finish homework. Moreover students explained that they were eager to do their homework otherwise they got scared because they will get punishment from the teacher. According to some parents, teachers think that the responsibility for performing well in school only lies at the children. Teacher’s behaviour is therefore not usually discussed in school.

“One teacher beat my daughter sometimes when she did not finish homework. Do not beat the children because they are so small. Children do not get help from teacher; instead the teacher blames the children (parent Kailali district).”

“Teachers teach sometimes nice, sometimes wrong because they scold at the children (mother Tanahu district).”

“Children are not treated differently; they all get the same punishment (father Tanahu district).”

The law of school is strict, the principal is dangerous, so he takes care of the children (father Tanahu district)”

“My children like the teacher because they usually don’t beat them and teach well (mother Kailali district).”

According to the Development Education Office in Makwanpur is corporate punishment in the past a big problem leading to drop out. Nowadays this is not in practice anymore. Teaching is supposed to be now child friendly. The idea of child friendly education is generated from the UK and Nepal is the 56th country in the world incorporating child friendly education: which in the case of Nepal means that there is no punishment, good relationship between teacher and child, better classrooms, and discussion methods with students. According to DEO the implementation of child-friendly schools will help to provide quality education. The idea for child-friendly schools works for 3 years in Nepal and for 1 year especially in Makwanpur district. There were pilot projects in the districts of Sange, Sindupulchowk and Chitwan. Also a code of conduct is created for in the classroom from this year.

“Nowadays the punishment system is different than before. There is no such thing as a punishment system. It is so called: ‘child- friendly’ and ‘quality education’. Already for a long time punishment like beating/hitting was abolished, however, in practice it was still happening in schools. From this year on schools have a code of conduct for teachers and students (DEO, Makwanpur district)”.

To improve the attractiveness of schools teachers with different backgrounds, familiar with different languages (see also 5.2.3) and more female teachers should be included in the school system. Moreover attractive measures as ensuring separate toilets for girls and boys and an interactive and fruitful relationship between teacher and community is required to tempt poor children, girls, and children from low caste to enrol in school (Ajwad, 2007, p.22).

In Tanahu district in the Muslim community, one family who was not Muslim explained that the teacher used to criticize and hit his children because they were not Muslims. The father requested that the teacher should call the children by their own names and not by Muslim names. He complained to the principal and now the teacher was forced to leave. This unpleasant story, but with a happy ending since the teacher was send away, describes perfectly the picture that there is still much to do to improve the attractiveness of school for disadvantaged children and sub-groups.

Boarding and Government school

In the three districts Kailali, Kaski and Tanahu are of the total 453 children (18 years old or younger) 367 children recorded if they were enrolled in a boarding school or in a government school (Figure 5.11). From these children, 65% of the boys and 83% of the girls were enrolled in government school compared to 25% boys and merely 9% of girls enrolled in boarding school (10% and 7% of the parents did not know about their child's type of schooling).

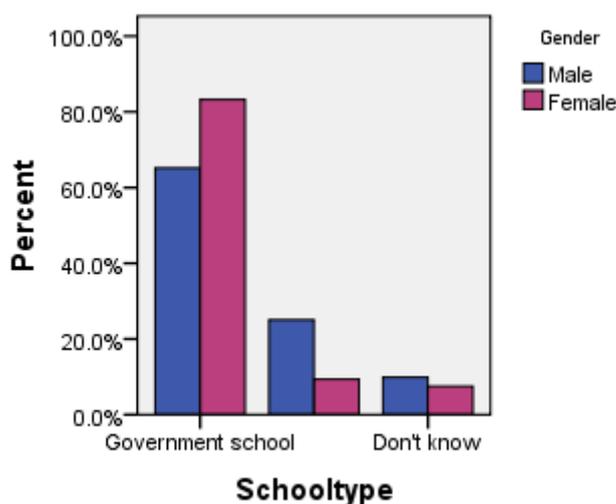


Figure 5.11 Type of schooling and gender

Almost all children go to a government school because boarding school is more expensive than a government school. In the villages where most families are poor and are stressed for survival it is sometimes difficult for them to pay for education.

It appears that there is a correlation between the type of schooling and gender¹⁸. Although boarding school is expensive many parents are willing to send their children to boarding school as the quality is perceived to be better compared to government schools, especially their son(s). This is because of the patriarchal society that parents would like to see their son better educated. Daughters will move into her future husband's family whereas the son is supposed to take care of his parents during their old days. Therefore parents, if they have the financial resources, are more eager to send their son to boarding school.

“Our children have the right to have quality education. Boarding schools are better than public schools but the boarding school fees are very expensive and we are not able to pay for this (700 rupees per month per child). At government schools there are no transportation facilities, there is no good knowledge, the teacher does not control and ignores the students, there is no

¹⁸ Significant with a confidence level of 91%, sig:0.00<0.01

discipline and no good education. Parents complain but they have no work and cannot do anything about it (Focus group, Kailali district).”

However for example private school teachers are not highly paid, government school though has teachers getting a higher salary and are sometimes even more trained. Boarding school has a better image than government school and leads sometimes to a misconception of parents (see quote below). Therefore it seems that not the quality of education is the important aspect of good educational results but the capacity of children and parents.

“Boarding schools screen children and get the cream of the students. Government schools, on the other hand, have to deal with children who do not even have shoes on their feet. Therefore, the results of boarding school students in the SLC are better because these children are screened and their parents are generally more aware. This leads to a misconception of the parents. It is, thus, more about the children and the parents than about the quality of education (interview UNICEF).”

“Parents think boarding schools are better than government schools due to English (according to parents this is quality education) and facilities. If teachers at government schools will teach in English the quality of education will increase according to the parents. Also facilities need to increase. Then the quality for government and boarding schools will be the same in the future (teacher government school, Makwanpur District).”

The Ministry of Education explains that the quality of boarding school is higher, because pass rates at private schools are higher and dropout rates are lower than in public schools. This is due to the high investments that parents have made. Parents pay a lot of money for their children to go to private schools and ‘it seems that they care about the education of their children’. In community schools the payment is much lower and the parents therefore are taking less care about children’s education (Ministry of Education).

According to IREWOC (2007) is a government school rapidly associated with bad quality because it is supposed to be free. The communities have poor perceptions of their schools and blame for example the teachers when students do not perform well in school. Important factors such as regular attendance of children, an enabling home environment conducive to learning are overlooked (IREWOC, 2007, p. 46).

Self-confidence and school

The grown self-confidence a child can receive when going to school, is also seen as one quality outcome of education. According to the parents in the three districts has children’s self-confidence

changed positively: 77% to 18% (no change). Around four percent did not know or was irrelevant (because the child just went to school). The reasons why the parents notices their child's confidence is better than before is because the child performs better at school and is studying well ('smart student' 27%, figure 5.12). Parents also noticed that the confidence of their child is growing because he/she is not afraid to talk to the teachers and children (19%). Children are able to finish homework, so they 'know how to use time in their study' and therefore are not afraid to go to school and can 'face the teachers'. Otherwise the teachers will be angry. 'Talking more in public' is also a reason that parents notice that confidence had grown (11%). Moreover 'confidence in games' and 'more self dependent' (9%) were also reasoned by parents that the confidence of the child positively changed. They are more actively participating in games and can help in the household and stay alone at home when parents are working in the field.

However it is important to keep in mind that the children also grow up and get older and feel more confident because of that, therefore the link of change of confidence and enrolment is not always correct. Some parents therefore responded that they did not notice any change in confidence because the child is still small, just started school and they will perhaps be more confidence when they get older and finish class 10 SLC (both 2%). Some parents noticed that their child had more confidence than other students from their age (2%, and 16% did not know).

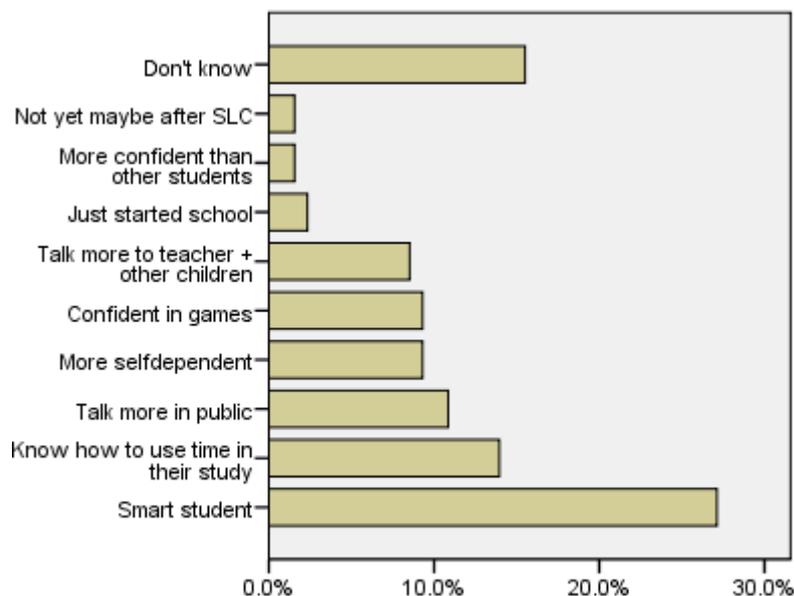


Figure 5.12: Change in self-confidence of child when going to school, according to parents (%)

Working conditions

Not only children can feel threatened or to go to school, teachers are sometimes also at risk. Teachers should have the same right as children by having a good peaceful environment. One teacher explained that a friend (who was also a teacher) was threatened one time because ‘the children were not interested to learn and there was no respect’. He explained that this happened because the quality of education in government schools is lacking.

“When teaching in government school the teacher cannot give discipline, and therefore there is no difference between teacher and student. There is no respect and sometimes children wait after school time and beat the teacher up (teacher Tanahu district).”

The government-boarding school divide again is made concerning quality education, however as mentioned above in this section are the working conditions more favourable for teachers concerning salary when they are applied by the government on government schools. Teachers from boarding schools are namely less paid than government schools. However more money in boarding school goes to facilities and the number of students in class is less. Because of the low number of children teachers can therefore control the students better and give more attention to each child.

In this research the students are from poor families who struggle sending their children to school. There is a sever lack of sufficient staff in schools. When a teacher is sick, the other teacher needs to handle the two classes. There is no capacity for extra staff members who can for example clean up the classrooms. Teachers have to deal with students who cannot afford to buy copy, pen and clothing which hamper the quality of education and the ability for teachers to improve their skills. Moreover is the home environment lacking in a way that children are not interested or constrained to do for example homework (see quote below).

“There is a difference between schools in the village and in the city. In the village many students are from the Tharu caste and Janajati. Their main occupation is farming and their parents are usually uneducated. It makes it difficult for teachers to teach these children. They are only educated during school time. When they are at home they have to work and they do not want them to make their homework. There is limited time to complete the textbooks (principal, Kailali district).”

“In this school is quality of education medium, because of the home environment. Parents do not care if the children do homework or if the child is playing games. There are not enough teaching materials and because of poverty, the government cannot give copy and pen. Parents have to buy it themselves but they can’t. In this way it is very difficult to teach (teacher secondary school, Makwanpur district).”

Teachers face the same problems as children concerning the lack of facilities. That it is too cold in winter and when it rains water comes in class, or that it is too hot in summer etc. (no fan, no other facilities such as clean water and sanitation).

Teachers are seen as the important central figures on school to improve learning outcomes. Nepal scores ultimately low on the number of teachers who are professionally trained: only 31 percent (compares to for example Afghanistan (36%) and Bangladesh (48%) (UNGEI, 2008, p 19). Properly educated and trained teachers are therefore scarce and teachers are recruited throughout Nepal. Many teachers are send to schools in remote villages far away from their families (IREWOC, 2007, p. 43). However there is a disagreement in whether it is better to have teachers appointed in the village where they live, because it is possible that involvement of local politics will give them too much protection and they will not be fully interested in teaching. Moreover have teachers who are from 'outside' more time to give for example tuition classes after school time because they do not have obligations at home. Other parents however see that teachers have too much time and instead they are lazy and drink alcohol (or so called 'raksi') (IREWOC, 2007, p. 43-44).

“The government sends me to this village. Here were I teach now, the environment of students is bad, and the parents are uneducated, and not aware. The government had declared 'free education for all' but it is not free, and we do not have the capacity to fulfill our needs. Not all of our teachers are paid by the government. We have to ask for money to the parents, also because we have no money to construct the building (teacher, Makwanpur district)”.

In the schools visited teachers were already happy when they had a blackboard and benches/tables were children could sit on. However the distribution of schoolbooks is problematic. The responsibility for having extra materials such as chalk, pen and paper lies at the teacher and parent not the government. The schools do not receive the school books on time from the government when the academic year starts.

“There is a lack of government responsibility to publish books which are not carried out in time. Due to transportation problems books are not delivered on time in rural communities (teacher, Kailali district).”

5.2.3 Inclusiveness

Inclusive school environment contribute to the quality of education to involve all children with their different needs and disabilities. Children of all abilities and backgrounds should be included in the school system. Groups who have low-socio-economic levels and/or who are geographically

disfavoured can be out of the school system. Also politically disfavoured groups can be out of the system and suffer from discrimination policies.

In the different research areas effective inclusion is still a big challenge for students with special needs and disabilities. For example in Kailali, Bela devipur village, children speak in their native language Rana, while Nepali is the instructed language on schools. For most of the ethnic communities children therefore can feel restricted to go to school and drop out. This is especially the case when language is considered as a deterrent for students' academically, socially and culturally position in schools. In this way being left out of the mainstream language means being excluded in school life. Children who have Nepali as their mother tongue therefore can be favoured and sit for example in front of the class. Because of language problems the drop out rate is especially high in grade one. This problem is applied by the government by implementing a bilingual approach in the first three years of primary level (Acharya, 2007, p. 44). In the example of the Rana community in Kailali, minorities of children who only know their mother tongue were, in this case, well assisted by the teachers who were also familiar with the language:

“For some children it is difficult to understand Nepali, but in our school the teachers also speak the Rana language. We have to explain everything twice and it can be difficult for us, but it is necessary otherwise the children will learn nothing” (Teacher, Kailali district: Beladevipur village).

Because RHEST target areas which are from low economic status and from disadvantaged girls the chosen regions are supposed to be economically and social deprived. The chosen regions do differ from each other in the sense that Kailali from the far western region is more remote and less connected with the more developed areas. Kaski and Tanahu who are more closely linked to more developed and centralised area Pokhara. Moreover is Makwanpur situated in the south of Kathmandu and the research in this district was in a remote village far away from even the main centre of the district.

The researched areas visited were from low-socio-economic levels and were from groups who are politically and/or geographically disfavoured. In Kailali the Kamaya community were mistreated by landlords asking them to work for their land in favour of marginal food supplies.

“Kamaya pratha is a slave system in which rich people keep poor people as their slave and make them do lots of work without paying them. The government of Nepal released all the slaves in 2055 BS (year 1999) but did not organize their food, shelter and clothes (focusgroup Manahara Kailai district).”

The government promised the community land, housing and good schools. However the government could not fulfil their promises. There is not sufficient arable land, because they are constrained to cut

down the forest. The community do have schools for their children however during the focus group discussion it became clear that they were not satisfied about the quality. Schools of the villages has basic infrastructure such as buildings, toilets and classrooms and some teachers are qualified.

The Muslim community in Tanahu has established Madarsha School where the children learn about the Islamic language during the morning and evening. There are 100 students in this class, 1 teacher from outside, and there are 3-4 talented students who are helping the teacher. The school gets no financial support from the government so the salary of the teacher is paid by the parents (150 rupees per month). According to the principal of a primary school from the community, is it obligated that girls in Madarsha wear burgas. However in school, instructing formal education, girls cannot wear a burga and parents are not satisfied about this. Therefore they keep their girls out of formal education.

The Tibetans is another minority who is politically discriminated in Nepal. In the research the focus is not on this group but on the chosen districts. Still it is interesting to note, through visits in Pokhara, that the Tibetans do not have a civilian status and are therefore out of the normal school system and are obligated to set up their own schools.

“I live here all my life, my parents migrated from Tibet to Nepal a long, long time ago, but still I’m not seen as Nepali. We Tibetans are trapped, we cannot go anywhere. I want to build a shop, I want to send my children to normal [Nepali] schools, but we are underprivileged (Tibetan woman in Pokhara, kaski district)”.

In Makwanpur district: Sarighket VDC, the village visited was geographically disfavoured and is backward in any development area like communication, transportation, and also education. Because of the geographical condition: long walk to school because of the hills and rivers, the children have long travel distances to go to school. The Tamang and Chepang communities live in this area and according to RHEST are parents not aware of the importance of education. The communities give more importance to earn money and they often go abroad and fall into job temptation which causes girls’ and boys trafficking (more information will follow in chapter 6.2). The VDC Sarighket is relatively close to the highway to India which increases the risk of being trafficked to brothels. Families living in a highway area and/or border areas are at higher risk especially when families are from indigenous groups and have low economic conditions.

Hilly areas are difficult to develop, especially road development lacks behind. The village Gaulchina is difficult to access because several times a river needs to be crossed. When children are going to school different obstacles such as river streams and mountains need to be overcome. The children in the village need to walk for hours to reach school. During monsoons the village is not accessible since the bus cannot go through the water because the water level is too high. In Sarighket VDC higher secondary schools are not present and children need to go to other VDCs to go to school. School is too far and children cannot go ‘up and down’ in one day and have to stay at a hostel in the

other VDC. Parents have no money for this and are obligated to keep their child at home. Because girls reach marriageable age when they have to go to secondary school, the extra costs because of the distance problem adds further to the risk of leaving school. Because there is a lack of economic development and because families have poor financial condition child labour is still at hand and both boys and girls are in danger of being trafficked to the circus or Gulf countries, working as a housemaid or labourer (moreover chapter 6.2).

“Primary schools are established in many places but secondary schools are not. Therefore, there is a distance problem. When children have finished the primary level and they have to go to a secondary school and the distance is too far they cannot cope and drop out. Girls also reach marriage age at secondary level so the risk for drop out is higher for girls. On the way to school children need to cross rivers, mountains and need to walk for hours. This is more of a problem for girls. Distance is a security problem (landslide and rivers between home and school). They do not feel safe and parents do not allow them to walk through dense forests etcetera; they do not allow their daughters to go to school. (Interview DEO, Makwanpur).”

It is important to know if the school is located too far from homes, because learners otherwise need to walk long distances to school which can influence school participation (United Nation’s Children’s Fund, 2000, p. 10). When the district Makwanpur is excluded from the research it seems that children normally do not have problems with the travel distance to school: 72% of the parents are satisfied of the distance their child needs to travel to school and 15% is unsatisfied and find the travel distance to school too long (13% neutral). Most of the children go to school by walk (82%) and some by bus(13%), or bicycle (5%).

On average, perhaps less than expected, is the travel distance to school 15 minutes walk. Most of the parents (37%) said that their child needs to travel only 5 minutes, 16% needed to walk around 10 minutes and 20% had to walk for 15 minutes. Travel distance of 20-25 minutes was 7% and 17% of the children walk for about 30 minutes. Around 3% needs to walk for 60 minutes or more¹⁹. Interesting to note is that there is a positive correlation between travel distance to school and level of education. Primary education (nursery until class 5) is situated near the homes of the children. For high level education (secondary schooling and higher) the travel distance is significantly higher. This means that the higher the level of education the longer the travel distance to school.²⁰

Children can be irregular because of the distance of school especially when children are small in class one and has to walk for around 30 minutes. Moreover it seems that distance to secondary school is a reason not to send a girl to school. The older girls are kept at home, because of security

¹⁹ Travel distance of 60 minutes: 10 children out of 430, and one needed to walk 90 minutes and the maximum travel distance was 120 minutes, only two children out of the 430

²⁰ Correlation Chi-square test Sig: 0.00<0.01 and correlation is of a medium strength: Cramer’s V: 0.343

reasons and the need to help their parents. In this way girls are often not sent to a ‘far away school’. Whereas boys are renting rooms where the school is, girls stay at home (Acharya, 2007 p.38-39).

Around 90 percent of the families said that their children are going to school for the whole year. They do not have problems to send their child to school in the different seasons. The schools are namely closed for two month in summer and winter to avoid the monsoon. At that time roads and some plain areas will be flooded and children cannot reach their schools. Children cannot walk ‘the short cut’ to school and have to walk for hours to reach school. Still rains can be heavy and children have difficulties to go to school regularly especially when distances to school are far. The highly probability of climate change, makes it explainable that this year the rainy season started earlier than expected and heavy rains were more common than before. The need for a (strong) umbrella is therefore high, because books and materials will get wet and unusable. Children then do not attend class. Moreover landslides and heavy monsoons also damages school buildings and sometimes a school is forced to move:

“One year ago we shifted from location; we used to have a building over there (pointing to a deteriorated building) on the hill side. But because of landslides and danger of heavy monsoon, we build a school here, on safer ground (teacher Sarighket, Makwanpur district).”

5.2.4 Provision health services

The provision of health services can increase school attendance and decrease cases of malnutrition and sicknesses. The importance of learning environments should be not underestimated: “High quality physical, psychosocial and service environments in schools set the stage for learning to occur” (United Nation’s Children’s Fund, 2000, p. 10).

On example of health and nutrition policies was the oil program for girls to increase girl’s enrolment in schools as mentioned above in chapter 5.2.2. An unintended effect was however that parents wanted that their children did not pass their exams in order to get more oil in the long run.

Moreover it is not unusual that parents ask for ‘Tiffin’; snack or lunch for their children to keep them on school. The provision of lunch was namely one of the parameters of quality education according to parents (Chapter 5.1.1). In Kaski district a secondary school could provide tiffin only for the small children in nursery. The principal argued that they are forced to provide food for these children at a young age, simply because they would otherwise not have motivation to go to school.

“It is good that the school gives lunch, that’s why more children go to school.” (student Kailali district).”

In the schools visited is health-education lacking. However a visit at a boarding school in Kailali district revealed that large posters of awareness issues such as hiv/aids and the dowry system hang on the walls. Supporting promotion campaigns like these can enhance the attitudes regarding health proviso sources of schools. When children are sick they stay at home and will not go to school. Proper sanitation systems and clean water are not always at hand. Most of the time in the researched districts there are not separate toilets for girls.

“There are no female friendly toilets. So when girls are menstruating they thus face many problems. In this year 102 female friendly toilets will be built in Makwanpur (DEO, Makwanpur).”

However gender sensitive measures are not always effective. It seems that more the cultural constraints create the problem and therefore just building toilets will not help in increasing girl’s attendance:

“During their menstruation period girls do not go school. This is because girls cannot see others during their menstruation period and they don’t want to go to school. Girls therefore drop out from school due to culture (District Development Office DDO).”

Availability of services:

In Kailali a teacher told that the number of students increases every year and that students migrate from hilly areas and rural communities to Kailali district. They rent a house here or live with relatives in the city. The question why they migrate to Kailali was that in the city area better education is found and especially because health facilities are available. There is a rural-urban divide where the more urban areas, city centres and capitals of regions, having the best facilities and the rural dwellers are deprived from it.

In focus group discussion it became clear that also parents find it important that schools pay attention on the hygiene of the students. This is the case for some schools where teacher’s check the children if they are clean or not: ‘clean and tidy’ is the advice. In the curriculum students are told about health and hygiene.

“I like to go to school to secure my future. I learn about good things, get to know my aim in life and know about hygiene. I want to learn more and have good education.”

Other service provision which is highly recommended also by parents is the availability of extra curricular activities on schools. One of the parameters on what children need to learn was that children are supposed to learn more games and sports, such as cricket and softball.

5.2.5 School based professional development and self evaluation

“Schools use money from the government which is directed toward teacher professional development: for example 10 days of training for all teachers is needed. If they do not follow this training, the help from the government is stopped. This is one of the things the government does to increase the quality of education and it is working (Teacher Training Centre, Kaski district).”

For example in Makwanpur is teacher training and continuous assessment high on the agenda. From this year teacher training will be provided from grade 1-7 instead of only grade 1-3. The DEO from Makwanpur distribute money per student for school improvements. It seems that some schools use this money well and some don't. The schools have annually gatherings were parents, School Management Committee (SMC) and teachers get together and decide on how the money is spend and what further expenses are needed. Moreover there is a so called interaction program were parents are asked to give advice on how to improve the quality of education. The main problems the schools face were of the following: Insufficient infrastructures, bad playing ground, insufficient teaching materials, lack of classroom facilities, lack of water facilities, no division for toilets boys and girls and the poor condition.

To solve these problems financial shortages are most of the time counted up on the payments for schooling from the parents. Sometimes the school can request extra money from the local office, the DEO and from NGOs.

According to RHEST (Kailali district) is the professional development and self evaluation lacking because some members of the SMC and some teachers are 'uneducated' and are 'not interested' in the development of school. Because of a lack of trained teachers there is a lack of monitoring on the school base level and trained teachers can not transport their training skills to others. Moreover are government officials not always keen on doing their job by checking schools and monitor their achievements. Because of the lack of communication and transportation schools are left behind in developing their teaching methods, since the curriculum changes from time to time. Therefore rules and regulations are also not well oriented by the SMC's and teachers. Schools operate mainly by their own rules and monitoring is constrained.

“Most of the time the principal does not overlook the work of the teachers. Government officials do not want to work, so they don't go visit schools. Sometimes teachers are not taking class because they have another job. Especially being teacher in urban areas, there is more opportunity to have another job and earn extra money (RHEST)”.

5.3 Policy Environment

The education system in Nepal is biased across locations, type of schooling, ethnic, class and gender. In this section the policy environment is explained by combining the two quality elements of education namely quality processes and quality content. It is important to create a quality learning process which helps in setting good quality content. Good processes in education should help in reducing disparities in schools and facilitate learning. For example when girls are discriminated by teachers or lower caste children neglected in class, children can feel unhappy and unsafe which affects learning capabilities.

Quality Process: Trained teachers in the educational process where child-centred teaching approaches are in well-managed schools and classrooms and where there is a skilful assessment to facilitate learning and reduce disparities (United Nation's Children's Fund, 2000, p. 5). **Quality Content** is reflected in relevant curricula and materials for the acquisition of skills in the areas especially of literacy, numeracy and life skills, and knowledge in areas and issues such as nutrition, health, gender, prevention of HIV/AIDS and peace building (United Nation's Children's Fund, 2000, p. 5).

In this section the policy environment will be examined thereby concentration on both processes and content of education. The central question in this chapter therefore will be: What are the challenges in educational processes and is this influencing the content of education?

In this chapter in sequence the next subjects will be discussed: the national debate on education quality, relevant and inclusive curriculum, teacher development; salaries and incentives, financial support for schools, assessment; monitoring and evaluation.

5.3.1 National debate on education quality

Quality Outcomes: The outcomes of quality education must cover knowledge, skills and attitudes that are linked to national goals for education and positive participation in society (United Nation's Children's Fund, 2000, p. 5). The different outcomes of education:

Achievement in Literacy & Numeracy; Outcomes, preferred by parents; Outcomes in the way of community participation; Lifelong learning; Health outcomes; Life skills.

The national goals of education is to “nurture and develop personality and inherent talents of each person; Instil respect for human values and the will to safeguard national and social believes so as to help develop a health social unity (Ministry of Education, 2010).” The emphasis in the national debate on education, according to the government of Nepal, is that the outcomes of education are that the individual can keep his/her identity in the national and international context and can therefore lead a ‘social harmonious life’ in the modern world. Education creates human resources that will develop

the country and will bring disadvantaged and underprivileged in the mainstream. Social inclusiveness is high on the agenda.

According to Ministry of education (2010) is the government doing much to achieve quality of education. In the constitution of Nepal is Education addressed through the rights-based approach and with respect to community demand there should be more focus on creating awareness. The increase in demand for education is important to enrol children in school and to continue their education. However quality education is most of the time not considered. What do the children really learn on school, is it relevant and has school a fruitful environment sufficient to keep the children in school?

“Government tries to meet the target and want all children to get in school. But there it’s a bad school system so you can try to keep them on school but what if they don’t learn much? Are there better ways? (RHEST).”

For a country where education was merely established since 1951, because of the political conflicts, the delay of the constitution and the bad economic situation, it is difficult to commit communities to education. Moreover there is a lack of capacity to develop productive and skilled citizens. The motivation to improve is missing, because there is a lack of economic opportunities for youth. The economy of the country is namely based on unproductive and unskilled jobs.

“Today concerning the MDG’s and EFA goals, education in Nepal has still a long way to go. The main problem is that there are not trained and qualified teachers, Parents are uneducated. Government is suggesting to the parents that they should send their children to school. But sometimes this is not possible for the families. They have poor economic condition and they cannot pay for stationary, dress etc. Now, after finishing school children are needed to engage in agricultural work. There are no jobs for them. What is very important for the young generation is that the government will provide employment. Now the economic condition of Nepal is very low, which is very difficult for the new (educated) generation (Principal, Kailali district).”

“Unemployment is a problem and intelligent people are forced to look for a job in a foreign country. Brain drain: the government does not pay attention to intelligent students. It is difficult for people who migrated to developed countries to return to Nepal as there is a lack of job opportunities here. The government cannot provide them jobs (Western Regional Office WRO).”

According to the communities are the major reasons why education should be prioritised is to develop a person’s potential by gaining more respect from others and ‘being less dominated’. Illiterate people ‘face many problems in society’. Due to the lack of education and knowledge girls and boys are

trafficked. Women have to face physical violence and due to illiteracy slave systems (such as the Kamaya Pratha, and the caste systems) still exists in society.

Therefore the educational debate has to focus on the needs and capabilities of the families. Because of poor financial condition families have difficulty to send their child to school and it is necessary to make their sacrifices and investments by sending their children to school worthwhile. Parents want to send their child to school but the system made schooling expensive, because boarding schools; which is considered with good quality education, asks high fees. Especially the neglecting of government to complete people's basic needs is frustrating for families.

5.3.2 Relevant and inclusive curriculum

One of the principles of education quality is that the content of education must be inclusive and education should be relevant. Learning outcomes must be significant for all students and must be valued by their communities. Relevance of education should be consistent with goals for national development in global context. Another thing is that education quality is democratic, and therefore the outcomes of education should be determined through public debate (Tikly, 2010).

The curriculum must emphasis the needs of children rather than that of administrators or teachers. The structure of the curriculum must be gender-sensitive and inclusive of children with different background and abilities (United Nation's Children's Fund, 2000, p. 11). The curriculum therefore must also be responsive to issues such as HIV/AIDS, peace building and the importance's of local and national values. Content of education needs several pivotal areas namely: Literacy, Numeracy, Life skills, Science, Social Studies and Peace education. The idea of teaching 'peace education' is to teach students the ability to prevent and reduces conflict, not only on the national- or international level, but also on the intrapersonal- and interpersonal level. Life skills curricula should focuses on behavioural change (United Nation's Children's Fund, 2000, p. 13). The subject matter in the curriculum from Nepal follows this approach by offering the subjects Nepali, Mathematics, Environmental science, Social studies and English. On secondary level the course Health, Population and Environment is offered.

Curriculum is centrally developed and is installed by the Curriculum Development Centre (CDC). The curriculum is the same in government schools and boarding schools though boarding schools get extra materials, use more problem solving methods and teaches in English medium. According to the Ministry of Education is the curriculum by offering the subject of social studies and health, population and environment giving attention to issues such as social discrimination, girls trafficking, the 'social evils'; dowry system, early marriage, caste system and health issues such as AIDS/HIV and malaria etcetera. Through these content of education the level of understanding goes up as attention is paid to social problems and on how to stop them.

Another source however explained (Rony Pratan, expert on girls trafficking & education) that the content of education does not cover human trafficking issues but is even leading to sexual exploitation/prostitution, because the quality of education is lacking and opportunities for the children are low. The course module needs to change and cover information about labour exploitation as well as this is the present trend (see moreover chapter 6.2). Parents should be more involved in school, to know what their children actually learn on school. Therefore it is interesting to see what the parent's views are on what children should learn on school.

First of all what parents think is important for their children to learn on school is that they need to study more (16%), they should continue education and get more educated (figure 5.13). Interesting is that parents would like to see that their child study English (15%). This explains that parents measure boarding school of high quality, because the children will learn in English medium. According to the parents is English 'the world language' and the children should learn the language securing their future. Most of the time the parents responded that children, when understanding English, will get the opportunity to go abroad and 'earn money', because in Nepal there are no good jobs because of 'bad economic situation'. Around 11 percent of the parents find respect to others (teacher, parents, and elderly) important to learn on school and to have good discipline (8%). The importance of read and write is lower than expected namely seven percent. Interesting is the importance given to the ability to understand games and participate in social activities (5%) and teaching a profession on school such as nurse, doctor or teacher (4%). A small group noted the importance of science and Nepali and responded that their children should learn what they can, because some children are more intelligent than others (all 3%). Moreover 22 percent of the parents did not know what their children should learn ('talk in public' and 'Math & English' both merely 1%).

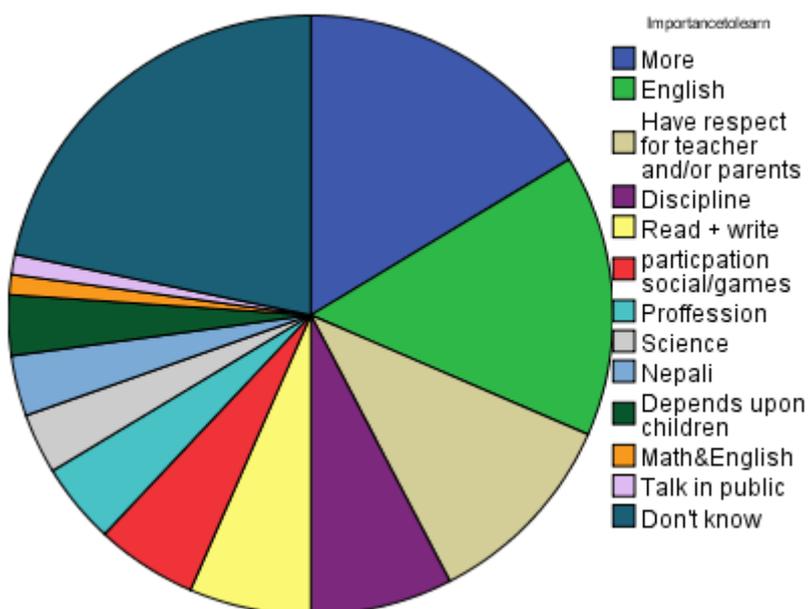


Figure 5.13: 'What children need to learn on school,' according to parents (in %)

Challenges reaching quality content

The challenges in the content of education in the researched districts is that the life skills curricula should focus more on values and attitudes and, as mentioned above, behavioural change and not providing knowledge about a set of topics. Also curricular integration and interdisciplinary is often difficult for teachers because they do not have an input in the curricular design (United Nation's Children's Fund, 2000, p. 13). Subjects that the community find important or other subjects that are not on the examination are not taken seriously. It is difficult to change social- and cultural patterns and must be triggered to overcome through participation methods in schools (Chapter 3.2.4).

“The curriculum provides theoretical education but no practical information and technical information like science and computers. That is why the teachers do not see a bright future for their students (local volunteer, RHEST Makwanpur).”

Moreover there are several factors that contribute to low participation of girls in science and technology. Girls' students have limited career options, inadequate study time at home, high absenteeism, inadequate access to labs and libraries and no additional tutorial support. Also there is a mismatch between the classroom pedagogy and the girls' ways of learning science. These factors are applicable to the girls' participation in school education in general (Acharya, 2007 p.38-39).

There are many problems with the curriculum. The curriculum is not provided in time at the beginning of the academic year. It is hard to start and schools have difficulty to complete the subject matter. This is even worse in the remote rural communities. There is a lack of government responsibility to publish books which are not carried out in time. Due to transportation problems books are not delivered in rural communities.

The local context must be considered to have good quality education creating learning outcomes concerning the quality parameter for example the 'free from exploitation'. This is the case for example in Makwanpur district, where many girls are trafficked to circus in India. When teachers could have an input in the curricula design integrating the issue of girls trafficking will help in creating awareness and keeps the girls in school.

Challenges in reaching children good quality content also prevails because of political and economic instability and discontinuity in policies and programmes, and teacher turnovers (United Nation's Children's Fund, 2000, p. 13). The setting of the constitution is still a major problem and schools do not know what they can expect from the government. At times of for example harvesting and festivals children are not in school and the problem of Banda (strikes) ensure that schools can be closed for weeks and therefore children's learning attendance and achievement throughout the year is low. Moreover sometimes teachers change class or stop their job at school in the middle of the year.

Because of many different teachers children do not feel helped enough and find it difficult to be motivated.

Furthermore the focus on child-centred learning is improving. The Child Centred Approach promotes the right of the child to have an education where they can choose, make connections and communicate. Children have freedom to think, explore, experience, question and search for answers. It presents a creative celebration of children's work. Children become more creative and enhance communication skills (Community Childcare Centres, 2011). The government takes many initiatives to improve child-centred learning and to promote this aspect, especially the physical construction and school learning environment is improving now, and also the curriculum and content of education. The government has been implementing the right to teach in mother tongue for the different communities with their ethnic languages.

“We have now 94 languages. Children from different communities come to school with different language background and it is very difficult to make them understand. Basic education is in their own language. Child friendly learning environments as a framework make the classrooms more child-centred. Therefore also there are rules and standards set out for example for class size (DEO of Kalilai district).”

Positive changes in the processes of classroom/teacher and student level should lead to more interactive teaching and self-learning (see the dimensions in the educational process, chapter 3.2.4). Therefore there is a need to change the role of the teacher from provider of knowledge to facilitator of knowledge in an environment where knowledge can be shared. Interactive learning is therefore crucial in quality education. Observation in class confirmed that the role of teacher was more of a provider of knowledge instead of facilitator of knowledge. Obviously when having 70 children in one class it must be difficult to facilitate knowledge and to have a more interactive learning approach. In Sarighket observations in both class 7 and 6 demonstrate that the teacher did not have time reserved to form discussion groups where children could work together on an assignment. However they did not help each other and started to chant the words and sentences instead of talking about the task with their fellow students.

It became clear during observations in the different research areas that passivity and rote memorization is present and is the most common method of learning. Traditional ‘paper-pencil tests’ are of factual knowledge and methods promoting more active learning are not familiar to the teachers. This is understandable concerning the high class size and the lack of materials of schools. Observation in a boarding school in Kailalai, Danghadi, told a different story where children were sitting in different groups where they were doing presentation and were obligated to work together. In this class (grade 4) there were only 15 students and the teacher was in the classroom more to facilitate knowledge. This environment could be created because the number of students is small. Still rote memorization is also

present in the school system of boarding schools were even the classes are smaller. This is because a more active method of learning is a new and different paradigm for teachers. In Makwanpur pilot projects are held to come with more interactive and child-centred learning. The DEO from Makwanpur could say that there were positive results from the projects and they were optimistic that for the whole of Makwanpur this method could be applied effectively.

The DEO also started with an assessment of a different examination system where children will be assessed not only by exams but also with group work, activities or other aspects of learning.

“From this year we want to start with a different examination system. Nowadays students pass by ‘paper-pencil-test’ but checking the students’ knowledge and educational level only by a test is not sufficient. Some students drop out because of the test and other indicators should be taken into account looking at the whole performance of the child. Therefore, students will be more assessed in classroom activities (class work), attendance, project work, extra curriculum activities (group activities), and discipline instead of only at their exams. There are three exams per year: after three months, after six months and after one year. It is the expectation that drop out rates will decrease. The DEO hopes to create better system with this system (DEO, Makwanpur).”

This is a good idea and a great opportunity to decrease the stress on the examination time. However this idea is conflicting with the fact that the student merely 30% of the exam must have answered correctly to succeed. This percentage is remarkably low. The DEO therefore will with this system increase pass rates, but without further assessment of the examination conditions, it will not increase the level of education. Furthermore during observation in village Manahara are examinations not taken seriously as might expected. During exam the children had to sit outside of the class to make sure there is no cheating, because there is a lack of space in the classroom. This would have made sense if the teacher was there to observe and keep an eye on the students, instead he was gone and left the students with their test.

Reduce disparities

“My child needs to learn science because this is the 21 century and this is the time of science and technology. Knowledge of computer is important (father of student, Tanahu district).”

In Tanahu, Dulegauda the visited government schools did not have the facilities of computer. This was for some parents unsatisfactory. More and more is the importance of learning computer skills acknowledged. However most of the schools do not even have the capacity to have enough teaching materials and facilities such as pen and paper. On a school visited in Kaski district, the children had

computer classes were they have 20 computers in the so called 'computer lab'. This school teaches in English and Nepali medium. This means that the school has a government and boarding section. Because of the boarding section they can provide computer classes. Only children from the boarding school can attend the computer classes and children from the government section need to pay extra for the classes which not all parents can afford. Therefore the availability of computers rather increases than reduces disparities in the education system.

Moreover it is necessary to reduce disparities between students by examining the behaviour of children and parents. Consideration is needed because changing habits and traditional concepts is difficult and it needs sever time to eradicate. Perhaps education will help in changing the 'social evils' for the next generation:

“Habits and behaviour in society and tradition is very difficult. Racial discrimination, even when teacher teach everyone in class, Dalit and other caste, in practice it is very difficult to eradicate the social evils. The social evils, for example caste and religion, are very embedded in society. It is therefore a duty for teacher and schools to educate in the good way. But it seems that is very hard to change the traditional concepts. It is not possible to change these traditions fast, it will happen slowly over time. Nowadays inter-caste marriage is now happening. But because of the social and political situation, the environment of the students, it is not hopeful. That's way I can say now: We cannot give students their bright future, but time will give them (Teacher Makwanpur district).”

5.3.3 Teacher development; salaries and incentives

Interviews with principals of many primary and secondary schools in the research areas revealed that the quality of teaching is not always satisfactory. The teachers are selected by the SMC who in some cases choose relatives and friends (kinship system) and do not consider the quality of the teachers.

For basic education teachers need to have at least an intermediate level of education and a school leaving certificate to be a primary school teacher. For lower secondary education the certificate level is 10+2 years and for secondary education different subjects have to be followed as well. SSRP: upgrade quality of teachers. Basic education: graduation of a bachelor's degree and for secondary education: graduation of a master's degree. This is to improve the quality of the teachers. Moreover, all teachers need a teacher license.

Communities are complaining that teachers do not give adequate attention to students. The amount of time that teachers spend on teaching doesn't lead to satisfactory learning. Parents and children complain that only half of the teachers are present and that the children can leave school whenever they want. There is no discipline and there are no rules. Teachers do not intervene in fights and they do not care when children study or play. Additionally teachers chat with each other at school

and do not actually teach the children: 'They only write on the blackboard'. Moreover teacher fails to treat children the same way. Teachers only give attention to intelligent students, and fail to give sufficient assistance to students with learning disabilities. Besides there are limitations to the method of teaching. Teachers are teaching the children 'by mouth', nothing practical and individual. Only intelligent children can learn easily. However children who are less intelligent or have trouble learning, found it difficult to gain knowledge (IREWOC, 2007, p. 44).

According to a teacher in Makwanpur district has the government no strict rules and regulations. Teachers are appointed at schools without making sure that they are qualified and experienced. At the Teacher Training Centre it became clear that there are different trainings and there is professional development for teachers. However the quality of these trainings is lacking, because there is for example no practical test. Therefore is according to the director of the teaching training centre in Kaski district is the government not helping sufficiently in developing teacher's potential:

"At a certain time a teacher is invited and obligated to do a course. In 5/6 years you can finish study for teacher and you need to pass an exam for teacher license. Though this is a written exam, how can you know how to teach, how to handle and manage the children? There is no room for practical knowledge"

"All teachers need a teaching license. The government provides these exams once a year only with a written exam. With a teaching license you can work at a government school and get paid by the government. When passing the test, an interview is taken and then the government appoint the teacher to a school. This can be to a village far away from teacher's home. A follow-up training is compulsory; training once in two years. In these trainings the teacher will learn how to handle the children and how to teach properly. For small children teachers make use of storybooks and pictures showing letters and animals etcetera. For the older children (clas 1-10) textbooks for different subjects are used and the blackboard (Interview Teacher training centre)".

As mentioned above is there a lack of qualified and trained teachers. In focus groups parents said that teachers can have 'bad habits' and that the teacher style is not favourable for their children. The parents are complaining and went to school to address these problems and confront the teachers. However improvements are not made and the parents feel ignored. The parents would like to send their child to boarding school because they feel that teachers are more interested and the School Learning Certificate (SLC) results are higher. According to the principal of a boarding school is the way of teaching better at boarding schools than government schools and are there more woman teaching, which is also helpful for setting role models.

“The main problems here are the low quality of school and teachers. There are complaints about the teacher’s behaviour and habits, the teacher’s style, and that they are lacking good knowledge and training. In our country, the teacher’s style is only like parrot learning so that we cannot succeed in any practical life problems. The parents also find it irritating that some of the teachers drink alcohol and smoke during school time (focus group Kailali).”

“Teacher quality at this boarding school is more child-centred and not parrots learning but more understanding. We have more opportunity for practical methods than in government schools: collect data in society, problems about society by way of charts and projects. Teachers are role models. Here we have 4 male teachers and 13 female teachers (Principal, Boarding school Kailali district).”

However conducting the survey are on overall parents in the research areas positive about the quality of teachers (73%). Some parents said that the quality of teaching is lacking and they think that teachers are bad (12.4%) Around nine percent responded being neutral about the quality of teachers and six percent did not know about the quality of teachers in their children’s schools.

The majority of the parents think that the quality of the teacher is good because they see that the teacher teach well and has a good so called ‘teaching style’ (15% figure 5.14). The second most important reason why parents see that the quality of teachers is good is because they think that the teachers are qualified and trained (13%). Moreover the parents find it important that the teachers control children therefore ‘control children’ is also one of the parameters for good quality teachers (11%). Furthermore added parents that quality of teachers is good, because they heard that from others in the community (6%), they noticed that the children learn well (7%) and can ask anything to the teacher (4%).

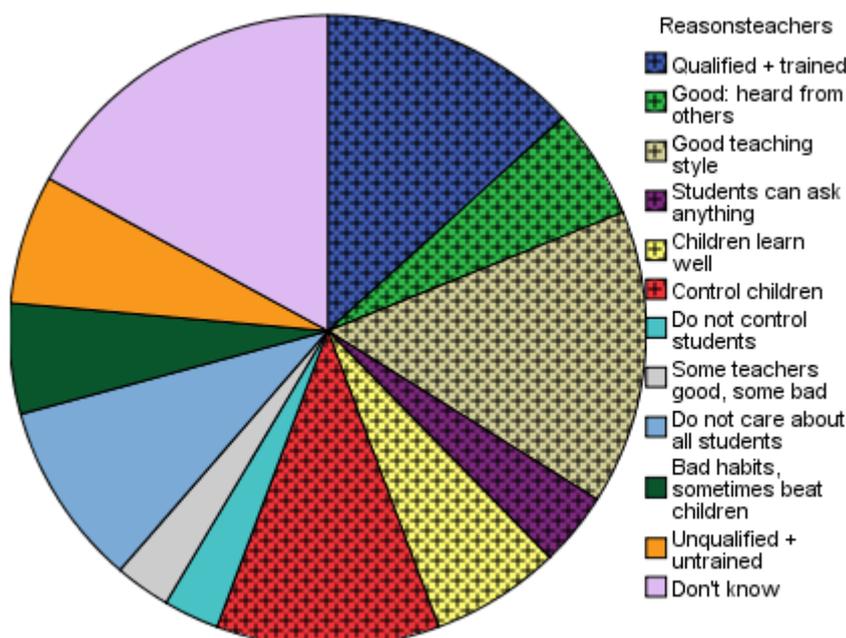


Figure 5.14: Quality of teachers: Opinion's of parents

Some parents responded neutral that teachers were sometimes good and sometimes bad (3%). But a more negative response was that the quality of teachers was bad because the teachers did not care about all students. The parents responded that children, who had problems because they had family issues or poor, were neglected in class (9%). Around three percent namely responded consequently that teachers were not good in controlling the students. Teachers also teach bad habits to children because they sometimes beat (6%) and 'cannot teach properly' and are 'unqualified and untrained' (7%).

Remarkable is the fact that 17 percent of the research population did not know about the quality of teachers. This can be explained by the idea that parents are busy in their work and household and do not have time to visit school and see how the teachers are working in schools. Perhaps they are not interested to go to school or the children do not dare, or are also not interested, to tell their parents about the teachers. Another reason for the fact that many parents responded that they did not know about the quality of teachers, is that they do not feel to address the quality issue of teachers because they are uneducated and 'they don't know anything'²¹

According to UNICEF Nepal are the major concerns with respect to the quality of education; teachers' attitude and motivation, willingness and creativity. Good facilities do not create quality education but motivated teachers are the key. The education budget is more going to the salary part than the quality part and you would expect that if the salary increases the motivation of the teacher increases. However, this is not always the case; the level of commitment does not only depend upon the salary of the teacher. In contrast to what is expected in boarding schools, because of the high school fee, is that their teachers are not highly paid. Government school teachers get a higher salary and seemed to be more trained.

“At boarding schools teachers have a lower salary than at government schools and they have to work harder and are at risk of being kicked out of their job. Teachers are temporarily appointed and are not secure of their job (local volunteer RHEST Makwanpur district).”

However in general teachers interviewed were positive about their work. They were happy that they could do the job. Principal of school in Kailali was satisfied about the quality of the teachers because they are well trained and have many years of experiences.

“They (teachers) have a bachelor in education or a master graduate. Teachers at boarding schools are not so trained either but they use ready made materials. Teachers at government schools can design their own teaching materials. The administration at boarding schools is

²¹ This is a comment many translators and parents said, when interviewing in the field. This explains a lot about the way society looks at illiterate people in Nepal.

good: to make a profit, and management is also better. But they cannot provide a good salary to the teachers (3,000-5,000 rupees per month) and there is no democratization. Money for the salary of the government school teachers is provided by the government (principal, government school, Kailali).”

“But the salary of the teacher is not enough to survive. Moreover, it is seen as low by society and they are discriminated by the society. The government should provide a good environment for school to stop the discrimination of teachers (principal, Kailali)”.

Teacher Salary:	Primary	9,990 rupees/month
	Lower secondary	10,560/month
	Secondary	15,000/month
	Higher secondary	18,000/month

As mentioned above is discrimination of teachers at hand and is perhaps also influencing the motivation and willingness of teachers. It is important to note that trained teachers being at government school are not necessarily ‘better’ than untrained boarding school teachers. An interview with UNICEF explained that, because teachers at boarding schools are not secure of their job they try to make the best of it and are perhaps working harder to keep their job.

5.3.4 Organisational and financial support for schools

Parents want their children to get the best education as possible. Thus it is important to involve the community in school management. Also community involvement increases a community’s attachment to the school. However the responsibility to have a high standard of education lies not only at the community. The government has to take the responsibility to provide support in the school system. Otherwise there is a risk that the government uses community responsibility as an excuse to take down its responsibilities. Nowadays every school has to form a School Management Committee (SMC). This policy of Nepal’s government is conducted to improve organisational support for schools and school management (IREWOC, 2007, p. 48).

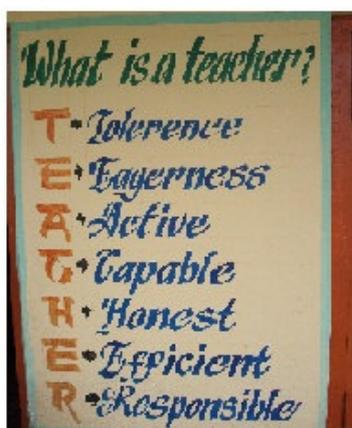
“Principally the government should provide physical infrastructure and books. Parents get only 300 rupees per year to afford education for their children. For this money, parents go to the shop buy wine and drink. Nowadays there are some special programs but it takes time. You should always consider what is best and what the benefit of the children is. We still a long way to go (RHEST)”.

“At this school the students’ SLC results are excellent. Therefore, this school is rewarded by the government for five years. The school was given a reward of four legs rupees for the first year and one leg rupees for the next years. The money is used for better education, furniture,

and to repair the building. Five teachers are private teachers who are paid by the school. The government provides free education from class 1-8: tuition fee, uniform, and government books but not additional books and materials. But the government budget is not enough, so the school has to collect student fees (principal government school, Kailali district).”

There is a lack of organizational and financial support because of a management problem and for example the construction of the building is not finished and salary of teachers is not sufficient. There are logistic problems with textbooks and other stationary and the number of staff members and teachers sometimes not enough for the high number of students (see also box 5.1).

The School Management Committee is installed in schools to manage school and to allocate the educational budget from the school. Members of the SMC are teachers and parents. Activities are to manage the school and to make rules for the staff (code of conduct) and collect donations for school. However the management in schools is lacking, according to parents in the researched districts, and SMC therefore cannot succeed in creating a quality policy environment.



Code of conduct school Kaski district

“The school management of the government school is not good; they do not have good knowledge how to operate the school. Every parent in the community complains but it does not work. They cannot do anything about it. There is no discipline in the classroom, no good environment to study, teacher is ignoring the students and does not control them (focusgroup Kailali).”

To ask for finances the school has to go to the District Education Office (DEO). The DEO is asked to support for example school facilities and teachers. According to secondary school in Kailali there were two teachers supported by the government and five teachers had to be paid from local resources. There is not enough money and there are no subsidies for teachers to give ‘free education for all’, so the school need to ask fees from the parents. The main function of the DEO is to establish schools, support teacher salary, construction of the building and teacher training. Because the financial support is per student it occurs that schools register higher numbers of students to receive more money:

Box 5.1: Schedule secondary school

There are 1,500 students and 29 teachers. The school runs from class 1-12, grade 1-10: 20 classes and grade 11-12: 5 classes. The school has a lack of buildings and infrastructure and needs 26 rooms but there are only 16 classrooms. Because there is not enough room for all students there are two shifts; in the morning and in midday:

Class 1, 6, 7, 8, 11, 12	06:30-11:00
Class 2-5, 9, 10	12:00-17:00

“Only since 2-3 years the DEO focuses upon establishing quality education. Before, the DEO focused only upon the access side. The DEO pays 245 rupees per student to schools for school improvements (DEO)”.

When a community wants to built a new school the Village Development Committees (VDC; local government) needs to approve or decline. The DEO however gives approval to the new schools without informing or involving the VDC. One of the main reasons is political pressure; the local political leaders interfere or influence the decision about the establishment of new schools while they do not have enough basic infrastructures for the school. This leads to a community with many schools having nothing to ‘give to their children or to the society’. The schools demand for financial help and the VDC has to spend its development budget to finances teachers salary and other expenses of the school, because of pressure of political parties and their members. Because of the political pressure development work of the VDC is delayed. The DEO is not involving the respective VDC member whenever it wants to establish new schools and the VDC has to allow only those schools which have enough infrastructure and facilities for the students.

An interview with the VDC explained that according to the local government the DEO and the central government must understand that the level of education does not increase by just increasing the number of schools and they have to think about adding more facilities and infrastructure to existing schools. Moreover it is necessary to involve more donors in the education sector. Many nursery schools for example are established in Nepal in rural communities like Bela Devipur and Manehara by international donors. However they do not continue their financial support and leave after a few years. Then the responsibility falls down on the VDC which already has a tight budget. More programs are needed to increase the capability of teachers and the school curriculum should also have a practical knowledge base. It is important to involve all students from different communities and keep politics away from the education sector.

In a primary school in Tanahu the DEO has a fixed budget for each school to help constructing the building and to pay for the teachers. The government announced that primary school has to add more classes because in the new educational system primary school is from class 1-8 and secondary

school 9-12. Upgrading is for the schools very difficult because of lack of space and money to add more classrooms.

“Government demanded to us to upgrade the school but they do not help in provision. Because there is no room we should build up (on the roof). The DEO helps the school to construct the building and to pay the community teacher. The DEO gives a quota, and especially because we now need to add more classrooms and construct the building it is not enough to upgrade school.”

Parents are happy that the government wants to change the system by adding more classes to primary school. The children who are in primary school can stay longer at the same school and do not need to travel to a secondary school which is especially in rural villages such as Sarighket far away. Interviews with principals from different schools explained that it is difficult for the schools to offer the higher classes and they agreed to upgrade every year one class. In Sarighket they will start class six in the next school year.

Political instability

The government should be prime mover to improve quality education. There is nowadays still no government only an interim constitution (RHEST).

“The government promises everything to the people but they don’t know how to do it, so it will take time. It is difficult now with the interim constitution, how to upward social mobility, install a Dalit ministry? There is ethnic fragmentation, the hope from Newari to have a Newar state, still tension from the Maoist etc. It is important now to establish equal rights and opportunities and citizen rights. Woman should have the right to have property and the right to have abortion. There is still a son property right because the daughters will go to other peoples house (Kamala, executive director RHEST).”

Before 6/7 years ago there was war between the Maoist and the government. The schools were situated between the Maoist army and the government army and at that time schools were places where political tension was exercised. Fortunately nowadays the political situation is calmer however politics still pressure schools (Banda: strikes). The making of the constitution is demanding more time than needed and for years the government still has no agreement. It makes the people insecure about what they can expect from the government.

“Sometimes Maoist came to school and run their program, and when they left the government army came and they were angry and tortured us and ask who we are... There was full of tension, all the time. Sometimes school was running and there was bomb blasting. Children were afraid and jumped over the hill and run across the river, far away from the noise. A lot of accidents happened ad that time. Now the Maoist is in the political mainstream and Nepal is in a transition/ constitution making phase. But we cannot expect anything when the politicians don't know what to do. The government needs to take care of the situation, they need to be concerned. I don't feel they do (Teacher Makwanpur district).”

5.3.5 Assessment, monitoring and evaluation.

The annual report conducted by the Ministry of Education: Educational information, A glimpse (2010) started in the preface with the sentence:

“As we live in the age of information, the success in managing educational information lies in the use of information for development. Not managing information properly and not using them accurately and timely for monitoring development activities result in retarded development (Ministry of education, 2010).”

The monitoring and implementation part of education is lacking, because there is a degree of corruption in the government system, according to Roni (expert education and trafficking issues Nepal). There are plans under the ministry of Education, who monitors and evaluate the education system and holds a database on educational statistics. There are three sections: There is a monitoring and evaluation section; which prepares monitoring action plan and evaluation base in the annual report; A research and educational information management section; which provides support for developing policies; A supervision section; supervises the situation of the capacity of the education system.

The evaluation and monitoring plans of the government are suited to improve quality education in theory. In practice this is a different story. It seems difficult for the government to monitor every school, especially in the remote villages. The country is centralised and focuses much on Kathmandu region and less on for example the far-western regions. It is necessary to have good communication between the government and VDCs who are responsible for educational development in the villages.

For example according to a focus group discussion in Tanahu, the parents and teachers mentioned that the government does not visit their schools. Therefore there is no ‘commitment to improve’ and there is no ‘research from higher commands’. The school would like to see that government officials would come to the village and check their school. They would like to confront the government with there educational problems. Because a researcher from RHEST (me) came to interview them and to see what their situation is, they noticed that it would be helpful if the

government comes to investigate their school. They also would like that RHEST comes to visit more often to know what is going on in school (moreover see chapter 6.1).



Focus group Tanahu (with translator), asking for more
'research from higher commands'

5.4 Quality outcomes

The education policy requires school- based assessment. The students have three periodic examinations in a year. These examinations include: written tests, oral tests, group work, homework, and classroom questions. The national assessment survey of children in primary school showed low average scores form 1997 to 2003. For all grades and subjects the mean scores were under 50 %. Especially there was a tendency of underachievement in the core subjects: Nepali, Mathematics, and Social Studies. It suggests that educational reforms, implemented between 1997 and 2008, did not improve students' learning achievement. Also it seems that the result of the assessments have not been evaluated or analyzed and used effectively to influences and reform teacher training, curriculum and pedagogy (Lohani, Singh & Lohani, 2010).

The previous discussed environments defining quality education: home/community environment, school environment and policy environment are summarised in the next section. Furthermore an insight will be given on the challenges and virtues in synergising the three environments. A good synergy helps in providing good quality educational outcomes.

The quality of education is defined in terms of learning outcomes, certain competences belonging to a certain level. The students should complete these attainments. These skills are employed in real life situations. Quality Outcomes: The outcomes of quality education must cover knowledge, skills and attitudes that are linked to national goals for education and positive participation in society (United Nation's Children's Fund, 2000, p. 5). Learning outcomes vary according to the different contexts but in the end education includes levels of literacy, numeracy and life skills. These life skills must include awareness and disease prevention (Tikly, 2010).

According to the Ministry of Education is quality of education a serious problem, it needs to be improved by the government but there are still a lot of things to do. Interventions to improve the quality of education include: reform of curriculum, development of textbooks and improve the capacity of teachers, head teachers and school managers.

The outcomes of education include what the children know, what they can and what attitudes and beliefs they have formed about themselves and society.

In this chapter the outcomes of the three environments; Home/community environment, School environment and Policy environment will be concluded in this chapter.

5.4.1: Overview environments

5.4.1.1: Home/community environment

The sub question central in this section was: to what extent is there an enabling home/community environment?

The results show that the basic development and nutrition status of the research population is low. The population pyramid shows that Nepal has low development and therefore has the traditional pyramid shape with a strong base, especially in the age 10-20 years, and a small base at the top indicating high birth-death rates, therefore lack of sufficient hygiene and health facilities.

In the research it became clear that there is great support for the initiative of 'dameal' from the government to provide lunch on school. In this way children in the communities are helped. Parents struggle to bring food on the table and therefore the ability of having lunch on school would be an important stimulant for many parents to send their child regular to school. However the program could not last long due to capacity constraints from the government.

The support from home is also constraint by the fact that childhood development and the existence of nursery classes are small especially in the rural areas. Children's first teachers are their parents and considering that most of the research population is uneducated (32%), the environment of home is supposed to be not supportive of education. Of the total research population, when educated, most of the people are enrolled in class 5 (27%) and there is overall low enrolment in higher classes especially at bachelor and master level. It seems that there are many drop outs in class 9-10 for female (perhaps early marriage) and for boys a peak can be noticed in class 10. There is a positive correlation between educational level and age: the older the person, the less educated.

There is a need to increase the home curriculum. NGOs are in the field concerning involvement of especially women in school. Woman literacy classes are established by for example MITERI Nepal. Parents and school must be a 'two side story'. It is necessary to improve not only the lives of the women but also the lives of their children.

Children who are not enrolled in school are according to the parents in the research population that they are too small or they are handicapped, or they roam and play with friends. School leavers have different reasons namely poverty and 'not interested in school' and looking for a job and household activities. Interesting is that just a very small percentage left school because of marriage and few cases were found that the child left school because of the teacher.

Around 74% of the children were regular going to school whereas 26% was not regular because of housework activities, or roaming with friends. Moreover on a rainy day for example merely 45% of the children were present in class.

In the research population many children do not have to work in the household. Girls and boys who do have to work at home need to work for 6 hours per week. It seems that there is a correlation between gender and household work. To some extent the gender division exists that girls need to do housework and boys have to work in employment.

Because parents do not have the money to buy stationary and pens their children can not participate well in class. The teacher will be angry and in response children are scared to go to school. Parents feel that education is important, but there is no such thing as 'education for all'. They still need to pay additional fees for school. The construction of the building, the salary of teachers (who are not paid by the government) materials and school clothing are all counted on payments by parents.

Communities visited feel that education is important so their children get time to study and they manage to finish homework. It seems that there is enough room to study but not always enough time due to for example electricity problem. Most of the schools are situated close to the homes.

When having a closer look to the three districts Kailali, Kaski and Tanahu it is interesting to note that Tanahu and Kaski have higher salary and have more additional sources (loans from friends, family and the bank). While the income for Tanahu and Kaski is higher, which make sense since they are closely situated to urbanised areas; the costs of education are also slightly higher. Still the districts are 40% satisfied about the costs of education while 30 percent was unsatisfied. Especially Kailali was unsatisfied, which can be expected because the development level of this area is seen as lower than the other two districts

Interesting result of the research is that there is no correlation between educational level of parents and involvement. The parents who are involved in school have just a slightly higher educational level. Around 71% of the parents are somehow involved in school ranging from paying the school fees to attending at meetings. Most explained reason of parental involvement is going to meetings 30% and around 10% responded that they did not have time to be involved in school. Hardly any parents are involved in an SMC or Dalit committee. However parents would like to be more involved to check attendance and performance of children (37%), to enhance quality education or to gain self more knowledge (both 20%). Around 21% did not want to be involved because they had no time or were not interested.

It is not parent's lack of awareness, but the relevance of education that keeps children in school or not. In Tanahu for example is the Arabic language next to English most important for the community to survive 'to go to foreign country and to earn money'. Education is important because it 'makes future bright' and educated people face fewer problems than uneducated people (parents then are referring to themselves: being uneducated). The children should have a good job and another future than parents. Merely less than one percent said that education is not important.

5.4.1.2: School environment

In this section school environment is further assessed for the case of the researched districts. To have good quality education access to quality school facilities including water and sanitation is essential. Due to political instability access to education was emphasized and instead quality education lacks and physical infrastructure is deficient. There are differences in schools and their physical facilities sometimes a government school is not always worse than the more expensive boarding schools. However the view of boarding and government school strongly varies and most people think that boarding schools are schools 'who have everything' and government schools just don't. Principals and teachers wants first to improve the physical element before improve any other quality inputs.

This is in contrasting the view of the parents who responded that the environment is good and peaceful because of good teachers 14% and not necessarily quality of school facilities. Teachers are seems to be important factor of quality education. When parents were to a lesser extend negative about the school environment the bad quality was seen because of bad teachers. Some parents think that the quality of education is good simply because their child goes to school, a chance that the parents did not have in their own life. Quality of school is also good when children pass exam and when children can have lunch.

The facilities of school are sufficient (65%) according to the parents (18% insufficient). Good facilities mean that there is a building, benches, table and materials. Parents were mostly unhappy about school facilities because there were no good water and toilet facilities. The school facilities lacks also because it is too hot in summer and too cold in winter. Class sieze also must be considered. High class size is correlated with mismanagement and increasing number of students are noticed especially in Terai and urban areas. Boarding and government is therefore again viewed as good and bad management because at boarding schools the classes are smaller and can b better controlled by the teacher. Therefore there is more chance that school discipline policies are effective at boarding schools.

Moreover there is the problem of upgrading school. The government has implemented a new education system were for example primary school has classes ranging from 1-8 instead of 1-5. The schools do not have the capacity to provide extra classes, so they start upgrading one class next year.

Attitudes towards girls in education need to be considered. The question is to what extend the gender role is still confirmed in schools. Behavioural problems and 'social evils' can be overcome only when education is well used. Parents mainly say that discrimination is outside of the schools, because girls and boys from different castes read and write next to each other in class (93%). They study together and the teacher treat them the same. Some parents note that there was discrimination on school some years ago but not anymore. There were also few parents who note that the children in class did not discriminate each other simply, because they are all from the same caste, same community. Sometimes when there are from different castes they separate them. Only few parents

were negative about the school environment because of caste discrimination. They argue that a child from low caste is beaten more often than high caste and that 'everybody ignores low caste'.

The children mostly like the teacher (60%) and according to the parents have the teachers good habits and is nice to the children. Children also like the teacher for example when they give holiday, however when teachers give time off too much this can disrupt education. Regular attendance is a requirement for both children and teachers. When the teacher-child relationship is seen as poor this is because the teacher beats the children. Therefore there is still a punishment system at hand in the visited districts. Scolding and yelling are common and sometimes the stick is used, girls beaten less hard than boys. Children get scared for punishment when they not finished homework. 'The principal is dangerous'. Pilot projects were hold to introduce child friendly education. Code of conduct is confirmed in schools to improve the attractiveness.

However most of the parents were satisfied about the school environment and said that school is peaceful and safe because it is situated in village, from the community and there is a fence/security guard. Because of the fence the children are compelled to stay at school and study instead of playing with friends. Overall there is control in a sense that there is no fighting and good discipline. There are good teacher and the facilities are reasonable. Few parents were negative about the school environment and argued that the school is too crowded because of the high number of students in class and because the school is close to the road and many vehicles passes by.

Almost all children go to a government school. There is a correlation between type of schooling and gender. Quality education is viewed better in boarding schools than in government schools and because of the patriarchal society therefore families who have the capacity would prefer to send their son to boarding schools. According to the parents is government school good enough for girls, who in the end will move out of the house and is not helping her parents in their old days.

Even while government schools have trained teachers and get more salary than boarding school teachers the capacity of children and parents is decisive in good quality educational outcomes. The parent of a child reading in boarding school invests a lot in their child's education and is better supported than a child who does not even have 'shoe on her feet'. Therefore the home environment, for example factors such as regular attendance, needs to be considered; instead emphasis is given on the difference of school environments of government- and boarding schools. The fact is that at boarding schools pass rates are higher and drop out rates are lower. Because boarding school is in English medium parents are also more interested to send their child to boarding school.

A positive school environment will help develop children's potential and self-confidence. In this research children's self-confidence has positively changed. Majority of the parents said that his/her child is a smart student and is now not afraid to talk to teachers and other children. Moreover reasons such as talking in public and more self dependent are raised. However consideration is needed because the link between enrolment and confidence is not always correct but seems the correlation age-confidence better.

Teachers also need good quality environment where children and communities respect the teacher. Teacher can control students at boarding school for example better because of the low number of students and there are better facilities unless the salary is low. Teachers face problem for a good quality school environment, because there are not sufficient staff members and students do not bring copy, pen and materials and are sometimes constraint to do homework. Moreover are trained teachers scarce and therefore recruited throughout Nepal. Teachers are sent to remote villages far away from their own families. This is good perhaps since they cannot be much involved in local politics and do not have obligations at home and can therefore for example give more tuition classes. However others say that the teachers have too much time and are lazy and drink 'raksi'.

Inclusiveness of education is in some way well assisted by teachers since local languages, such as Rana in Kailali district, are integrated in formal school system. In this research were groups investigated who were politically or geographically disfavored. Kailali still suffers from the Kamaya Prata system and Tanahu has a Muslim community and enrolls their children in Madarsha School. The Tibetans for example, are political discriminated and are left out of the formal school system. Makwanpur district has the problem of girls trafficking and is geographically disfavored. Because of hills and rivers, the lacking of transportation and communication networks, children are constraint to go to school. Because it is close to the border of India and a highway trafficking of girls is common in this area (also Kalali district is situated close to the border of India). Sarighket, village in Makwanpur, with severe poverty, the problem of primary-secondary schools distance is high.

In the research district is the distance to school on average only 15 minutes. Most of the children in Kailali, Tanahu and Kaski needed to walk for 5 minutes, 10-15 minutes and some around 30 minutes. The longest walk was 120 minutes but that were only few cases. There is a correlation between distance to school and level of education. The higher the education level the farther a child needs to walk to school.

Majority of the children go to school regularly for the whole year. Only 2% said that school was too far to walk, because parents responded that in times of heavy rains there is a danger of landslide. Then the school environment is not peaceful and safe, because at that time it can be a hazardous journey. One school in Sarighket needed to move because of danger of landslide.

The government launches programs to make school attractive for children and especially girls. Schools provide 'Tiffin' for the smallest children and the oil program wanted to increase girls. However unintended result was that parents did not want their girls to pass class, to get more oil in the long run. Moreover proper sanitation systems and clean water are needed to prevent sickness and good awareness of health is needed in schools. Building separate toilets is not sufficient, sometimes are more the cultural constraints acting as hindering factors. According to culture are girls not supposed to school when they are menstruating.

The government allocates extra money for continuous professional development. There are gatherings for parents, SMC and teachers where they discuss the budget and problems of school. They

come up to improve the situation and most of the time the money needed for those improvements is counted up on the parents. The SMC is not always interested and are chosen by a 'kinship' system. Because of the lack of trained teachers, monitoring and transport of teaching skills to others is limited. Curriculum changes form time to time and due to failing transportation- and communication networks rural areas do not have the proper curricula and government officials do not always want to visit to see what is going on in schools. Schools therefore do not orient the rules and regulations and operate on their own.

5.4.1.3: Policy environment

What are the challenges in educational processes and is this influencing the content of education?

Policy environment is explained by combining the two quality elements of education namely quality processes and quality content. According to the government of Nepal are the outcomes of education that the individual can keep his/her identity in the national and international context and can therefore lead a 'social harmonious life' in the modern world bring disadvantaged and underprivileged in the mainstream.

Therefore the government needs to strengthen their capacity to develop productive and skilled citizens and that there is employment for the youth. It is difficult for the new educated generation to get a job. Especially the neglecting of government to complete people's basic needs is frustrating for families. For the parents education means 'no domination from others' and considers therefore a quality content were learning outcomes are significant for all students and must be valued by their communities. The content of education must be gender-sensitive and inclusive of all children with different background and abilities.

The curriculum offers the subjects Nepali, Mathematics, Environmental science, Social studies and English. On secondary level the course Health, Population and Environment is offered. At boarding schools extra materials and more problem solving methods are used and is in English medium. Social studies and health, population and environment gives attention to issues such as social discrimination, girls trafficking, the 'social evils'; dowry system, early marriage, caste system and health issues. Awareness of social problems in education is crucial to stop them. However the question is whether trafficking is incorporated in the subject matter and it seems that the content of education is not responsive enough to include more current trends such as the booming of labour exploitation in Gulf Countries and unsafe migration. Lack of quality education and low opportunities in society therefore lead to human trafficking and labour exploitation.

Interesting is to see what parents think their child needs to learn. The majority said that their child need to continue education and moreover studying English would be preferred. English is the world language and helps the children in the future to go abroad and earn money. After that importance

of respect to others is needed to learn at school and just a small percentage said that read and write is needed to learn on school.

It is crucial that the teacher is not a provider of knowledge only by a set of topics. Rote memorization is the only way to teach and only children who are intelligent in this way of learning benefit from this. Task- and discussion groups are set up in theory but in practice it is a different story. There is no active learning and passivity and rote memorization is the most common method of learning. Moreover it is unfortunate that teachers do not have much influence on curricular design. Subjects that the community finds important can be introduced. It is interesting that participation methods are needed to overcome the negative cultural and social patterns. Also because caste and religion is very embedded in society it needs severe time.

Textbooks are not always on time therefore it is difficult for the teachers to complete the subject matter. Due to political instability, Banda (strike), school is closed and the many festivals also hinder effective learning throughout the year. Sometimes teachers change classes or stops.

Improvements are made however in improving the attractiveness of school by implementing the right to teach in mother tong and to install child-centred learning. Not only 'paper-pencil' tests are found important but also group work and extra curricular activities. However the scores of the exams are still incredibly low and observation showed uninterested teachers during examinations. Moreover the facilities of computer rather increases disparities than decreases.

Basic education teachers need to have at least intermediate level and finished SLC. Lower secondary education the certificate level is 10+2 years and for secondary education different subjects have to be followed as well. There is a plan from the government to improve the quality of teachers to let basic teachers need to have a bachelor degree and secondary level graduation of a master's degree. Moreover all teachers need a teacher license.

Still there are no strict rules and regulations of the government and there is no practical test for teachers. Parents feel ignored when they come to school and talk about the bad teacher habits and methods. According to parents are teachers at boarding school more interested plus SLC results are higher. Also more women teach in boarding school setting role models.

In the research population parents are positive about teachers in the survey (73%). They are good teachers, qualified and trained and teach discipline. When parents are negative about the teachers the parents said that the teacher has bad habits (beating) and that they did not care about all students and could not control the students. Many parents however did not know about the quality of teachers.

Teacher's attitude and motivation is not necessary correlated by the level of income. Also community's involvement in school (SMC) is more and more responsible for management of schools while the responsibility of government must not be overlooked. The SMC collects student fees, because government budget is not enough. SMC allocates the budget and make code of conduct for teachers and students.

For further financial resources the District Education Office (DEO) can be applied. In The schools obtain money allocated per student. Often schools therefore register a higher number of students in their schools to receive more money from the DEO. For 2-3 years the DEO is emphasising more on the quality part of education instead of only access to education. It appears that there is weak communication between DEO and Village Development Committee (VDC). The DEO builds schools without informing the local government. Failing schools are the result having less capacity to operate. Reflection is required since quality education is not increasing by the number of schools. Donors must be more welcomed in the education system and it would be more helpful when they continue their financial support for a long time. RHEST program is an example for long-term commitment; they help girls, and their schools, to complete their education.

Because of the new educational system upgrading is asked from the government, but for the schools it is difficult to upgrade, as they have lack of space and money to add more classrooms. Parents (and their children) would like to see their schools upgraded, but the schools have no capacity to do so.

The political situation is nowadays calmer than at the time of the Maoist, but still the setting of the constitution creates political pressure that has an impact on schools. Moreover it seems difficult for the government to monitor every school, especially in the remote villages. The country is centralised and focuses much on Kathmandu region. It is necessary to have good communication between the government and VDCs who are responsible for educational development in the villages.

5.4.2 Closing the gaps:

It is important to create greater coherence and synergy between each environment. According to Tikly (2011) are there different gaps between those environments which can be overcome. Below three so called 'gaps' will be discussed for the case of Nepal: the implementation gap, the expectation gap and the learning gap.

Implementation gap

One is the 'implementation gap' between policy and implementation at the school level (crossover of Policy- and school environment). There must be a greater engagement in the involvement of teachers and principals by listening to their opinion and their views. With more mutual understanding and co-creation of knowledge between those two environments continuing professional development is ensured and will give more insight to monitor change. It can help in responding to demands for innovative initiatives and development of new curricula (Tikly, 2011, p.12).

SMC and their schools operate with the lack of monitoring form the government. In the interviews with principals it became clear that they would like to professionalise and to increase

quality education, but they feel neglected by the government. They would like to be more assisted to make school more effective and that the students will learn what they need to learn. Organisational and financial constraints, because of miscommunication between DEO and VDC and the lack of donor commitment, increases the vulnerability of schools to have good quality outcomes. Development of new curricula in the researched districts is necessary to tackle the specific problems in the specific regions. Teachers should play a role in creating awareness to issues in the community who are needed to be addressed. Therefore more active methods of teaching are preferred.

Expectation gap:

Another gap is the 'expectation gap' which must close the outcomes of education and the expectations of parents and communities. Again listening to the voices of parents and communities can be a tool to improve the relevance of for example the curriculum and will develop accountability in the school system (Tikly, 2011, p.12).

Nowadays participation and voice of marginalized groups are in the literature (Tikly, 2011) more and more emphasized and valued to put forward also in the context of defining what quality education really means. Parents and marginalized groups agree on what is labelled as good quality education when education enables all learners to enhance wellbeing, realise their capabilities to become economically productive, develop sustainable livelihoods and contribute to democratic and peaceful societies. Outcomes of education vary to context but all entails levels of literacy and numeracy, life skills and include awareness and prevention of disease (Tikly, 2011, pp. 10-11). It is interesting to note that parents and communities do have their opinion about schools and their quality status. Parents complain about the teacher's behaviour but they are not heard and on the other hand are schools asking parents to send their child to school but they 'do not listen'. It is not lack of awareness that prevent children to go to school but it is lack of parental/community voice to speak up and know what is best for their community's survival. In the research parents largely say that English is the language to be learned and because boarding schools teaches in English medium parents see that quality education can be found only at boarding schools. This view enhances the need of parents to understand relevance of getting education for their child. The Muslim community in Tanahu is learning the Arabic language because of their culture but also because it will bring them to foreign countries (Gulf States) to earn money. It is the bad economic situation and the circumstance of low employment for the (educated) youth that worries parents. Nepali is not being seen as important, but English, that says it all.

Learning gap:

Moreover the 'learning gap' entails the gap between the learning that occurs in school and at home. There is a need to create better home environments where parents support learning. Therefore the focus must be on developing capacity of parents to ensure a good health and nutrition status for their child (Tikly, 2011, p.12).

Good nutrition and child health set the stage for learning to occur. Provision of lunch is an effective mechanism to help parents setting a good home environment. Lunch was one of the parameters of parents for quality education and focus group discussions with students explained that when school provide lunch children will go regular to school.

For narrowing the gap between learning that occurs in school and at home, parental education is necessary. There are informal programs to educate parents and women illiteracy classes are installed. Parents note that they would like to be involved in school not only to check their children's performance and attendance, but they would like to be involved because they want to learn themselves and would like to gain knowledge and know how to 'read and write'. There is misunderstanding between the educated child and the illiterate parent, especially when the child gets older and is not fruitful for parent-child relationship.

"From class 1-8 students are good. But after these classes it gets more difficult. The students are not controlled by their parents. The students need to guide themselves. When students get older they do not listen to their parents anymore. The parents are illiterate, so sometimes there is confusion. Some children ignore their parents. Parents are illiterate and very poor; they have to work the whole day till evening time so the children have to take care of themselves. Children study on school, when they are at home they cannot study because the parents do not care that they need to study (Principal, Kailali district)."

6) RHEST scholarship program effects on quality education

6.1 Discussion of findings

In total 137 households were interviewed of which 65 households have daughters supported by a RHEST scholarship. These families have 424 children of school going age, together 180 boys and 244 girls. 44 boys and 38 girls are of school going age (4-18 years) and are not going to school. The overall enrolment rate of research population is 78 percent on including Makwanpur. The enrolment rates for boys are remarkably lower than for girls, respectively 74% to 81%. This can be explained for one part because RHEST families were chosen in the research population. Therefore the choice was made for families having girls and who are enrolled in school because they receive a scholarship. When leaving the RHEST families out of the research it is interesting to see that the enrolment rates for boys and girls differ greatly. For girls enrolment rates are severely lower (77,98%) and for boys enrolment rates are slightly higher (77,77%). Apparently has the RHEST organisation an influence on the enrolment for girls.

Leaving the RHEST families in the research it is interesting to compare the different districts and their overall enrolment rates (table table 6.1). Makwanpur has the lowest enrolment rates of the four districts (resp. 60; 67 for boys and 50 for girls). Especially the low enrolment of girls is striking. It is interesting to see that Tanahu district scores unexpectedly low on enrolment. Especially boys have remarkable low enrolment (70). It is not a surprise that the families in this district were requesting to RHEST that the organisation should also select boys for their scholarship program (Box 6.1). Unexpected is the fact that Kailali district, which is supposed to be one of the poorest regions of the four, has the highest enrolment rates respectively 84 compares to 83 and 74. Kaski has the highest enrolment rates for girls (89). In kaski there are no children who never went to school before.

Table 6.1 Enrolment rates by districts and gender

	Kailali	Kaski	Tanahu	Makwanpur	Total
Boys	82	74	70	67	74
Girls	84	89	79	50	81
Total	84	83	74	60	78

According to RHEST the responsibility of school is to teach the children and to make them feel safe and developing their potential. However the parents are still responsible to bring food on the table for their children.

“For education you first need food. It seems that the combination food and education works well, and it is unfortunate that the government could not keep on the initiative of ‘demeal’ (RHEST).”

“When education level is higher the person will face fewer problems. Yes, you should have food, you should eat first. But without education there will be no change. Learning and nutrition must go hand in hand. Schooling should be there and good food (RHEST)”.

RHEST idea is that when girls are educated spin-off effects will appear. Education can bring a lot of opportunities. The organisation thinks that Nursery or preschool is very important, because it makes children happier to go to school later on. The government tried to get more girls into school by the cooking oil program but RHEST sees that providing lunch is a better strategy. RHEST confirms that the grounded theory behind all this is that children (similar for teachers) who are healthy, having early experiences in learning with involved and supportive parents will have more success in school.

Box 6.1: Quotes from focus group discussion Tanahu

“Boys should have the chance to be selected as well, because boys are also dropping out and/or have no regular attendance due to economic problems: children have to work in the house and help their parents in their businesses”

“Boys should also be given scholarships. RHEST should look at their economic situation, boys are also poor” (parents, Tanahu district).

Educational level RHEST- and Non-RHEST families

RHEST helps in giving the parents and children support for education. When comparing the education level from RHEST and non- RHEST families some remarkable results can be shown. From the total population, included all the household members of the families, it seems that the educational level is on average higher for the children who are having a relationship with RHEST than children who are not. Interesting is the fact that 22,5 percent of the non-RHEST families are not educated, while merely 7,5 percent of the children of RHEST families are uneducated (Figure 6.1). Moreover most of the ‘RHEST children’ are in class 4 and 5 (around 15%). The children of non-RHEST families are situated more in class 1, and remarkably, higher classes such as class 7, 11 and 12 (class 10 both groups 5%).

The average educational level is for non-RHEST families 3.99 and for RHEST families 4.79 (mean total is 4.35). The difference is significant²². For the total population is the educational level only slightly higher for RHEST families than non-RHEST families (resp. 4.02, 4.21).

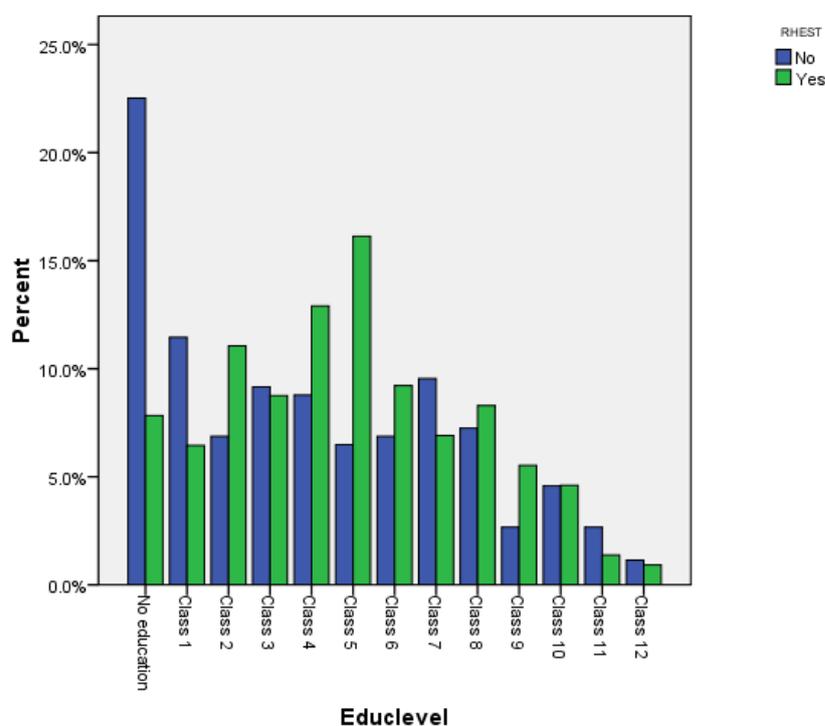


Figure 6.1: Education level children of RHEST and non-RHEST families

Parental support in school and at home (time and space to study)

It is interesting to see what the difference is in involvement in school, between the families having a RHEST scholarship and non-RHEST families. There are 23 non-RHEST families who are not-involved in school and 17 RHEST families who are also not-involved. On the other hand 49 Non-RHEST families are involved in school compares to 48 involved RHEST families. The difference between these two groups is little. More interesting are the variety of reasons why they are involved in school. It seems that RHEST families argued that they are involved in school by attending at meetings (31%) and paying the bills (12%) (Figure 6.2). Non-RHEST families are more often involved by going to meetings (34%) and when teacher calls parents (14%). Moreover RHEST families tend to have often no time to be involved in school when compared to non-RHEST families (resp. 15% to 13%). This holds firm the idea that RHEST chooses these families especially because they seems to be more restricted in sending their daughter to school. Also a larger proportion of the RHEST families said that they do not know anything about this issue. Perhaps this makes clear the idea that RHEST selects families who are less aware about school and education.

²² Sig: 0.007, correlation is weak (0.015).

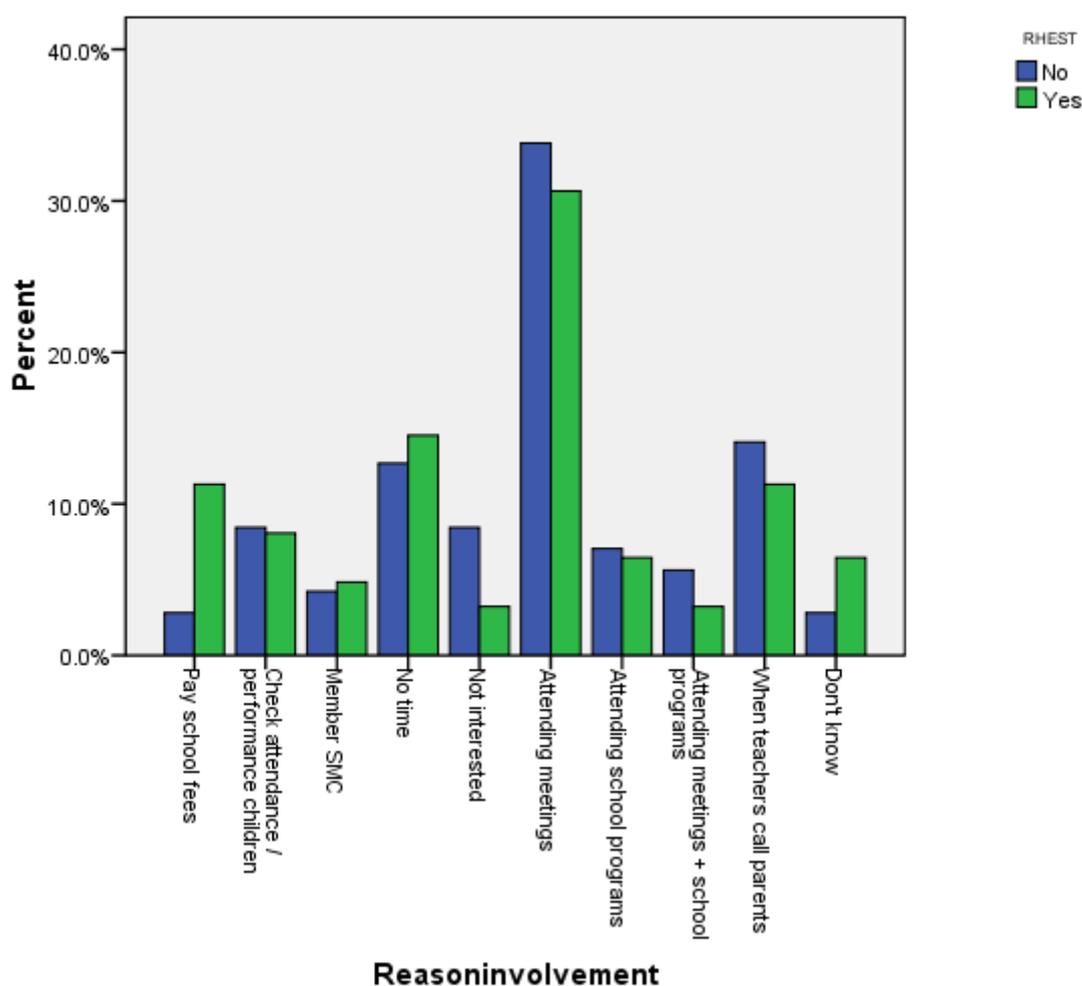


Figure 6.2: Reason involvement in school for RHEST and non-RHEST families

Moreover the two groups are compared for the reason to what extent their child has sufficient time and space to study. It seems that both groups, as mentioned above, found it important that children get time to study and that their child is able to finish homework every day (figure 6.3). Of the Non-RHEST families understands 36 percent the importance of education (meaning: they get time to study) and for RHEST families just 22 percent. 29 percent of the children of RHEST families are able to finish homework everyday compares to 20 percent for the non-RHEST families. Interesting is that compares to non-RHEST families RHEST families indicate more that there children have time to study because school is nearby (resp. 16% to 4%). This reason contradicts the idea of RHEST that they select families who live far away and remote from schools. Also around 10 percent of the non-RHEST families' compares to only 2% of the RHEST families indicates that the children have time to study, but that they simply don't do their homework.

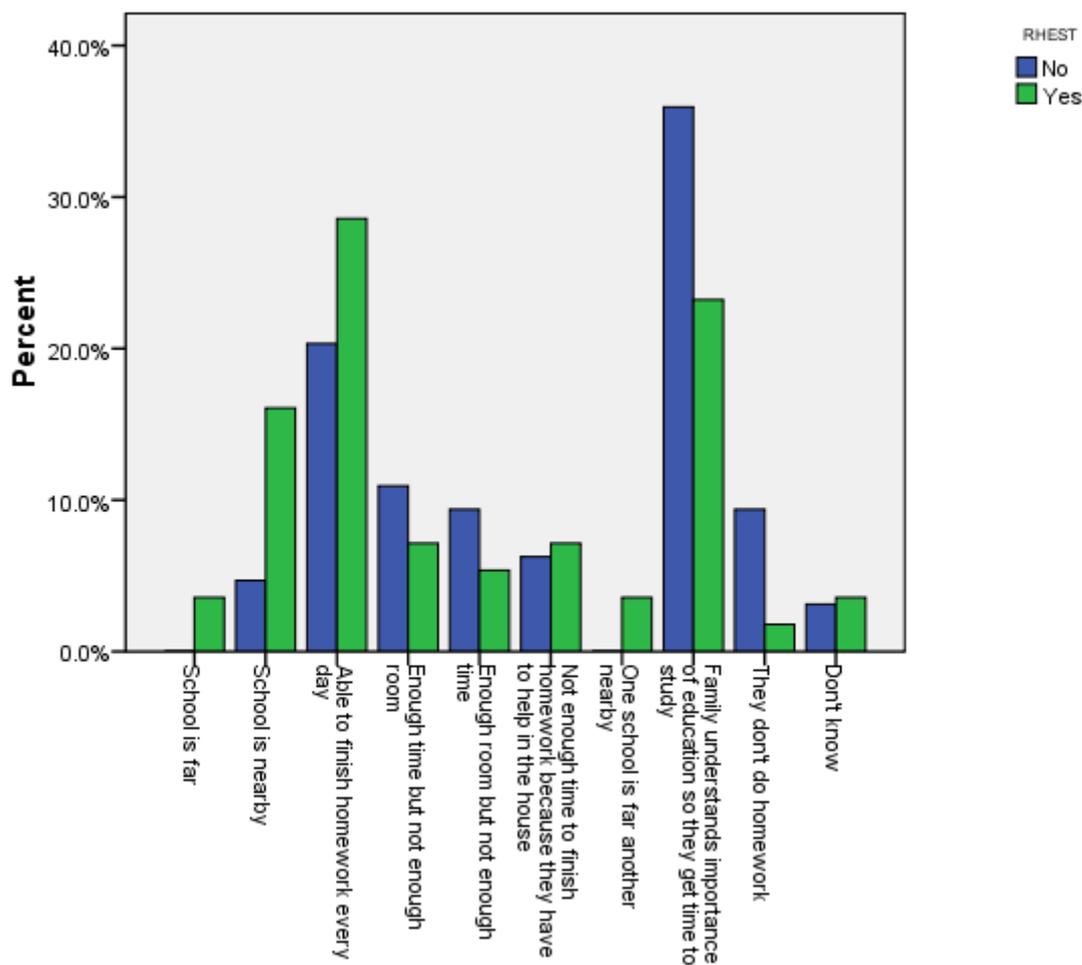


Figure 6.3: Reason sufficient time and space to study for RHEST and non-RHEST families

Knowledge about RHEST

An interesting question to examine is to what extent the parents in general know about the RHEST organisation and her objectives. According to the parents the most important activity of RHEST is the provision of materials/scholarship (56%). The second biggest group said that the RHEST organisation helps poor people study (18%) and that RHEST helps girls and helps children until class 12 (both 2%). Striking is that 24 percent of the parents did not know about the RHEST organization. In short the parents have the same opinion that RHEST provides scholarships for poor people but not every parent can understand what the greater intentions are of the organisation. RHEST wants to give education especially for the disadvantaged girls; girls from low caste and girls with highly risk of trafficking.

RHEST supports nowadays also 120 boys for the scholarship program and the organisation does more than giving scholarships. They also organise activities which can help girls to be more confident and to come up for themselves. RHEST therefore organises computer classes and communication classes where girls can develop their skills and be participative.

“Girls should not be shy, they should speak up! Therefore a children’s club is established. The group collects money and is for those without having a scholarship. They use the money to buy extra pencils and books and they discuss different things for example the reason why there are drop outs. Then the girls give advice to the children who are not enrolled in school.” (RHEST awareness program, Makwanpur).

“President of children club: We provide job oriented training for children and other nice activities such as beauty parlor, computer course and group discussions on different subjects. We have projects for income generation, microfinance.”

According to RHEST parents are usually less supportive when girls are young, but when the girls get older the support in the higher grades becomes higher. Parents then acknowledge the value of education more. Therefore it is important to support girls at the age of 6-10 years because they are very vulnerable. RHEST notices that girls want to study more even when they finish grade 12.

“Women should have the power to lead others and change society. It is important to go to school regularly and to perform well. The girls who are selected for the program are mostly from poor families, low economical conditions, high risk of trafficking and from marginalized groups (RHEST).”

RHEST acknowledge that children should go regular to school and supports the girls even when they fail class. The IAP tries to create awareness about the rights of women and girls. The program gives information about the risks of girls trafficking and the social evils. The social evils in this case are for example the practice of untouchability and dowry system. In the different districts many parents and girls were very thankful for RHEST and they hope that the organisation will continue their program keeps supporting them in the future.

“Because of the low economic condition, if RHEST was not here I was send to brothels or be married. Usually you can read in the newspaper that girls are sent to Mumbai. Thank you RHEST for saving us.”

Furthermore helps the organisation in improving quality learning environments in a way that they sometimes literally build schools.

“One time we saw a school under a tree with no facilities at all. It was a school from the Dalits, the untouchable group. Nobody cared, but RHEST came in and provided facilities, now at least

they have something, a roof, benches, copy, pen. At least it is sufficient to get educated. ”
(Kamala, executive director RHEST)



School: facilities are limited (only roof), Sarighket village

Selection criteria

Girls are selected on the basis of poverty rank, family background and girls who are highly at risk from trafficking, girls returning from the circus and girls who are domestically violated as well as orphans who are working as housemaids. SMC board members visits houses and go to teachers to collect data about the girls. Girls have a scholarship based on information from the teachers and girls have to apply. RHEST visits homes as well.

“My granddaughter is selected for the scholarship of RHEST because of poor conditions and she performed well on school. Her attendance increased after the scholarship, because she gets more facilities and support from RHEST. Her performance has increased as well because she received the facilities and she could study better. Before the scholarship program she did not have enough books and materials (woman, Kaski district).”

The selection criteria for the girls are also asked to the parents of the girls enrolled in the scholarship program. RHEST explains that girls who do not pass their exam can repeat class, as RHEST still supports them. There were many cases that if a girl was not in contract after they fail class, they often drop out.

When asking why their daughter is enrolled in the scholarship program of RHEST, most of the parents answered that they have poor financial condition; 40% (figure 6.4). After that, the category poor and talented is highly ranked with 28 percent. In many cases the teacher is responsible for choosing the student for the RHEST scholarship. The families responded also that their daughter is selected because she is talented or because they are poor and have family problems (both 8%). The problem in this case is the family does not have a source of income, because of the husband (breadwinner) is gone, sick or

deceased or the family consists of (only) daughters. It became clear that 11 percent did not know why their daughter was selected for the RHEST program. Other reasons why their girls were selected (6%) was for example that the girl was a Kumlari (box 6.2). Interesting is that according to the parents low caste is not one of the selection criteria for the program.

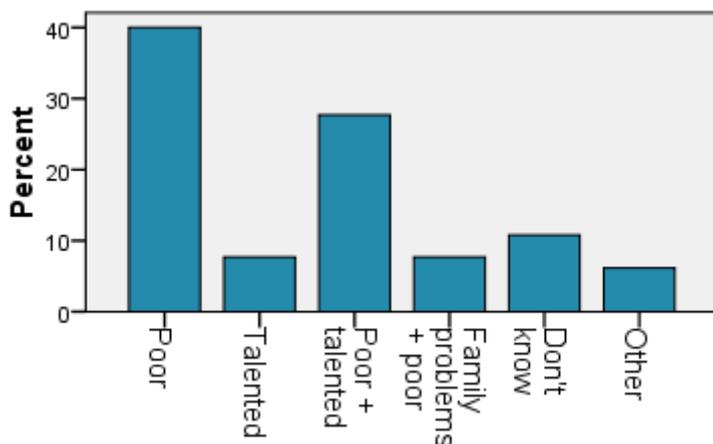


Figure 6.4: Knowledge selection criteria

Parents would like to have more children receiving a scholarship. Sometimes parents ask the teacher for a scholarship even when they already have a daughter with a scholarship:

“The teacher is ignoring me, because the teacher faces problem of more and more children to select. They do not know who to choose. RHEST only supports one girl per family. Fight because of limited scholarships (mother, Kailali district).”

Box 6.2: Kumlari girl: RHEST selects this girl to make sure that she is going to school and not face the danger of being send away to earn money.

“The oldest daughter moved out of the house six years ago to work as a housemaid (Kumlari) somewhere in Nepal. She could not communicate with her parents when she worked out of the house and nobody was searching for her. She sent 8,000 rupees home in six years time. She returned home last year. When she wanted to read and write she was beaten by her landlord. She was selected by RHEST because she worked as a housemaid (Kumlari). Other organizations knew about her life problems, but did not help her. RHEST members told about being powerless in society and at home she told her problem to them. After the home visit she was selected for the scholarship program.”

Attendance and performance

RHEST supports girls even when they fail class but they should go regular to school. School attendance and performance of students are supposed to increase because of the scholarship program. After receiving a scholarship 45 percent of the children have increased their attendance and 48 percent of the parents have seen no change in their daughter's attendance (figure 6.5) The categories 'don't know' and 'not relevant', which means that the child just went to school or just got selected for the program, both generate for three percent of the parents. Students always went regular to school. For the parents of children who did notice change in attendance explained that the girl was more interested to go to school, has more materials and is also afraid to loose scholarship if she does not come to school regularly. A student said that before she went to school she had not enough materials, now she wants to go to school regularly.

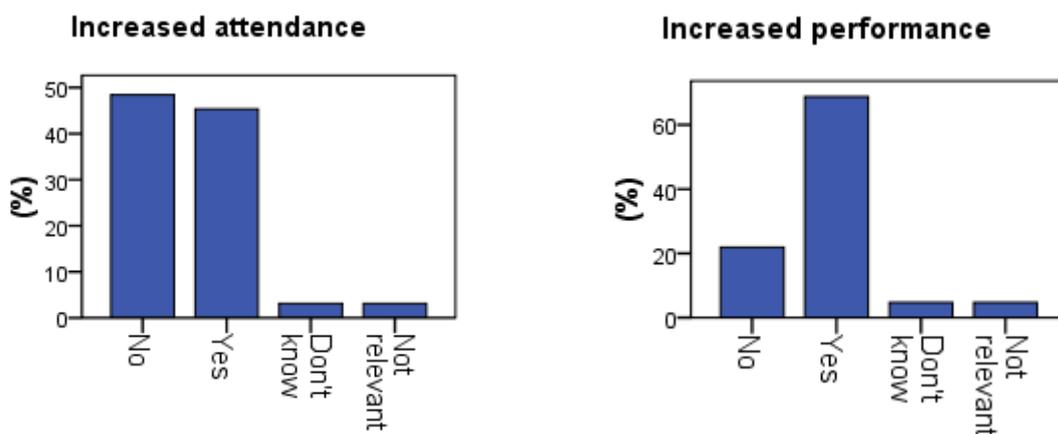


Figure 6.5: Increased attendance and performance, because of scholarship program

Attendance did not changed significantly because many girls were regular before receiving the scholarship. Only one parent said that attendance is changed because she could not send her daughter to school.

The change in performance however is much more significant, because 68% of the parents responded that performance of their daughter changed (21% no change). More school materials and the increased self-motivation of the girls resulted in better school performance. Girls are more interested in learning and are more excited to go to school. Around 22 percent of the RHEST students did not see any change in performance mostly because they were already good students in class.

Improvements scholarship program:

The majority of the parents do not have any comments about the scholarships program and do not see any necessary improvements (29%). Around 19% of the parents however would like to make a recommendation and said that the program should also provide shoes and socks. At least ten percent of the parents noticed that also boys should be included in the program and seven percent would like to have more materials. Around five percent would like to see that the organization increases the number of scholarships. The increase of scholarships in this case means both more girls enrolled in the program from the same family, as in general more girls (from the community or for the whole of Nepal). Moreover the fact is that RHEST does not pay for the tie and belt (compulsory for the school dresses) and the exam fee (both 5%). Ten percent of the parents did not know how to improve the program of RHEST (figure 6.6).

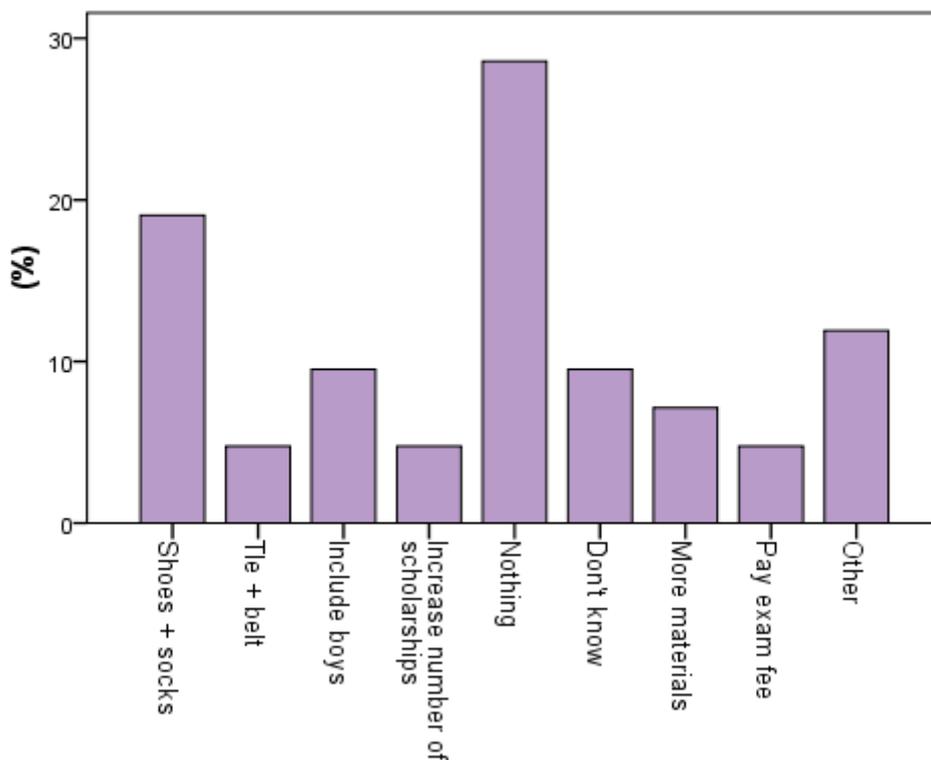


Figure 6.6: Improvements scholarship program according to parents (in%)

In focus group discussions and interviews it became clear that parents do have more things to say on how to improve the scholarship program of RHEST. The suggestions made by the parents and teachers were concerning the problems of quality education. They would like to see that RHEST also would help in improving quality education and they find it important that RHEST keeps in contact with them and supports them more throughout the year. The schools raise the importance of communication between RHEST and school and would like to have (more) meetings together with the organisation to improve their situation and to evaluate their progress.

“For 4-5 years the RHEST organization has come to improve education in the whole of Nepal. But they should focus more on improving the education/quality of schooling

RHEST should visit all government schools and attend programs and should give suggestions to the parents, children and communities (focus group discussion Tanahu district).

“This school gets no help from RHEST anymore. Before, girls were supported but they have now come to the age to go to secondary school. So in this village there are still girls having a RHEST scholarship but they go to secondary school. RHEST has not come here again to select new students because of a communication gap between RHEST and the school. He does not know the real reason for that (principal primary school, Makwanpur district).”

Target group analysis:

Of the total 137 families 65 RHEST families and 71 Non-RHEST families are interviewed. The average income including loans from the bank or from family and friends are equal. Also the average salary of the two groups does not differ significantly from each other (around 10.500 roepies). The average family size for RHEST families is slightly higher 6,47 compares to 5,78 for Non-RHEST families.

Table 6.2: RHEST and Non-RHEST families, average income, family size

	RHEST	non-RHEST
Number	65	72
Average income	13.911,67	13.834,38
Average family size	6,47	5,78

According to Bennet et al (2008) the 4 districts can be classified among different castes, the numbers represent high- (1) and low caste (5). RHEST is overrepresented in caste 5 and 3. Shresta, Gurung and Tharu are caste common in the third category (figure 6.7). The non-RHEST families are overrepresented in caste 1 and 4, the fourth caste are almost all families of the muslim community in Galchina, Tanahu. Only 4% and 5% of the RHEST families are in caste 1 and 2 compares to 13% and 7% for the non-RHEST families. Most of the families can be categorised in the third and fourth group; respectively 38%, 36% Non-RHEST and 45%, 32% RHEST families. Perhaps less than expected is 13% RHEST categorised in low caste (6% non-RHEST). Because RHEST focuses on the poor and marginalized people, it was expected that more RHEST families would be classified in category 5. In Kailali for example a lot of ‘Chaudary’s’ and ‘Rana’s’ (names of the third caste) were interviewed.

Outcomes were not entirely unexpected, because there are more non-RHEST families categorized in the high caste group and more RHEST families categorized in the low caste group.

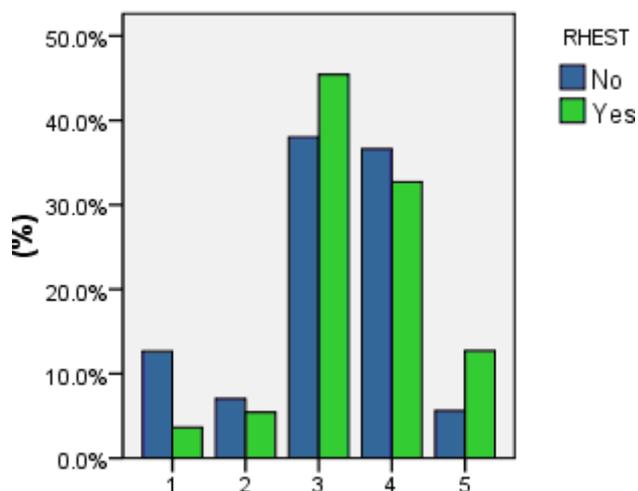


Figure 6.7: Caste hierarchy according to Bennet et. al (2008) RHEST and Non-RHEST families

Expectations of a scholarship program

A scholarship program in general has the objective to increase enrolment rates. There are more children going to school. Moreover attendance and performance will change positively and the children will continue their education. The government and many NGOs provide scholarships. Especially Dalit children, or families who have problems or are very poor, can have the chance to get a scholarship from the government. Around five percent of the children in class can be appointed for a scholarship. Mostly the scholarship program is performance driven, so good students who learn who are for example ‘first in class’ and study well can have a scholarship. The appointment of scholarships to marginalized groups can reverse and have unexpected effects. The objective is to get every child in the mainstream and therefore assign dalit children for scholarships will help them to go to school as every other child. However it can confirm the stigma more and the child does not want to go to school:

“The patriarchal society affects views that boys and girls have in the classroom. Moreover it is also a rule of the government to provide scholarships from the Dalit caste and girls. Because of this appointment of the scholarships the other caste children will see that they are low caste children and it rather feeds discrimination. Awareness is therefore essential among high caste students and parents not only among low caste families. Social studies at school teach students these kinds of ‘social evils’ and NGOs such as RHEST are at work in communities to change these concepts (Principal, secondary school, Kailali district).”

A teacher at boarding school in Kailali was therefore surprised that RHEST only gives scholarships to girls and not to boys. In her view, the gender role is therefore even more confirmed, while boys and

girls are supposed to be equal and should have the same rights. Giving scholarships to girls makes them more fragile than boys.

“Girls are not attracted in a special way to this boarding school because when girls are given a special treatment they feel weak (teacher, boardingschool, Kailali).”

In contrast to this view RHEST started 15/20 years ago with the scholarship program giving whole education to girls. There is not a lot of cooperation between other NGOs, but ‘RHEST came first’ (Kamala, executive director RHEST). The organisation gives no money but provides materials and gives information/awareness of the value of education.

It is moving that many NGOs both Nepali and international organisations are working in this field in even the most remote villages (MITERI Nepal) or in the most difficult reached schools (Save the Children). RHEST is not an exception and it must be noted that without these initiatives many children would be deprived of having education. Important to note though is the fact that many NGOs are functioning passing each other and operate on their own while perhaps many more can be achieved working together. An interview with a principal in a school showed that many organisations having scholarship programs have a lot in common. They have the same objectives and want to work for the same goal: increasing the number of children to school. For example the Australian Foundation also found in Sarighket, Makwanpur district, organises scholarships for boys only (Box 6.3). Why they only give scholarships to boys was not clear as said by the principal. What is clear though is that if it is RHEST supporting girls or Australian Foundation supporting boys, they surely complement each other, and are helpful to many families and children.

Box 6.3: Another scholarship program: Australian foundation

“The Australian foundation supports only boys in this school. Decision selection is with the SMC: economic conditions, regular attendance and talent in school. The Australian scholarship program aims to minimize the drop out rates and to help them to continue their education. Before the scholarship program drop out rates were high. In comparison with boys the drop out rate of girls is high; maybe this is because of the scholarship program. The drop out rates are decreasing day by day because of the scholarship program. There is also competition between boys: ‘my friend got a scholarship but I do not. If I attend regularly I also may get a scholarship.’ Because of this competition the drop out rates are decreasing. Performance has also increased to some extent. Generally speaking boys perform better than girls and boys are attending more regularly than girls. This is a result of the scholarship program and because girls have to take care of their younger siblings and have to work at home. They have many more responsibilities at home (teacher Sarighket Makwanpur district).”

6.2 Prevention of girls trafficking

From Nepal 5,000-7,000 girls went to the circus in India. 25,000 girls and women went to the Gulf countries working as a housemaid. According to RHEST the girls are sold and trafficked to India, because they are uneducated and they don't know about their rights. Therefore education is the key to change someone's life. One of the main goals of the NGO is to diminish the vulnerability of girls and reduces the cases of human trafficking.

“If it was not for RHEST, the lifestyle of many girls would be different. They would be married and stopped continuing their education (RHEST)”.

Beside all the improvements in the education sector and the developments in the constitution, women are still seen as backward in society. However women are more aware that they do something for their communities. There is more and more understanding that pulling grass and collecting firewood in the forest is also work.

Good example of the direct link of education and diminishing of vulnerability as Kamala (executive director of RHEST) mentions in one of the Interaction Awareness Programs of RHEST:

‘If you are educated you can read the signs where you (the girls) are trafficked to. When girls study till class 12 they can make their own decisions and if she has a problem, she can write a letter and send it (RHEST)’.

But why do the parents send their child to the circus in the first place? The girl can be educated and know about her rights, however when parents are not aware, education will not help in attacking the flow of girls going to the circus or being trafficked to work as a housemaid. Parents must be aware of the risks and vulnerability of girls. Most of the time parents are misled by false promises of jobs and education by the ‘masters’ or ‘employment agencies’:

‘Parents give their children away because ‘the masters’ promise to the parents that they will send their children to school. Instead, they are out of school and beaten by their masters (RHEST).’

Women returning from the circus are usually too old to go to school. RHEST therefore provides non-formal education to the woman and supports copy, books and stationeries, etcetera. In Kailali for example there are 41 participants. Moreover RHEST explains that there are different kinds of tricks of the circus masters to keep the girls (and boys) longer in the circus:

“The circus master sometimes tries to let the boy and girl in the circus fall in love with each other. That would mean that in the end they will marry and maybe they will have children. That is how to stay longer in the circus.”

Women returning from the circus are considered as bad in society. When working in the circus many accidents are happening because the exercises can be very dangerous. In Makwanpur district many NGOs are working in this field and fortunately, as a consequence, the number of girls trafficked to circuses is decreasing. RHEST helps the girls who are back from circus to integrate in society. They held meetings with former circus girls to discuss new initiatives and microfinance options for the woman to start up their own businesses (box 6.4).

Beside women meetings (of circus girls and non-formal education) RHEST also forms child clubs. Girls and boys who are out of the scholarship program are therefore also helped because in this club they discuss problems such as drop outs, human trafficking and rights. Students collect 5 rupees each month and this money is used to buy extra pencils and materials. RHEST donates 5,000 rupees to the children’s club.

Box 6.4: Circus girls/woman meeting RHEST: Makwanpur District

The donor of RHEST organization AHF provides microcredit to women returning from the circus (a loan). RHEST is planning to give such a loan to 10 people who have to conform to certain rules. The loan is 25,000 rupees: 15,000 rupees can be used by the individual and 10,000 rupees go to the group to give the money to the ones who need it. There must be cooperation between the people from the group because otherwise the program will fail. The women do not know each other as they are from different places but they have all returned from the circus. Some of their children are supported with a scholarship. The meeting is set up to establish and discuss the business opportunities. Some of the women are going to start a business and some of them already have a business, but they do not run well due to lack of money.

Migration

Of the research population 16 percent is migrated and slightly more men than women (resp.55%, 45%). They are around 26 years old and most of them are domestic migrants moved to neighbouring VDCs or districts in Nepal (69%). The biggest group who migrated outside of Nepal went to the Gulf countries (19%) followed by India (9%, other: 3%). The reason why the people migrated was to look for a job/ to earn money elsewhere (54%) or because of marriage (35%) and studies (8%, other: 3%).

There is clearly a gender division in the reasons why people migrate (figure 6.8). Male migrate because they want earn money elsewhere and female migrate because of marriage. Due to the poor economic situation migration is high. Therefore the Nepali economy is heavily dependent on remittances. The average age of the migrants is 26 and the remittances that the families in the research receive are on average 7542 roepies, whereby non-RHEST families receive 9051 roepies and RHEST families 4309 roepies.

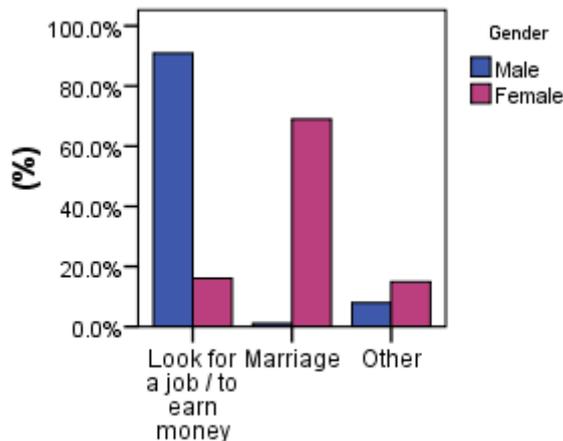


Figure 6.8: Reasons to migrate by gender (%)

In the research population only two women went to the Gulf countries compares to 30 men and only one woman went to India compares 14 men. This means that largely men are going to foreign countries to work. According to the data, at least nowadays, it seems that trafficking of women is therefore for the research population not a wide spread phenomenon.

In Sarighket, Makwanpur it became clear however that many families had girls who went away to foreign countries.

Girls trafficking

According to a teacher in Sarighket many girls and women are in foreign countries (Gulf countries and India) to work as a housemaid and in the circus. At the circus they do acrobatic exercises for an audience and many Nepali girls are interested to go there to earn money.

MITERI Nepal explained that women/girls trafficking is happening because of three reasons:

“1) girls and woman are ignorant, when they get temptation. So they have a high risk of being trafficked. 2) Home-based violence. Husband drinks late at night, when he comes home and he is frustrated he beats his wife. Woman wants to get out of the house, very easily. 3) Most of the people are poor so they want to earn money, even in foreign country (MITERI Nepal).”

Contributing factors of human trafficking are political instability; Gender based violence, discrimination, poverty and lack of opportunity. The year 2010: against gender based violence, helped in making it more public. Combating domestic violence was given high priority and more people had to go to court. However trafficking is still given low priority, because the victim is in the destination country and if she (or he) comes back there will be no report.

Roni Pradhan (Plan Nepal & Ministry of Woman and Children) explained that the ministry of Woman and Children launched a program against trafficking of woman and girls and started a research team. Human trafficking needs to be addressed in Nepal according to Roni, because it is 'against humanity and a serious crime'. Nepal can be seen as the source country of the problem and has a long history of trafficking of woman and girls.

Trends of trafficking can be noticed in the Rana period, Royal monarchy, democracy and nowadays with the political situation of the Republic changes. Today trafficking is a global phenomenon and therefore a global problem. Trafficking occurs in organised networks from Nepal to India and the Gulf states, and nowadays the victims do not only comprise of woman and girls but also men. In general the men are trafficked for labour exploitation and woman for sexual- and labour exploitation. The main destination for trafficking was India, but nowadays the Gulf countries are more popular where the demand is high in labour exploitation.

According to Roni the victims of trafficking are mostly uneducated woman and girls in the rural areas where they are even more vulnerable. The social position of woman in society is a cause of trafficking, because woman and girls are seen as second class citizens in Nepal. Because of the low status for woman, for girls education is not seen as important in woman's life. This is because girls will marry quickly and move out of the house; having her role in the kitchen, cooking, cleaning and take care of the children. Therefore girls do not think about higher education, because they do not see the need in education.

This concept is largely the ideology in the rural areas however it is changing. Education is more and more seen as crucial in a girl's development and more girls are fortunately enrolled in education. Drop out rates for girls especially in class 1-3 is still high, while boys continue education and have more often the choice to get higher education. When considering scholarships for girls, also scholarships in higher education are therefore necessary.

Because Nepal's unstable political situation for 10-11 years with armed conflicts, Maoist regimes, the development of the country is entirely disrupted. Families could either choose to pay a lot of money or to send their children into the army (child soldiers). At that time women were even more trapped in their social roles than before. Unstable politics contributed to violence against woman, domestic violence and rape. Woman had no change of having education and went to Kathmandu looking for a

job. The only thing they know and practised was their own culture, which was dancing and singing songs. Therefore Nepali woman came in the informal entertainment industry, where they started in restaurants and bars as singers and dancers but ended up in prostitution.

“In prostitution also men are involved, but because of low status in society only the woman where blamed for prostitution. The political instability of the country contributed that trafficking internally and externally increased. So women who are for example working as a ‘masseuse’ are arrested instead of the men going there. The world of human trafficking is a hidden world (Roni Pradhan).”

It seems that Illegal agents in the community lure women with false job promises and gives money first to the girl that she can use to migrate. Sometimes the broker sells the girls to another broker in the city and again to another broker in India or the Gulf countries. Then the girls has to pay back all the investments which is reduced from her earnings. Working as a domestic worker, the girl is situated in a closed setting, having limited mobility and endures sexual exploitation and physical abuse.

The women (and man) being trafficked usually have little knowledge about the language, social norms and customs, religion, etcetera in the country of destination. Stopping migration is not easy to eradicate and is not even preferable, according to Roni, because everyone has the right to migrate. However migration is not always safe. Advocating safe migration is the key, meaning that people learn about the country of destination; about the government, the environment, the language, the rules regarding immigration etcetera. When there is awareness and safe migration there would be no human trafficking. Promoting migration from the government? There are bilateral agreements between the government of Nepal and other countries, for example with Japan, about the rules of migration. As a consequence, there is less exploitation.

It is expensive to get a passport in Nepal (around 5000 rupees) and can only be acquired at the Ministry of Foreign Affairs. People do not know were to get a passport an/or cannot pay for this. Brokers benefit from this. Despite the fact that the law in Nepal is strong in anti-trafficking and punishment, implementation is and still remains a problem. Also the victims are instead more ‘victimized’ while brokers still roam free. NGOs can be stronger in terms of implementation on the community level. Nowadays the community modality of the government is also lacking the capacity to act against human trafficking. In 26 districts of the country, which are highly rated for human trafficking, district level offices are established but they are not functioning properly.

“Changing attitude is difficult. There is a need for development of education in a woman friendly and rights based way, in such a way to respect women and to change the gendered

division in society. Women and man who are sensitized from the beginning can help realize a change in attitude. Education means changing lots of attitudes.”

With respect to human trafficking, there is a lack of research and data. It is difficult to get exact data because it is ‘a hidden world’. The demand for Nepali girls is increasing in for example India.

“Sex is cheap and Nepali girls are in favour due to their light-coloured skin. Governments of different countries try to work together to tackle the problem but the implementation part is low. SAARC (South Asian Association for Reasonable ...): convention on women and children, only focuses on prostitution and not on labour exploitation, it is only about women and children and not about men. The countries of the agreement: India/Pakistan and India/Bangladesh are not good neighbours so it is difficult to bring them together to fight against human trafficking. Moreover shares India and Nepal an open border making it even easier to traffic girls out of the country. Therefore are the districts Makwanpur and Kailali seen as a highly risk of trafficking because it is close to the Indian border. Nepali girls do not need a passport or visa to get into India. Also with the police there is a lack of accountability and a high level of corruption. The police is often kept silence.

Families and women having sons have more status than women having only daughters, because Nepal has a male dominated society/patriarchal society. The government is also dominated by man and the women, who are in the parliament, face discrimination of their male colleagues. Women never take high position jobs which perhaps can explain the lack of commitment and money directed to combat human trafficking.

Eradicating exploitation and human trafficking is not simple. One example is that the government, who became stricter towards opening hours of massage salons etcetera, faces the problem of even more exploitation of the girls, because they had to come even earlier and their salaries were reduced even more. Moreover, the corrupted police provided longer opening hours. There is no accountability at each level.

Many NGOs focuses on the rescue of girls. RHESTs director Aruna Pretty was rewarded, because of their help in rescuing many girls from Indian brothels. It is difficult to rescue the girls, because the passports are taken and kept by the company for which they are working. These girls have neither documents nor money to come back. Girls are also threatened by their customers and employer when the Embassy of Nepal contacts them.

Awareness

According to RHEST trafficking is a serious problem. 5000-7000 girls are send to the brothels in India each year and it has increased overtime. Most of the time family members or members of the

community are involved. Awareness on the community level is therefore very important to combat trafficking. According to Roni is the level of awareness in communities low. Many NGOs in the area of human trafficking are urban centred. RHEST however focuses on the rural areas.

Education is helpful because educated girls (and also boys) know how to report a crime like trafficking and know about their rights and freedoms. Also according to Roni is education one of the ways to combat trafficking as it creates awareness.

Because parents are in sever stress to survive and bring food on the table, the combination 'food and education' is necessary. For education you first need food, however without education there will be no change. To combat trafficking, education needs to have priority, because education can help to create awareness and lowers the vulnerability of girls.

“There is a high risk of trafficking, because the children feel that there is no way out. The highest risk is in the rural communities. In these places food is scarce, global warming, and agriculture is decreasing. Then they look for jobs somewhere else. The girls end up being a domestic labour or working in restaurants/hotels. The parents have mixed feelings when sending their child away. Most of the time they are sick and tired of their situation and even ask ‘Can you take my girl?’ They are in very need for survival and girls are seen as a burden for the household, because they move away to another family (RHEST).”

According to RHEST there is a link between education and stop girls trafficking. But still social norms and customs are hard to eradicate. It is important to include the home environment in attacking the problem of trafficking:

“An educated girl can seek for help and know what the risks are (risk management). She will have fewer children, delay marriage and she will know how to protect herself. There is no direct link to Stop Girl Trafficking (SGT) program and education but she can manage the risks, so exploitation of the girls will be less. She will understand what safe migration is and she will have more self-confidence to decide on her own (RHEST).”

“It is difficult to change social norms and customs in the classrooms: only 5 to 6 hours a day (Principal primary school, Kailali).”

Circus girls

In Sarighket 11 families with 'circus girls' were interviewed. The daughters of the families went to the circus when they were 9-15 years old. The reason why they went to the circus was predominantly to earn money. Some girls stay one year, others 3-7 and others stayed around 9 years. According to the

parents most of the time it was the child that decided to go to the circus. Eventually the girls got help from relatives and friends to go there.

The children sometimes held contact with their parents by letters, some parents also could visit their daughters but a lot of girls did not contact their parents for several years. It was difficult for the parents to be in doubt at the time and questioning on how their daughters were doing and where they were. Sometimes daughters do not even tell their parents that they go to the circus and just left with their friends.

“A lot of women and children run away from home, so parents do not know anything. This contributes to the small report of cases of human trafficking in the communities, because no one knows what has happened to their children (Roni Pratan).”

Most of the parents did not know if their child had many problems in circus. Some of the parents said that sometimes her daughter had difficulty to do the games and exercises. Few parents noticed that the girls had sometimes physical and mentally punishment from their masters.

In the village also a man was interviewed who had a wife returned from the circus some years ago. He explained that his wife left the circus, because she stayed there for a long time and did not earn enough money. According to the man she wanted to leave the circus to work in Nepal to earn more money. They forcefully treated her to stay but she managed to leave. Her father went to India to bring her back. Her time duration was supposed to be five years, but she had to stay one year longer. When she came back, people from the community did not accept her anymore and talked negatively behind her back.

“My wife shared some things about the circus. When she was in training she used to get some punishment and physical punishment when she made mistakes. If she was not able to do the exercise she was punished physically and mentally. The physical problem is still there. She has hip problems: sometimes her hip gets pain due to the changing weather conditions, because of the long time of practicing (husband of former ‘circusgirl’)”

According to the parents the girls did not have many problems to leave the circus. When returning in back home in the village it seems that around 30% of the families said that they talk negatively behind her back but 70% responded that there were no problems. Still the problem of stigmatising is at hand: ‘Once you have migrated you should have worked into the prostitution’. The community has a negative view about girls and women working in foreign countries, it is therefore not easy to return back. Moreover girls coming back have often mental problems and need counselling and psychological assistance. When talking to the parents they explained that especially in the beginning the people talk ‘negatively behind her daughter’s back’. After a while some people accept the situation and they do not

have many problems with the community. Moreover it is easier to accept the women into the community when they bring money.

“Due to conservative thinking the community is not happy about these girls and woman returning back to the villages. They are afraid that the girls and women will bring foreign diseases like HIV/AIDS, sexual diseases and other harmful diseases. Villagers think housemaids have physical contact with their house owners. I know that there was one girl who was not ready to have sex with her house owner. She was beaten severely, became handicapped and was sent back to Nepal. She found it very difficult again to start a social life again in the community. But the community has to accept her; there is no escaping from this. In absence of her, the community treats her badly and talks negatively behind her back. In this village more than 10 girls have returned from Gulf countries. They go there with the help of a manpower agency – agency that helps arranging visa: some are legal and some are illegal. Those who go illegally have more possibility to face difficulties than those going legally (teacher Sarighket Makwanpur district). ”

SGT

In 1997 Stop Girl Trafficking (SGT) was launched by Aruna Uprety, in corporation with the American Himalayan Foundation. The program started with 54 girls, now SGT has established programs at 400 government schools in regions where the risk of trafficking is high. Thanks to the efforts of Dr. Uprety and SGT currently over 9,000 girls, who were at risk of being trafficked, are safely attending school. For SGT scholars the graduation rate is 82%, where the dropped out rate is less then 2 %. This result is very positive and all of this is achieved at a cost of \$100 per girl per year. Uprety’s methods are simple: Identify the girls most at risk and keep them in school, whatever it takes. In this way SGT prevents the girls from being trafficked by attacking the source of the problem. The significant success of SGT finally depends on a large network of well-trained field workers who are dedicated to improve the quality of life of these girls. The trainers repeatedly visit the SGT scholars in their villages, some of which are inaccessible by road and can only be reached via a half-day hike. As a result the SGT staff remains involved in the community and maintain personal relationships with the girls, their parents, and their teachers. Therefore they provide counselling about the hazards of trafficking. Uprety and her crew are continually monitoring the outcomes of there program and assessing their methods. RHEST is committed supporting each girl in the program through graduation and beyond. It has here focus on learning throughout life and provide not like other organizations only upfront assistance. To ruffle up an organization like this and keeping the program effective, it takes a lot of effort and it costs money. However the results are astonishing and thus the program is cost-effective and worthwhile (Krakauer, 2011).

6.3 Interaction Awareness program

RHEST contributes positively in the accessibility of education for disadvantaged girls by providing scholarships. Furthermore because of the organisation's awareness programs and the involvement in communities and school environments, a positive contribution is assured for the awareness of the importance of education by the families and their communities (box 6.2). RHEST helps therefore in setting the chance of learning for many girls. They set out to include every child in the school system. RHEST also helps in setting extra curricular activities, in giving information for the children and parents in the Interaction Awareness program (IAP). RHEST truly helps in making parents aware of the importance of education. The IAP is a successful attempt to increase parental involvement: for example RHEST makes parents aware of the fact that the first teacher is the mother, and that the parents have the responsibility to take care for their children and to keep them healthy and fit.

The IAP tries to create awareness about the rights of women and girls. The program gives information about the risks of girls trafficking and the social evils. The social evils in this case are for example the practice of untouchability and dowry system.

“Because of the low economic condition, if RHEST was not here I would be send to brothels or be married. Usually you can read in the newspaper that girls are sent to Mumbai. Thank you RHEST for saving us (RHEST student, Kailali).”

The organisation is involved in the different schools in the districts. Because of the IAP, the principals and teachers know about RHEST and because of heir help in giving scholarships to their girls in the community, they appreciate the organisation's advice and recommendations. Therefore RHEST can have a great influence of the school process (box 6.5).



IAP: Makwanpur district.

In the IAP meetings in the different schools SMC, teachers, parents and RHEST staff are present. All the stakeholders are partnering with the organization because they get time to speak with the staff and they are able to express their feelings and make recommendations to the organisation. Especially for parents is this clear and non-threatening communication fruitful for the parental involvement in schools. It seems that RHEST jumps into this course of action by creating an environment where teachers and parents get support, where the parents can be more involved in the school of their child and where there is room for sharing difficulties. This co-creation can lead to a more effective process in education and enhances the quality of education.

It is interesting what parents know about the IAP and what they learned from the meeting. Striking is that not every parent visited the program (40%, figure 6.9). Tanahu can be left out of the analysis; because one primary school, where RHEST girls were receiving a scholarship, never had an IAP. When leaving Tanahu out of the analysis, still 29% did not visit the IAP. The families responded that they never visited the program, which makes sense, because RHEST did not organise the program on their school.

Box 6.5: Shree Mahendra Kiran higher secondary school: IAP

‘Families and communities do not have to invest in a girl’s education, because she is going to live with her husband’s family after marriage. The number of girls following an education is slowly increasing. The awareness is increasing that women can do things and the idea that household work is not seen as work by men is slowly changing.

1990 5,000 to 7,000 girls are sold in India because they are uneducated

2011 25,000 girls are sold to Gulf countries to work as a housemaid because they are uneducated

Girls being trafficked are mainly uneducated and do not know about their rights and about the way to return. NGOs working in this field are increasing.

Parents who went to the IAP explained that they learned about the importance of education (awareness education: 14%). Moreover ‘Awareness in general’, the ‘contents of the scholarship program’ and ‘meeting the staff members’ were other lessons learned from the IAP (all resp. 9%). Interesting is that only 3,5% knew about the ‘awareness of girls trafficking’ and 5% did not have an opinion about the program (not relevant: 3,5%).

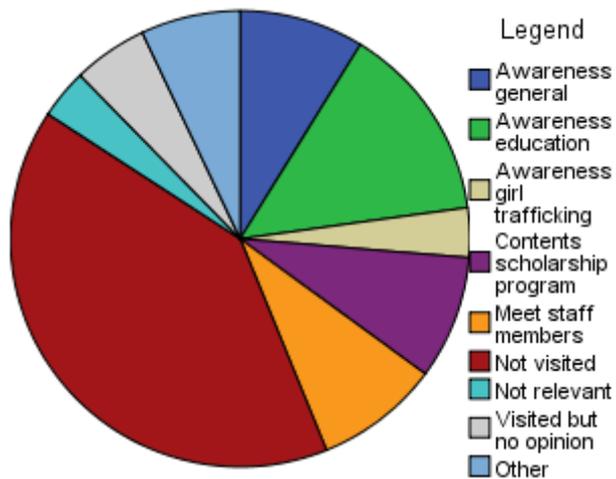


Figure 6.9: Knowledge RHEST families about Interaction Awareness Program

The category 'other' (7%) consist of answers similar to 'you need to go regular to school', 'after class 10 RHEST will also help' and 'express your emotions'. One parent for example said that there was a movie in the program and another parent liked the interaction program, because they were discussing with each other. On the next page the outcomes of the IAP will be explained by a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis.

SWOT analysis: Interaction Awareness Program

Strengths	Weaknesses
<ul style="list-style-type: none"> - Creating awareness among students supported by RHEST, their parents and teachers - By video's and discussions RHEST shows the girls and their parents the importance of education and encouraging them to continue their education and their parents to support their children - The support of child clubs, woman meetings enables more people to be supported than just the students having a RHEST scholarship. This creates positive externalities, benefits going beyond the amount of girls having a scholarship. 	<ul style="list-style-type: none"> - In government schools there is often already gender equity so why not support boys as well. It is difficult for both boys and girls to go to school. This is an issue raised by teachers twice during the interaction awareness program - The interaction awareness program is only attended by girls and parents having a RHEST scholarship while awareness should be created among all students (boys and girls) and their parents. If you are doing an interaction awareness program why not include all the students from the school? - Keeping track on the girls is needed but difficult for RHEST. Especially drop out due to marriage is sometimes inevitable and girls are 'gone' and RHEST don't know where they are. Monitoring is lacking.
Opportunities	Threats
<ul style="list-style-type: none"> - Creating awareness among students and parents not only supported by RHEST. In this way the community as a whole is reached. - Creating awareness among students and parents not only supported by RHEST. In this way the community as a whole is reached. - Be more responsive on current trends such as the increasing trend of labour exploitation to the Gulf Countries and focus more on safe migration. - Cooperation between other NGO's in the field will increase equitable learning. Perhaps inviting other organisations or other schools will help to strengthen the support of multiple stakeholders. 	<ul style="list-style-type: none"> - The question arises if the IAP is sufficient enough to prevent girls form trafficking. Girls at risk are not reached by the program simply because they are not (yet) enrolled in the program of RHEST. Home visits need therefore priority. - Financial support can be a threat, because of limited donor financial resources. Perhaps more donors must be invited to support the program also to create less dependency on the US Himalayan Foundation. - Not only 'highly risk' girls are helped by the program but 'just' poor families and girls who are good performing in schools. This means that criteria changed. RHEST needs to make sure they emphasis on the target group, otherwise donors and parents are misled. Also trust can decrease in the communities creating more distance between the 'haves' and 'not-haves'. 'Why has my child no scholarship?'

Conclusion

The main question for this research was to what extent there is education in Nepal aimed at equitable learning for boys and girls, meaning good quality education. In this research two models (United Nation's Children's Fund, 2000 and Tikly, 2011) were integrated to conceptualise quality education. Quality educational outcomes are generated when there is an enabling environment for home/community, school environment and policy environment. RHEST contributes in her own way to these three environments and has therefore also an impact on quality education.

Home/Community environment

Good quality education means a home/community environment where parents support their children's education. One of the hypotheses was that family support has a positive contribution in school performance of children (Jenkins, 2005).

Nepal has a low development status. Home support is constraint by the fact that childhood development is limited and there is little existence of nursery classes. Most of the parents in the research are uneducated (32%) and therefore the home environment is supposed to be not supportive for education. Therefore there is a need to increase the home curriculum. RHEST helps by arranging literacy classes for women.

School leavers have, besides poverty, the main reason that they are 'not interested in school' anymore. Therefore the child itself seems responsible for staying enrolled and parents do not stimulate their child in continuing education.

To some extent differences in gender exists since girls need to do housework and boys have to work in employment. Parents feel that education is important, but there is no such thing as 'education for all' and therefore they still need to pay additional fees for school. Lack of copies, pen and other materials frustrates the child's homework and performance, and the child does not want to go to school. Positive is that in the researched districts most of the schools are situated close to the homes. Parents note that education is important but as Jenkins (2005) argued, there are problems in lack of space and especially time, some children often cannot do their homework, because of electricity problems.

Overall 40% was satisfied about the cost of education (Kailali district had less other resources, to pay for education). It's interesting that, in contradiction to what literature says, support such as parental school involvement is not correlated with less failure of class/ school performance. Parents are aware of their child's education, but put question marks on the relevancy of it; they would like to see their child having another future than themselves (parents) and earn money.

School environment

Another question was whether the school environment enables quality educational outcomes, which means a healthy, safe and protective school environment (United Nation's Children's Fund, 2000, p. 5). The physical, psychosocial and service environments in school set the stage for learning.

Hypotheses are that schools in rural areas lack facilities of infrastructure and struggle to find and keep good teachers (Christensen & Pandey, 2011).

According to the parents the school environment is peaceful and safe, mainly because of the teachers. A small part of parents that disliked the quality of school environment, explaining that the teachers treat the children incorrectly (beating). Schools largely lack infrastructural facilities as explained by Christensen & Pandey (2011), but for the parents it seems that the psychosocial elements are more important to consider. Although parents found the quality of school facilities and infrastructure sufficient, they were unsatisfied by the lack of (clean) water and toilets in some schools. There is no heating/cooling system, so in summer it is too hot and in winter it is too cold. High class size is correlated with mismanagement. Therefore boarding schools with fewer students are supposed to be of more quality. Still boarding schools have better SLC outcomes and less drop outs. Besides that more money is allocated to facilities and materials and not to the salary part, which is the other way around in government schools. It also seems that children from families who can afford boarding school are provided with learning equipments, which increases quality outcomes. Home environment is therefore more decisive.

Discrimination seems to be 'outside school' since boys and girls from different caste study together in the same class coming out of the same community. The punishment system, scolding and yelling, and also beating is still rather common. Children therefore have fear to go to school when not having finished their homework. From last year Code of Conduct is installed and can help eradicating the punishment system. Nonetheless school is seen to be a safe area, because it is situated in the village. There is a fence/and security guard to make sure children stay at school and study. A not peaceful environment is explained by 'crowded'. (then children are not controlled by the teacher, or the school is too close to the road with noise of horns from cars passing by).

On average children need to walk for only 15 minutes to school. However during heavy rains (monsoon) the road can be slippery and many children stay at home. In Sarighket, many children needed to walk to school much longer and had to cross rivers and mountains to go to school. One school needed to move because of landslide.

Sometimes there are cultural constraints for the enrolment of girls. In Muslim community girls cannot wear burqa. When girls have their period they are not allowed to go to school. Therefore building separate toilets would not be a final solution to the problem.

The scarcely trained teachers are recruited throughout Nepal, sometimes far away from home. SMC is installed to manage schools. There is a lack of monitoring and transportation of teaching skills.

Policy environment

Challenges in educational processes and their influences on the content of education are discussed. Content is reflected in relevant curricula and materials for the acquisition of skills in the areas especially of literacy, numeracy and life skills, and knowledge in areas and issues such as nutrition, health, gender, prevention of HIV/AIDS and peace building. Also quality processes plays a role in the policy environment whereby trained teachers have child-centred teaching approaches in well-managed schools and classrooms and where there is a skilful assessment to facilitate learning and reduce disparities (United Nation's Children's Fund, 2000, p. 5). Hypotheses are that the content of education is not child-centred. Furthermore a quality learning process is contributing to an inclusive school environment and reduces disparities in schools. Also is assumed that quality education has a positive contribution to society. Therefore outcomes preferred by parents and the community are important (Panth & Hinchliffe, 2001, p.6). National goals for education and positive participation in society are expected (United Nation's Children's Fund, 2000, p. 5).

The curriculum offers subjects to include all children with different abilities. For example the subject 'social studies' also gives attention to the so called 'social evils'. Awareness of the social evils is good by using education as mediator, however according to Paulo Freire people do not develop themselves in silence, but through action, words and reflection. In the theory of Freire the use of dialogue is the key element in a process of behavioural change (Biblioteca de Universidad Abierta, 2003). Interdisciplinarity is difficult for teachers and interactive learning is a method not used in schools. In boarding schools extra materials are present and there is more room for problem-solving methods. However rote memorisation is on every school still the most important method of learning. It seems that child-centred learning is not really accepted in the education system. As Mangenda (2008) noticed, there is a need to emphasis communication for social change. The community should have more 'voice' and teachers should have more input in the curricular design to address specific social problems in the community. Therefore it is important as Bhatta noted (2008), to change behaviour and to make the content of education more child-centred. In an environment where knowledge can be shared, the teacher must change from provider of knowledge to facilitator of knowledge

The process of education therefore challenges the content of education because knowledge is provided through a 'set of topics' and not shared to action and dialogue. The individual needs to transform himself rather than to be formed (Biblioteca de Universidad Abierta, 2003). The content is also not responsive to emerging issues such as labour exploitation and the importance of 'safe migration.' Moreover the distribution of textbooks is problematic and teachers are not able to finish the subject matter at the end of the school year. Also Banda (strike) and political pressure, but also a festivity stresses the number of schooldays.

The DEO in Makwanpur introduced from this year onwards more assessment methods to test children's knowledge. Besides 'paper-pencil tests' are for example group work and answering

questions from teacher are assessed. Test scores however are extremely low and this new testing method seems to be more an excuse to let children pass.

The difference between boarding and government schools rather increases than reduces disparities; for example children who are reading in boarding school have the opportunity to learn computer skills.

As Graner (2006) noted there is a lack of quality instruction and commitment and supervision of teachers. Teachers need a teacher's license, but there is no practical test. Still parents are satisfied by the quality of teachers. The majority of the parents view that the teachers are trained and experienced. The parents who were not satisfied said that teachers sometimes beat students and 'do not care' about all of them.

To strengthen capacity from the government the communication and collaboration between the DEO and the VDC must be improved; otherwise schools are build and having no capacity to sustain. More donors should be welcomed in the education system and they need to continue their support such as RHEST which has a long term commitment. Moreover upgrading of schools is asked from the government, but the schools cannot provide extra classes due to lack of money and space. In the research it became clear that principals feel that the government ignores them. The government put emphasis on the centralised regions and the VDCs gets insufficient support.

According to parents is English 'the world language' and boarding schools are viewed as better quality, because it teaches in English medium. This example enhances the need to understand the relevance of getting education for communities in Nepal. It is the bad economic situation and the low employment for the (educated) youth that worries parents and their children.

RHEST

Furthermore in this research the scholarship program of RHEST is evaluated and the question was to what extend this program is able to increase quality of education. The hypothesis is that quality education will reduces the risk of trafficking. Quality education means that learners are 'free from exploitation, violence and labour', 'aware of their rights and opportunities', (United Nation's Children's Fund).

To address the problem of trafficking, reflection and action is needed to create awareness and construct a different reality (Biblioteca de Universidad Abierta, 2003). This is the case at the IAP of RHEST were all the stakeholders (parents, teachers and students) are partners in the organisation, because they get time to speak with the staff and they are able to express their feelings and make recommendations to the organisation. It seems that RHEST creates an environment where teachers and parents get support and were there is room for sharing difficulties. This co-creation can lead to a more effective process in education and enhances the quality of education.

According to IREWOC low enrolment rates for girls are expected in the Terai region (IREWOC, 2007, p.ix). However in this research the enrolment rates for boys are remarkably lower

than for girls, respectively 74% to 81% and therefore it was not strange that many parents questioned why only girls were enrolled in the program because; 'boys are also poor'. Apparently the RHEST organisation has a great influence on the enrolment of girls, because when RHEST families are out of the research enrolment rates for boys and girls are equal (gender equity). Also for the children who are related to a RHEST family (living in the same house) the educational level is higher.

RHEST families indicate that their children have time to study because school is nearby. This reason contradicts the idea of RHEST that they select families who live far away and are remote from schools. Striking is that 24 percent of the parents did not know about what the RHEST organisation do or what they stand for. However many parents and girls were very thankful for RHEST and they hope that they continue their support. The organisation helps besides in improving quality learning environments by help of the school's infrastructure. They sometimes even build schools.

In many cases the teacher is responsible for choosing the student for the RHEST scholarship. Parents noted that 'poor and talented' students are selected. Change in attendance was merely 50-50 since many girls were already going regular to school. The positive change in performance is much more significant. It seems that more school materials and increased self-motivation of the girls resulted in better school performance; therefore RHEST helps to motivate students to be good 'quality learners'.

Parents also would like to see that RHEST helps in improving quality education and therefore RHEST must keep in contact with the community. Then RHEST can improve the school's situation and evaluate their progress, since the government is also 'not interested' to check schools.

In the researched districts was expected that more RHEST families would be classified in category in low caste. Also must be considered that appointment of scholarships either for low caste students or girls can feed discrimination. Awareness is essential also among high caste students and parents and both boys and girls.

RHEST also organises meetings of 'circus girls' and non-formal women classes and child clubs. Contributing factors for human trafficking are political instability, gender based violence, discrimination, poverty and lack of opportunities. Trafficking occurs in organised networks from Nepal to India and the Gulf states, and the victims are nowadays not only women and girls but also men and boys. In general men are trafficked for labour exploitation and women for sexual- and labour exploitation.

Recommendations RHEST

When there is awareness and safe migration there would be no human trafficking. Therefore advocating safe migration is the key. Education helps in prevention of trafficking, because it creates awareness and educated girls (and boys) know how to report a crime and know about their rights. The method of RHEST is simple; identify the girls most at risk and keep them in school. The goal is to

include every child in the school system. Also many NGOs are functioning passing each other and operate on their own, while perhaps many more can be achieved by working together.

The IAP should include all members of the communities, high caste and non-RHEST families as well as boys, because of the increasing labour exploitation. The IAP can also focusing more on safe migration. Girls enrolled in the RHEST program are already ‘safed;’ therefore home visits and risk assessments need priority. However children from 9-15 years old are going to the circus and leave school. For them education does not prevent trafficking.

Financial support can be a threat to the organisation, because of the dependency of (limited) donor financial resources. In this research it seems that the selection criteria have changed since not all girls are at risk of trafficking and are already at school and attend and perform well. The RHEST organisation needs to make sure to emphasise on the target group, the most vulnerable children.

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Appendix

Appendix 1: Reference map Nepal



Source: Reliefweb, 2011

Appendix 2: Example Questionnaire, Cencus 2011 Nepal (1)

(Unofficial Translation)
House/Household Listing Form **National Population Census 2011 - Nepal**

Total page of page

District Village Development Committee/Municipality
 Ward No. Enumeration Area No. Village/Settlement/Tole

Serial No of House	Household Head's			Total Number of Usually Living Household Member					Does your household operate any land for agriculture purpose ?	Only for code 1 in Question 10					Does your household raise livestock/poultry for agriculture purpose ?	Only for code 1 in Question 17										Does your HH engage in small scale domestic economic activities (eg, not registered) ?	What is the main activity related to ?		
	Serial No of household	First and Middle Name	Last Name	Castle/ Ethnicity	Total	Male	Female	Third sex		Bigga	Katma	Dhur	Ropa	Ana		Pausa	Cow/ Ox	Buff-alo	Yak/ Nak/ Chauri	Horse/ Ass	Sheep	Goat	Pig/ Poultry	Other	Chicken			Duck	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	
									1. Yes 2. No → 17							1. Yes 2. No → 29											1. Yes 2. No → END	1. D.ind. 2. Business 3. Transp. 4. Service 5. Other	

Supervisor's Name

Source: Central Bureau of Statistics Nepal, 2011

Example Questionnaire, Cencus 2011 Nepal (2)

(Unofficial Translation)

NATIONAL POPULATION

District V.D.C./Municipality Ward No. Enumeration Area No. Village/Settlement/role

Questions in this schedule should be asked to the Household head or to a Household (HH) member who is able to answer: **Personal Information**

1	2	4	5	7	16	17	18	19	20
Please write down these information from form 1		What is the sex of the person who usually live in the household ?	What is the age of the person ?	What is the marital status of the person ?	Where is the birth place of the person ?	How long has the person been staying in this district ?	What is the main reason of staying in this district ?	Where was the person lived 5 yrs ago ?	Only for married women (15-49 yrs. of age) How many children were ever born to you ?
01	1 Male 2 Female	1. Male 2. Female	1. 0-4 2. 5-9 3. 10-14 4. 15-19 5. 20-24 6. 25-29 7. 30-34 8. 35-39 9. 40-44 10. 45-49 11. 50-54 12. 55-59 13. 60-64 14. 65-69 15. 70-74 16. 75-79 17. 80-84 18. 85-89 19. 90-94 20. 95-99 21. 100+	1. Never Married 2. Once married 3. Multiple spouse 4. Re-married 5. Widow/widower 6. Divorced 7. Separated	1. Same Dist. → 19 2. Other District 3. V.D.C. 4. Other country	1. 1 year 2. 2-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. 21-25 years 7. 26-30 years 8. 31-35 years 9. 36-40 years 10. 41-45 years 11. 46-50 years 12. 51-55 years 13. 56-60 years 14. 61-65 years 15. 66-70 years 16. 71-75 years 17. 76-80 years 18. 81-85 years 19. 86-90 years 20. 91-95 years 21. 96-100 years	1. Agriculture 2. Business 3. Service 4. Study 5. Marriage 6. Dependent 7. Conflict 8. Others	1. Same District 2. Other District 3. V.D.C. 4. Other country	1. Yes ↑ 2. No ↓ 3. Not sure
02	1 Male 2 Female	1. Male 2. Female	1. 0-4 2. 5-9 3. 10-14 4. 15-19 5. 20-24 6. 25-29 7. 30-34 8. 35-39 9. 40-44 10. 45-49 11. 50-54 12. 55-59 13. 60-64 14. 65-69 15. 70-74 16. 75-79 17. 80-84 18. 85-89 19. 90-94 20. 95-99 21. 100+	1. Never Married 2. Once married 3. Multiple spouse 4. Re-married 5. Widow/widower 6. Divorced 7. Separated	1. Same Dist. → 19 2. Other District 3. V.D.C. 4. Other country	1. 1 year 2. 2-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. 21-25 years 7. 26-30 years 8. 31-35 years 9. 36-40 years 10. 41-45 years 11. 46-50 years 12. 51-55 years 13. 56-60 years 14. 61-65 years 15. 66-70 years 16. 71-75 years 17. 76-80 years 18. 81-85 years 19. 86-90 years 20. 91-95 years 21. 96-100 years	1. Agriculture 2. Business 3. Service 4. Study 5. Marriage 6. Dependent 7. Conflict 8. Others	1. Same District 2. Other District 3. V.D.C. 4. Other country	1. Yes ↑ 2. No ↓ 3. Not sure
03	1 Male 2 Female	1. Male 2. Female	1. 0-4 2. 5-9 3. 10-14 4. 15-19 5. 20-24 6. 25-29 7. 30-34 8. 35-39 9. 40-44 10. 45-49 11. 50-54 12. 55-59 13. 60-64 14. 65-69 15. 70-74 16. 75-79 17. 80-84 18. 85-89 19. 90-94 20. 95-99 21. 100+	1. Never Married 2. Once married 3. Multiple spouse 4. Re-married 5. Widow/widower 6. Divorced 7. Separated	1. Same Dist. → 19 2. Other District 3. V.D.C. 4. Other country	1. 1 year 2. 2-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. 21-25 years 7. 26-30 years 8. 31-35 years 9. 36-40 years 10. 41-45 years 11. 46-50 years 12. 51-55 years 13. 56-60 years 14. 61-65 years 15. 66-70 years 16. 71-75 years 17. 76-80 years 18. 81-85 years 19. 86-90 years 20. 91-95 years 21. 96-100 years	1. Agriculture 2. Business 3. Service 4. Study 5. Marriage 6. Dependent 7. Conflict 8. Others	1. Same District 2. Other District 3. V.D.C. 4. Other country	1. Yes ↑ 2. No ↓ 3. Not sure
04	1 Male 2 Female	1. Male 2. Female	1. 0-4 2. 5-9 3. 10-14 4. 15-19 5. 20-24 6. 25-29 7. 30-34 8. 35-39 9. 40-44 10. 45-49 11. 50-54 12. 55-59 13. 60-64 14. 65-69 15. 70-74 16. 75-79 17. 80-84 18. 85-89 19. 90-94 20. 95-99 21. 100+	1. Never Married 2. Once married 3. Multiple spouse 4. Re-married 5. Widow/widower 6. Divorced 7. Separated	1. Same Dist. → 19 2. Other District 3. V.D.C. 4. Other country	1. 1 year 2. 2-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. 21-25 years 7. 26-30 years 8. 31-35 years 9. 36-40 years 10. 41-45 years 11. 46-50 years 12. 51-55 years 13. 56-60 years 14. 61-65 years 15. 66-70 years 16. 71-75 years 17. 76-80 years 18. 81-85 years 19. 86-90 years 20. 91-95 years 21. 96-100 years	1. Agriculture 2. Business 3. Service 4. Study 5. Marriage 6. Dependent 7. Conflict 8. Others	1. Same District 2. Other District 3. V.D.C. 4. Other country	1. Yes ↑ 2. No ↓ 3. Not sure

CENSUS 2011 - NEPAL (Schedule 2)

House No. of Form 1 Household No. of Form 1 Total Usually Living Household Members Male Female

Answers should be marked by circling the number corresponding to the appropriate answer: **Personal Information**

21	22	23	24	25	26	27
Only for married women (15-49 yrs. of age) Have (Name) had any illness during the last 12 months ?	What work (Name) usually did during the last 12 months ?	What work (Name) usually was done ?	Where did (Name) work ?	What was the status of employment of (Name) ?	What was the reason for usually not working during the last 12 months by (Name) ?	Only for Children below 16 yrs. of age What is the living arrangement of (Name) ?
1. Yes ↑ 2. No ↓	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	Q 22 (1+2+3+4) > 0	1. Employer 2. Employee 3. Own account worker 4. Unpaid family worker	Q 22 (1+2+3+4) < 6	1. Mother/Father 2. Mother 3. Father 4. Father & Snp. 5. Mother & Snp. 6. Mother & Snp. 7. House servant 8. Others
21	22	23	24	25	26	27
1. Yes ↑ 2. No ↓	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	Q 22 (1+2+3+4) > 0	1. Employer 2. Employee 3. Own account worker 4. Unpaid family worker	Q 22 (1+2+3+4) < 6	1. Mother/Father 2. Mother 3. Father 4. Father & Snp. 5. Mother & Snp. 6. Mother & Snp. 7. House servant 8. Others
21	22	23	24	25	26	27
1. Yes ↑ 2. No ↓	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	Q 22 (1+2+3+4) > 0	1. Employer 2. Employee 3. Own account worker 4. Unpaid family worker	Q 22 (1+2+3+4) < 6	1. Mother/Father 2. Mother 3. Father 4. Father & Snp. 5. Mother & Snp. 6. Mother & Snp. 7. House servant 8. Others
21	22	23	24	25	26	27
1. Yes ↑ 2. No ↓	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	1. Agriculture 2. Salary/Wage 3. Own Eco. Enterpr. 4. Transport Eco. 5. Social work 6. Transport work 7. Study/Student 8. No work Total 12 months	Q 22 (1+2+3+4) > 0	1. Employer 2. Employee 3. Own account worker 4. Unpaid family worker	Q 22 (1+2+3+4) < 6	1. Mother/Father 2. Mother 3. Father 4. Father & Snp. 5. Mother & Snp. 6. Mother & Snp. 7. House servant 8. Others

Source: Central Bureau of Statistics Nepal, 2011

4.1 Questionnaire/interview checklist

In this section draft versions of the household survey, focus groups and interview is given. For the in-depth interviews a topic list will be used, because of its open character. In the end some examples of the Census 2011 in Nepal are shown (Appendix 2) to reflect the draft version of the household survey.

Annex 3: Introduction and Consent

Introduction and Consent

Hello. My name is _____ and I am working for the organization RHEST. We are conducting a survey about education and want to know the impact of scholarships on school participation. We would very much appreciate your participation in this survey. The survey usually takes between 20 and 30 minutes to complete. As part of the survey we would like to ask some questions about your household. All of the answers given will be confidential. Participation in the survey is completely voluntary. If we should come to any question you do not want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope you will participate in the survey since your views are important.

At this time, do you want to ask me anything about the survey?
May I begin the interview now?

Signature of the interviewer:

Date:

RESPONDENT AGREES TO BE INTERVIEWED: YES/NO

Adopted from: NDHS, 2007

Annex 4: Questionnaire

Surveyor	
Survey number	
District	
Date of survey	

In case of non-response:
Reason:

.....
.....

Important for the interviewer

Please always tick one answer unless stated otherwise.

Before starting with the interview make sure that the interviewee signs the consent form.

General information about the household
--

1. Indicate for each household member the following, starting with the head of the household:

Household member	Name	Gender	Age	Relationship to head of the household	Current marital status	Educational attainment	RHEST scholarship	Type of activities	Amount of hours work per week	Continuity of employment	Income
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

2. Indicate for each household member who moved out of the household during the last twelve months the following:

Household member	Name	Gender	Age	Relationship to the head of the household	Current marital status	Educational attainment	RHEST scholarship	Reason for moving out of the household	Amount of remittances
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

3. Does the head of the household earn an income from other jobs?

	Yes
	No (please continue with question 5)

4. Which other jobs does the head of the household have? Multiple answers possible

.....

Impact RHEST

5. Are you familiar with the RHEST organization?

	Yes
	No (please continue with question 14)

6. What do you know about the selection criteria of the organization for scholarships for girls?

.....

7. Does any of your children have a scholarship from RHEST?

	Yes
	No (please continue with question 14)

8. Indicate for each child receiving a scholarship from RHEST the following:

Child	Grade	Number of years provided scholarship
1		
2		
3		
4		
5		

9. How has school attendance changed after having received a scholarship from RHEST?

.....

10. How has school performance changed after having received a scholarship from RHEST?

.....

11. What is your opinion about the scholarship program?

.....

12. Have you and your child ever visited the interaction awareness program from RHEST?

	Yes
	No (please continue to question 14)

13. What is your opinion about the interaction awareness program?

.....

Demand for education

14. How much are the costs of primary schooling in rupees per month?

Tuition fee	
Schooling materials	
Exam fees	
Uniform	
Transport	
Lunch	
Other	

15. Where do the other costs comprise of?

.....

16. What are your perceptions about the costs of primary schooling?

	Too high
	Good
	Too low

17. How do you finance the education of your children? Multiple answers possible

<input type="checkbox"/>	Paid entirely by the household
<input type="checkbox"/>	Borrowed from the bank
<input type="checkbox"/>	Borrowed from friends or relatives
<input type="checkbox"/>	Scholarship from RHEST
<input type="checkbox"/>	Other grants

18. Indicate for each child of the household the following:

Child	Name	Attend school	Educational attainment	Reasons for (not) going to school
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

19. Do your children go to primary school every day?

<input type="checkbox"/>	Yes (please continue to question 21)
<input type="checkbox"/>	No

20. What are the main reasons your children do not go to primary school every day?

.....
.....

21. Are there differences in your children's school attendance throughout the year?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No (please continue to question 23)

22. What are the reasons for the differences in your children's school attendance throughout the year?

.....
.....

23. How do your children go to school?

.....
.....

24. How long do your children travel to primary school?

.....

25. What is your opinion about the distance to primary school?

	Long
	Good
	Short

Quality of education

26. What is your opinion about the quality of education?

	Good
	Neutral
	Bad

27. How can the quality of education be improved?

.....

28. Do you think school is important?

	Yes
	No

29. Why do you think school is (not) important?

.....

30. Do you think that your children are healthy and ready for learning?

	Yes
	No

31. What is your opinion about the quality of school facilities?

	Good
	Neutral
	Bad

32. How can the quality of school facilities be improved?

.....

33. Is the school environment peaceful and safe?

	Yes
	No

34. Why is the school environment (not) peaceful and safe?

.....

35. Is there discrimination in schools because of gender or caste?

.....

36. Is the home environment peaceful and safe?

	Yes
	No

37. Why is the home environment (not) peaceful and safe?

.....

38. Do your children learn on school what they need to learn? Can you elaborate?

.....

39. What do you think about the quality of the teachers?

	Good
	Neutral
	Bad

40. How can the quality of the teachers be improved?

.....

41. Are you involved in school?

	Yes
	No (please continue with question 43)

42. How are you involved in school?

.....

43. Why are you involved in school?

.....

44. Would you like to be (more) involved?

	Yes
	No

45. Do you think your children learn the necessary 'life skills'?

	Yes
	No
	I don't know

46. How do you think are teacher-student relationships?

.....
.....

Personal characteristics

47. Does the household own farm land?

	Yes
	No

48. What is the household's dwelling tenure?

	Owned
	Rented
	Other

49. How much is the household income in rupees per month?

.....
.....

50. To which caste does the household belong to?

.....
.....

51. Is there an incidence of HIV/AIDS in the household?

	Yes
	No

Focus Group Discussion

Participants: Students

1. Do you think education is important? Why yes/no?
2. Who decides whether children go to school?
3. What are the reasons why children do not go to school, and especially for girls?
4. Do you have time to learn at home? How long do you have to walk to school?
5. Are your parents encouraging you to go to school?
6. Are you aware of girls that went away to work somewhere else, and do you know why?
7. Are you familiar with the RHEST scholarship program?
8. How does the program influence school attendance?
9. How does the program influence school performance?
10. How do you perceive the quality of education?
11. What do you want to learn?
12. How is your relationship with the teachers?
13. Do you like going to school? Why yes/no
14. Is it safe at school?
15. What are the difficulties in learning at home and on school?

Focus Group Discussion

Participants: Teachers

1. Do you think education is important? Why yes/no?
2. What are the reasons why children do not go to school, and especially for girls?
3. How do you perceive the quality of education? What improvements are necessary?
4. Do you think children learn what they need to learn, for learning throughout life?
5. Are you aware of girls that went away to work somewhere else, and do you know why?
6. Are you familiar with the RHEST scholarship program?
7. How does the program influence school attendance?
8. How does the program influence school quality, is it more gender-sensitive?
9. What do you want to teach?
10. How is your relationship with the learners and parents?
12. Do you like to work here? Why yes/no
13. Is it safe at school?
14. What are the difficulties for teaching?

Closing discussion/remarks

Interview Topic list

In an interview multiple topics from the different sub questions should be taken into account. Therefore the use of a topic list is necessary to give more structure in the open interview. This section set out the diverse topics for each sub question.

Are students supported in learning by families and communities?

Topic	Details
1. Health	Physical, Mentally
2. nutrition	Concentration
3. Mobility	Distance, school-home

What about school environments?

Topic	Details
1. Healthy, safe, protective	
2. gender-sensitive	Teacher-student relations
3 Girls trafficking	Violence

Do curricula and materials reflect the content of education?

Topic	Details
1. Child- centered	Discrimination, gender, caste
2. Financial support	

How does the educational process on schools look like?

Topic	Details
1. facilitate learning	Co-creation of knowledge
2. reducing disparities in schools	

Contribution to society?

Topic	Details
1. 'Learning throughout life'	
2. Life skills	Perceptions
3. National goals, targets	Results, grades

What is the impact of RHEST's approach?

Topic	Details
1. Acces & quality of education	Limitations/ improvements
2. Prevention of trafficking of girls	Attitudes

Focus group School committee

Who decides whether children go to school?

What are the reasons why children do not go to school?

What do you think about the children's attendance and performance on school? Did it changed over time?

Are the children in good health and nutrition status to learn?

To what extend has family support a positive contribution in school performance of children?

How is family support perceived in the case of rural Nepal?

To what extends are school environments healthy, safe and protective?

What do you think about the quality of school facilities?

Is the school environment gender-sensitive, having service delivery, toilets for girls etc?

Do curricula and materials have the sufficient quality to learn children what they need to learn? What are your ideas about child-centred learning?

How does work the selection process of teachers and is there frequent monitoring their performance?

How is the education system biased across locations, type of schooling, ethnic, class and gender? Is there discrimination in schools because of gender or caste?

How do you reduce disparities in schools, and create an inclusive environment?

To what extend has a good quality education a positive contribution to society?

Do you think the children can reach these goals after finishing education on this school, what can be the main problems for the child in reaching their full capacity?

How does RHEST influence school attendance and school performance?

What are the selection criteria, the selection process for girls perceiving a scholarship?

How does RHEST contributes to educational development?

RHEST helps girls to diminish their vulnerability and to reduces the cases of human trafficking, do you see that these goals are reached? Do you have clear examples, what are the problems in reaching these goals?

Appendix Chapter 5

Appendix 5.1: One way anova: Post hoc scheffé.

Multiple Comparisons

Educllevel

Scheffe

(I) District	(J) District	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kailali	Kaski	-1.85796*	.29331	.000	-2.6792	-1.0367
	Tanahu	-1.64236*	.28987	.000	-2.4540	-.8307
	Makwanpur	.37511	.35495	.773	-.6188	1.3690
Kaski	Kailali	1.85796*	.29331	.000	1.0367	2.6792
	Tanahu	.21561	.31370	.925	-.6627	1.0940
	Makwanpur	2.23307*	.37467	.000	1.1840	3.2821
Tanahu	Kailali	1.64236*	.28987	.000	.8307	2.4540
	Kaski	-.21561	.31370	.925	-1.0940	.6627
	Makwanpur	2.01746*	.37198	.000	.9759	3.0590
Makwanpur	Kailali	-.37511	.35495	.773	-1.3690	.6188
	Kaski	-2.23307*	.37467	.000	-3.2821	-1.1840
	Tanahu	-2.01746*	.37198	.000	-3.0590	-.9759

*. The mean difference is significant at the 0.05 level.

When there is a multiple comparison made two more homogenous groups can be distinguished: Makwanpur and Kailali, and Tanahu and Kaski:

Appendix 5.2 Education level, district

Educational level

Scheffe test

District	N	Subset for alpha = 0.05	
		1	2
Makwanpur	147	2.8844	
Kailali	370	3.2595	
Tanahu	275		4.9018
Kaski	264		5.1174
Sig.		.740	.937

Means for groups in homogeneous subsets are displayed.

Appendix 5.3: Bivariate Correlation Education level and Age

Correlations			
		Educlevel	Age
Educlevel	Pearson Correlation	1.000	-.199**
	Sig. (2-tailed)		.000
	N	1056	1056
Age	Pearson Correlation	-.199**	1.000
	Sig. (2-tailed)	.000	
	N	1056	1056

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 5.4: Reason not regular attendance

Reasonnotregularattend	
Activities	Valid Percent
Housework	21
Housework + farming	2
To earn money	3
Take care of siblings	1
Watch the house when parents are gone	3
No transportation	1
Health problems	1
Roam / play (with friends)	21
Not interested	13
Small	3
Stationairy problems	1
Fee problem	5
Menstruation	2
Distance school	1
Household activities + roam with friends	3
Work in other houses + roam with friends	2
Household activities + work in other houses	9
Household activities + not interested	3
Household activities + take care of sick mother	1
Take care of sick mother	1
Farming + labour work	1
Don't know	3
Total	100.0

*18 missing values

Appendix 5.5 Reason time and space

Reason time and space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School is far	2	.2	1.6	1.6
	School is nearby	12	1.1	9.8	11.4
	Able to finish homework every day	30	2.7	24.4	35.8
	Enough time but not enough room	12	1.1	9.8	45.5
	Enough room but not enough time	9	.8	7.3	52.8
	Not enough time to finish homework because they have to help in the house	8	.7	6.5	59.3
	One school is far another nearby	2	.2	1.6	61.0
	Family understands importance of education so they get time to study	37	3.3	30.1	91.1
	They don't do homework	7	.6	5.7	96.7
	Don't know	4	.4	3.3	100.0
	Total	123	10.9	100.0	
Missing	999	14	1.2		
	System	992	87.9		
	Total	1006	89.1		
Total	1129	100.0			

Appendix 5.6: Multiple comparisons income of the different districts

Multiple Comparisons

Salary

Scheffe

(I) District	(J) District	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kailali	Kaski	-5672.66665*	2055.81769	.025	-10762.4334	-582.8999
	Tanahu	-5313.03718*	1991.35590	.031	-10243.2103	-382.8641
Kaski	Kailali	5672.66665*	2055.81769	.025	582.8999	10762.4334
	Tanahu	359.62947	2105.96695	.986	-4854.2962	5573.5551
Tanahu	Kailali	5313.03718*	1991.35590	.031	382.8641	10243.2103
	Kaski	-359.62947	2105.96695	.986	-5573.5551	4854.2962

*. The mean difference is significant at the 0.05 level.

ANOVA

Salary					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.489E8	2	4.745E8	5.052	.008
Within Groups	1.240E10	132	9.392E7		
Total	1.335E10	134			

Appendix 5.7; response 'importance of education' parents in Kailali, Kaski and Tanahu (in %)

Importance of education	Percentages
Yes	8.8
Bright future	19.7
More clever than uneducated people	14.6
Good job	11.7
Don't know	10.2
Other future than parent(s)	7.3
Being able to plan future	5.8
Not being powerless in society	5.8
Self dependent	5.1
Differentiate between right and wrong	4.4
Good knowledge	2.2
They can do everything	2.2
Obey parents	1.5
Not important	0.7
Total	100%