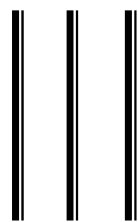
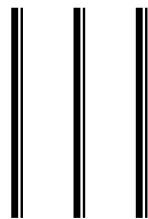


**A Survey Report on
Dropout Children of Dhading and Siraha
Districts**



Final Report



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(TESON)
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A Survey Report on

Dropout Children of Dhading and Siraha Districts

Study Team

1. Dr. Sri Ram Lamichhane	Team Leader
2. Prof. Dr. Basu Dev Kafle	Educationist
3. Dr. Prem Narayan Aryal	Educationist
4. Mr. Phanindreswor Poudel	Sociologist
5. Dr. Tika Ram Aryal	Statistician
6. Mr. Ganga Ram Gautam	Researcher/Project Officer
7. Dr. Shiva Ram Neupane	Field Researcher
8. Mr. Ram Kumar Ghimire	Field Researcher
9. Mr. Ram Chandra Panday	Field Researcher
10. Mr. Hem Raj Dhakal	Field Researcher

Acknowledgement

Equal access to quality primary education to all children by the year 2015 has been the cherished goal of the government. To translate this goal into realistic action, various efforts have been made by both governmental and non-governmental agencies in various capacities. The issue of dropout in the Nepalese primary schools has, however, still been a major issue. JICA/CASP has been in action in Nepal to support the work of NFEC so that poverty reduction in the pilot districts with high dropout rate can be addressed effectively. This study, therefore, is an attempt to identify the main causes of school dropouts in the two CASP districts i.e. Siraha and Dhading so that JICA/CASP can help the NFEC formulate concrete plan to address the dropout problem.

TESON would like to take this opportunity to thank IC Net Limited, Japan for entrusting us to undertake this study. We are very grateful to Ms. Mutsumi Tsubouchi and Ms. Ayako Namura for their valuable inputs and suggestions during the entire period of the study. Great acknowledgement is also due to Mr. Shigenobu Handa, Mr. Takei Hirokazu, Mr. Takehiro Iwaki and Mr. Rishi Raj Gautam for their continuous support during the study. The Director of NFEC and the chair of the Study Steering Committee, Mr. Hari Bole Khanal and the members of the Study Steering Committee, Mr. Lok Bilas Pant and Mr. Subha Darshan Acharya also deserve special mention for their warm support and guidance to the study team.

Similarly, we would also like to appreciate the contributions of all the enumerators, District Education Officers, School Supervisors, Resource Persons, SMC members, community members, parents and children who kindly cooperated us during the study by supplying their responses promptly. It is our expectation that this study will make a substantial contribution to formulate programmes for school dropout children of Siraha and Dhading districts in particular and the other districts in general.

The Study Team

TESON

LIST OF ABBREVIATIONS

ASP	Alternative Schooling Programme
BA	Bachelor's in Arts
BS	Bikram Sambat (Nepali Calendar)
CAS	Continuous Assessment System
CASP	Community-Based Alternative Schooling Programme
CBO	Community Based Organisation
CERID	Centre for Educational Research, Innovation and Development
DEO	District Education Office/Officer
ECD	Early Childhood Development
EFA	Education for All
FGD	Focus Group Discussion
FSP	Flexible Schooling Programme
HT	Head-Teachers
I A	Intermediate in Arts
ID	Identification Number
INGO	International Non-Governmental Organisation
JICA	Japan International Cooperation Agency
MOES	Ministry of Education and Sports
NER	Net Enrolment Rate
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organisation
NHDR	Nepal Human Development Report
NPC	National Planning Commission
OSP	Out of School Children Programme
PSDC	Programme for School Dropout Children
PTA	Parent-Teacher Association
RP	Resource Persons
SLC	School Leaving Certificate
SMC	School Management Committee
SOP	School Outreach Programme
SPSS	Statistical Package for Social Sciences
SS	School Supervisor
ST	Study Tool
TESON	Teacher Educators' Society – Nepal
TOR	Terms of Reference
VDC	Village Development Committee

A Survey Report on
Dropout Children of Dhading and Siraha Districts

EXECUTIVE SUMMARY

As the community based alternative schooling project (CASP) is assisting the NFEC in the implementation of the alternative schooling programme including the collection of relevant data on school dropout children, this study is perceived to be an attempt in this direction. This study is, therefore, expected to be an instrument not only in collecting relevant data on school dropout children but also in identifying influential factors associated with the dropout.

Objectives of the Study

This study, carried out in the two CASP districts, i.e. Siraha and Dhading intends to accomplish the following objectives:

- (i) To identify common causative factors of school dropouts in the two sample districts.
- (ii) To identify the most influential factors that have dominantly caused school dropouts in the sample districts.
- (iii) To compare the districts to find out similarities and differences in the cases of school dropout children.
- (iv) To recommend measures/strategies to address the school dropout problem.

Major questions addressed by this survey were:

- (i) What factors worked as common causes for the school dropout?
- (ii) Are there ethnicity, caste, gender, disadvantage, disability specific causes for the school dropout?
- (iii) What kind of problems, issues contributed most to the school dropout situation?
- (iv) What differences/similarities lie in stakeholders' perception pertaining the school dropout?
- (v) Where do the respondents converge and diverge in their responses to the causes of school dropout?
- (vi) What strategic measures are needed to address the school dropout problems?

Methodology

The study has employed both qualitative and quantitative methods to collect the required data pertaining the dropout children from the schools of Dhading and Siraha districts.

The sample of the population and the tools used in the study are given in the table below:

ST	Tools	Respondents	Number of Respondents		
			Dhading	Siraha	Total
ST- 1	School Survey Form	Schools	20	9	29
ST -2	Head-teachers' Interview Schedule	Head-teachers	20	9	29
ST -3	Teachers' Focus Group Discussion Guidelines	Teachers	20	9	29
ST -4	Interview Schedule for the Parents of Dropout Children	Parents of dropout children	20 x 5 = 100	9 x 5 = 45	145
ST -5	Interview Schedule for Dropout Children	Dropout children	20 x 5 = 100	9 x 5 = 45	145
ST -6	Interview Schedule for SMC Members/Community Leaders/(I)NGO representatives	SMC members/ Community Leaders/(I)NGO representatives	20 x 2 = 40	9 x 2 = 18	58
ST -7	Interview Schedule for School Supervisors	School Supervisors/RPs	4	3	7

Note: ST = Study tool

MAJOR FINDINGS AND RECOMMENDATIONS

Major Findings

Based on the field study and analysis of data, the following major findings are drawn:

1. Majority of the teachers teaching in the primary level of both districts have SLC qualification and the training of the teachers ranges from 2.5 months to 10 month with a maximum of 15 years of teaching experience.
2. School physical environment of both districts was found inadequate and no separate toilet for boys and girls were observed in majority of the schools. Also most of the schools were found to have a little play materials as well as instructional materials.
3. The overall percentage of repeaters in grade one has decreased in both the districts but the number of dropout children in general in grade one has increased in the last three years.
4. The percentage of dropout girl children in grade one increased from 3.83 in 2057/58 to 14.2 in 2059/60 in Siraha whereas it decreased from 24.68 to 22.66 in Dhading for the same period.
5. The overall percentage of dropout of grade one dalit children decreased from 2.07 in 2057/58 to 1.59 in 2059/60 in Siraha whereas it increased from 4.13 to 7.07 in Dhading for the same period.

6. An overall percentage of ethnic dropout children in Siraha decreased from 0.89 in 2059/58 to 0.54 in 2059/60 whereas it increased from 9.06 to 12.04 in Dhading for grade one during the same period.
7. Both underage and overage children are found to have been enrolled in grade one of both the districts and this appears to be one of the causes behind student dropout.
8. Majority of the parents in the sample were illiterate and the number of dropout children from illiterate families was recorded large.
9. Majority of the dropout children fall under the age group of 10- 14 (50.34%) followed by the age group of 5-9 (45.52%).
10. Majority of the dropout children in the sample are found from the large family size i.e. more than six members.
11. High dropout rate schools in grade one were found more in Dhading than Siraha. Comparatively, Siraha had higher girls dropout rate than that of boys whereas a reverse trend was noticed in Dhading.
12. Majority of the children were found to have dropped out of the school in the same grades they were enrolled with a heavy concentration in grade one.
13. Most of the dropout children of Dhading were found to have engaged in household chores whereas children from Siraha were found looking after the cattle or cattle grazing.
14. The common causes of dropout as reported by the key respondents are poverty, household chores, illiteracy, lack of awareness among parents, inability to afford stationery and books, inability to feed children in time, looking after younger siblings, failure in exams, no interest in study/difficulty in study, work in the field and cattle grazing, lack of functional education, fear of unemployment, parental indifference towards school education , poor physical facilities in school, child labour, early marriage, gender discrimination, lack of school dress, engagement in traditional work , more interest of children in play than study , social discrimination, traditional customs, beliefs and practices, no/little incentive for girls, lack of adequate number of teachers in school and overage/underage of the children.
16. Specific causes of the girl children's dropout were found to be poverty, gender discrimination, engagement in household chores, illiteracy of the parents, parental awareness on the value of girls' education, dharalo, not getting meal in time, lack of school dress, early marriage, failure in exams and harassment from school and home.

17. Dalit specific dropout causes were poverty, household chores, not getting food in time, illiteracy of parents, failure in exams, dissatisfaction with school, little awareness about the value of education, social discrimination both in the community and schools and parental expectation to support their traditional occupation.
18. The ethnicity specific causes of dropout were poverty, household chores, illiteracy, not getting food in time, lack of awareness among parents, gender discrimination, parental carelessness, poor physical facilities in school and traditional values and practices.
19. The specific causes of disabled children dropout were poverty, illiteracy of parents, fear of unemployment, not getting food in time, lack of school facilities, no incentives and humiliation by friends in school.
20. The district-wise comparison shows that poverty/financial constraints, household chores, lack of awareness, no interest in study, illiteracy, inability to afford stationery and books, inability to feed in time, frequent loss of learning materials and parents' prohibition to go to school were pronounced as the main causes of dropout by the respondents of Siraha. Similarly, in case of Dhading, poverty, household chores, illiteracy, fieldwork and cattle grazing, lack of books and stationery, and overage were the main causes of dropout.
21. Most influential causes of dropout children are found to be related to economic status of the parents, socio-cultural practices, environment of home and school and child related variables.
22. Majority of the dropout children were found interested to rejoin school. Availability of food/snacks in time along with the books and stationery, teachers' encouragement, parental support and peer support were the conditions underscored by the children to rejoin school.

Recommendations

Based on the analysis of field data and the findings, the following recommendations are made:

1. As majority of the teachers are still untrained and even the trained teachers have made little efforts to create joyful learning environment in the schools, existing teacher training packages are to be changed along the principles of activity-centred, child-friendly learning and the untrained teachers are to be trained in the revised training package.
2. It has been found that the case of under age/over age enrolment of children in grade one is strong, which combined with the increasing repetition and dropout rate at this grade, careful

strategies such as opening of ECD centres for underage children, provision of alternative schooling programme for overage children, effective implementation of continuous assessment system (CAS) and liberal promotion policy in the early primary grades and development of age specific, not grade specific, learning materials are recommended.

3. To address poverty which stands as a major determiner of school dropout problem, it is recommended that the following strategic measures be adopted by the concerned agencies:
 - Local income generating activities such as distribution of rickshaw, cattle, poultry, fruits and vegetable seeds to the targeted parents be initiated in cooperation and consultation with the local NGOs/INGOs to supplement the income foregone which accrues from sending the children to school,
 - Incentives in the form of scholarship, stationery materials, school dresses with a focus on the total coverage of the disadvantaged groups should be provided,
 - Initiation and effective implementation of the food for education scheme be made,
 - Provision of collateral free loan facilities to the hard core group (out of school) should be made to initiate agricultural and small scale activities at the local level.
4. As one of the causative factors of school dropout is related to non functional nature of education and fear of unemployment for the future, materials that intend to address the learning needs of out of school children are to be developed first by identifying the target groups' realistic needs and piloting these materials before their wider application.
5. The study has found out parental indifference towards schools education and their lack of awareness as one of the strong factors of school dropout. Thus, in order to facilitate the development of positive attitude in parents to foster in them feeling of positive discrimination towards the girl child, a carefully planned parent awareness, training and education programme should be initiated specially in hard-hit areas.
6. As most of the dropout children are from illiterate families, it is recommended that literacy skills, parent education and parent training programmes in both the district are essential.
7. As the great majority of the dropout children would like to go back to the school again, following measures are suggested in order to address the conditions outlined by them:
 - Counselling programs to the parents to make food available in time (before school time in the morning),
 - Books and stationery support to the needy children,
 - Orientation to the teachers on how to attract dropout students back to the school,

- Awareness programmes for parents to motivate them to send their children back to school,
- Creation of children's clubs and forums for peer support.

The over-aged children who do not want to rejoin the school should be provided with either technical and/or vocational skills or an alternative non-formal route for upgrading their education should be explored and worked out.

8. To enable the stake-holders to contribute to address the dropout problem, they need to be reoriented to their roles, as pointed by the respondents, by building their capacity with a focus on the following:

- SMC – Knowledge and skills in school management
- Teachers – Recurrent training on the use of child-centred teaching
- Head-teachers – School management training with a focus on community mobilisation and instructional leadership
- Community – How to build and strengthen school – community relations and develop school physical facilities
- PTA – Reorienting the PTA to its role and developing know how on motivating community for their wider and active participation in monitoring school community activities
- Local government – Ways and means of promoting relations between the school, community and local government and utilizing local resources.

9. As the study indicates that community is not fully aware of the school dropout problem, it therefore suggests that community be developed as a learning centre with a focus on meeting the learning needs of local people with the following aims:

- To collect/prepare child-friendly learning materials
- To act as a forum for sharing community based successful learning experiences
- To relate successful local experiences to national efforts and vice-versa for mutual cooperation, co-work and benefit
- To facilitate the flow of communication between local people and media
- To act as an interactive body to share various types of information/experiences so as to work as a communication centre.

10. As the study has demonstrated a gap between the level of public awareness and dropout situation, it is strongly recommended that public awareness materials be developed with a

focus on inclusion of the contents such as gender equality and equity, social justice and inclusion, empowerment of marginalised groups, functional use of education, early marriage, child labour, cultural preservation and transformation and importance of community participation in education for wider circulation and dissemination:

11. The study has pointed out that schools have made little effort to create joyful and rewarding learning environment for the students as reflected in causes of dropout such as no interest of students in the study, poor physical and instructional facilities, failure in exams, difficulty in study, shortage of adequate teachers and disability unfriendly situation. It is, in this light, recommended that policy of rewarding the successful schools in bringing dropout students back and retaining them to complete the first cycle of education be initiated.
12. To address the most influential causes of dropout children, it is strongly recommended that the following agencies be made responsible to carryout the specified activities:
 - **NFEC:** Revisiting the NFE materials to make them as realistic and demand- driven as to needs, interests and abilities of the children through needs assessment.
 - **MOES:** Develop and implement policy to address the economic needs of the hard- hit families by supporting the children's potential expenses that keep children from attending the school. Also design and launch need-based demand-driven program for the school dropout children so as to promote their admission into regular education system.
 - **I/NGO:** Community-based mass awareness campaigns and parents empowerment programs to motivate them to internalise the importance and need of girl education, gender equity and equitable access to basic education facilities.
 - **SMC/Head-teachers/Teachers:** Creation and maintenance of supportive learning environment to ensure joyful learning of the students.
 - **PTA:** Regular interaction with parents and community people to develop co-work, consultation and cooperation to jointly address the issue of school dropout.
 - **DEO:** Regular and continuous professional support extended to school to help it deliver instruction promptly and effectively.

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CHAPTER – 1

INTRODUCTION

1.1. Context of the Study

The study in hand is an outcome of the felt need of identifying factors that contributed to the dropout of children from the schools. As the government has committed itself to provide primary education for all by 2015, strategic measures to prevent the children to dropout from school once they are enrolled there and to retain them throughout the cycle of primary education are of utmost importance demanding immediate concern from both the stakeholders and service providers. The Education for All (EFA) core document and National Plan of Action for EFA have expressively made policy commitment to launch a new programme for the school dropout children, for without addressing this dropout problem, the goals of EFA programme will remain a cherished dream only. To address this educational wastage resulting from the dropout of children from the school, effective measures and strategies are to be worked out and implemented in order to bring these children back to the school or to retain them in the school. What is then of utmost importance is an effort geared to collect the relevant data on such children and identify factors that have negatively contributed to their dropout from the school.

As the community based alternative schooling project (CASP) is assisting the NFEC in the implementation of the alternative schooling programme including the collection of relevant data on school dropout children, this study is perceived to be an attempt in this direction. The huge educational wastage resulting from this dropout problem, if goes unabated, will have a direct negative impact on the fulfilment of the EFA goals relating to universalisation of primary education by 2015 in the country. This study is, therefore, expected to be an instrument not only in collecting relevant data on school dropout children but also in identifying influential factors associated with the dropout. The non-availability of data on this aspect of educational wastage indeed prompted the CASP to conduct this study in two of the piloted CASP districts viz. Dhading and Siraha.

1.2. Objectives of the Study

This study was carried out in the two CASP districts with the overall aim of identifying most influential factors of the school dropouts in order to utilise the information for the formulation of programme for school dropout children. More specifically, the study intends to accomplish the following objectives:

- (i) To identify common causative factors of school dropouts in the two sample districts.
- (ii) To identify the most influential factors that have dominantly caused school dropouts in the sample districts.
- (iii) To compare the districts to find out similarities and differences in the cases of school dropout children.
- (iv) To recommend measures/strategies to address the school dropout problem.

The questions related to the study are numerous but the major ones that are addressed by this survey were:

- (i) What factors worked as common causes for the school dropout?
- (ii) Are there ethnicity, caste, gender, disadvantage, disability specific causes for the school dropout?
- (iii) What kind of problems, issues contributed most to the school dropout situation?
- (iv) What differences/similarities lie in stakeholders' perception pertaining the school dropout?
- (v) Are the school dropout cases and causes district/region specific?
- (vi) Where do the respondents converge and diverge in their responses to the causes of school dropout?
- (vii) What strategic measures are needed to address the school dropout problems?

The study has sought answers to these and other similar type of questions in its attempt to pinpoint the status of dropout children in the districts of Siraha and Dhading.

1.3. Study Profile

The two pilot districts of CASP: Dhading and Siraha, are the sample districts selected for this study on dropout children. Dhading is a hilly district located in the central development region

whereas Siraha is a Terai district situated in the eastern development region of the country. A brief profile of each of these two districts is presented below:

Dhading:

Located west of Kathmandu at a distance of 90 kilometres with 50 VDCs in the district, Dhading has a total population of 338,658 (Population Census, 2001) with 42 percent literacy (SIP, 2061 BS) and a total of 63663 students enrolled in primary schools (DEO, 2060 B.S.). The demographic composition of population of this district has the unique character of ethnic and dalit population with dominant presence of Tamangs, Magars, Prajas (Chepangs) and Dalits. The challenges of low enrolment and high dropouts in primary level with a remarkable gap between boys and girls mark the educational scenario of the district. The district has OSP as a recurrent programme and the SOP and FSP as the piloted programmes of the ASP under BPEP II.

Siraha:

Siraha lies in the eastern plain Terai, east of the capital city of Kathmandu, at a distance of 450 kilometres with a total of 106 VDCs and 2 municipalities. The total population of the district stands at 569,880 (Population Census, 2001) with nearly 50 percent females comprising it. The literacy rate of the whole district is 42.12 percent with 66.05 percent NER (DEO, Siraha, 2060 B.S.). The number of students in primary school reached 70723 in 2060 B. S. with 26048 students enrolled in grade one. Demographic characteristics of the district population show a concentration of Tharus, Chaudharis, Yadavs and Mahatos with also a remarkable presence of Dalits: Dom, Mushahar, Kami, Sonar, Chamar, Pasawan, Khatwe, Sadaya, Meche being the main. The primary school population ratio is 1:1865, being one of the highest in the country. A wide gap between the NER, pass rate and cycle completion rate is also evident (Devkota and Shrestha, 2003). Both the OSP as the recurrent programme and SOP – FSP as the piloted programme of ASP have been in practice in this district.

1.4. Related Studies/Documents

Related studies, documents and reports in the area of dropout children are conspicuously absent and therefore, not much could be done in this aspect due to this limitation. As very little studies

with a focus on the dropout children were carried out before, review of such studies could not be comprehensive enough to either support or discard the findings of the study. The following paragraphs present a brief review of the limited studies pertaining the dropout situation of the children.

The Millennium Development Goals Progress Report (2002) of Nepal, underscoring the current rate of progress in enrolment in primary education, has expressed its concern over the slow progress in access to primary education as the average annual rate of growth in primary enrolment between 1990 and 1999 was only 1.3 percent.

Similarly, primary education completion rate remained as low as 50 percent as only 50 percent of pupils starting in grade one did reach grade five in 1999. In 1994, as many as 63 percent of children dropped out of primary school before completion. In addition, a majority of those who do complete primary education will take more than the expected five years to do so (NHDR, 1998 as cited in the Nepal Millennium Development Goals Progress Report, 2002).

The UNESCO study (1984) of some countries (6) in the Asia-Pacific region pertaining the dropout situation in primary education has recognised dropout as a particular problem to the attainment of universal primary education and the most critical form of wastage. Outlining the common causes of dropout, the case study report said that factors like inadequate basic physical facilities, insufficient number of trained teachers, rigid evaluation/examination system, school failure, insufficient learning/teaching materials and equipment, over and under age and geographical location have contributed to worsen the problem of dropout.

A CERID study on the causes of primary school dropout in rural Nepal (CERID, 1987) revealed that a host of factors contributed to the dropout problem in rural Nepal, the major being:

- People's attitudes towards girls education
- Repetition due to poor quality of classroom instruction
- Little encouragement from the family and school environment to keep children motivated to learn
- Financial constraints

- Lack of parental awareness towards children's education
- Engagement in household chores
- Poor delivery of classroom instruction
- Ineffective school management
- No linkage between primary education and monetary as well as social gains, etc.

A survey report submitted to JICA Nepal (Devkota and Shrestha, 2003) on the status of non-formal education in four districts of Nepal (2003) pointed out that the real impact of non-formal education on long term basis was almost non-existent along with a poor monitoring and documentation system. The report reported 7.5 percent grade one dropout rate in Siraha and 48.3 percent cycle (primary) completion rate. Further, grade one dropout rate for Dhading was reported to be 21.3 percent and 36.9 percent primary cycle completion rate. The report thus clearly hinted out the dropout rate of grade one and primary cycle completion rate as concerns warranting immediate application of strategic measures to address them.

It is obvious from the review of these studies that dropout of children from the primary grades, especially at grade one, combined with low cycle completion rate, if go unabated and unaddressed, will have a negative impact on the overall system of education, specially the school system.

CHAPTER – 2

METHODS AND PROCEDURES OF THE STUDY

This study is a survey of the school dropout children. The study has employed both qualitative and quantitative methods to collect the required data pertaining the dropout children from the schools of Dhading and Siraha districts. What follows is a description of the methods and procedures adopted to complete the survey of the dropout of children from the primary schools (grades 1–3) of these districts along with the causes of dropout and measures to be taken to bring these children back to school.

2.1. Population and Sample

The study team, in consultation with the JICA/CASP, determined the population and sample size of the study and the research team visited the concerned districts to collect the data. The research team consulted the DEO personnel of the respective districts in selecting the schools and the respondents in order to collect information as per the objectives of the study.

Before leaving for the district headquarters of the two districts, the study team collected letters from Non Formal Education Centre, Sanothimi and went to the districts in October 2004. The team had preliminary discussions with the concerned education officers of each district about the purpose of the study followed by the selection of schools. Local enumerators were hired from among the School Supervisors and Resource Persons as suggested by the DEO and as decided by the JICA/CASP Study Steering Committee. The total number of primary schools in the VDCs and the target schools selected for the survey are presented in Table 2.1.

As the table indicates, a total of 20 schools (five schools each from four VDCs) from Dhading and all the nine schools from four VDCs of Siraha were selected for the study. Table 2.2 presents a synoptic picture of the number of key respondents and the tools used in collecting their responses.

Table 2.1. Number of schools and the target schools by selected VDCs for the sample districts

Districts	Name of VDCs	Number of Schools	Target Schools for survey
Dhading	Jogimara	13	5
	Dhusa	11	5
	Benighat	14	5
	Gajuri	13	5
	Sub-total	51	20
Siraha	Tenuwapatti	2	2
	Vidhyanager	2	2
	Kushaha	2	2
	Laximiya		
	Bariyarpatti	3	3
	Sub-total	9	9
Total	8	60	29

2.2. Study Tools

The following study tools were developed and administered in the sample districts in order to conduct the survey study:

- i. School Survey Form
- ii. Interview Schedules (for head teachers, parents of drop out children, dropout children, SMC members/community leaders/NGO representatives, School Supervisors/Resource Persons)
- iii. Focus Group Discussion (FGD) Guidelines

2.2.1. School survey form

School Survey Form was used to collect basic information of the schools in areas of teachers' profile, overall students' enrolment, repeaters and dropouts including the specific groups of girl students, dalit students, ethnic students and disabled students. Data on enrolment and repetition of the students in primary grades (Grades 1-3) were collected for a period of four years starting from 2057/58 to the academic session of 2060/61 B.S. However, the number of school dropouts was collected for a period of the last three academic years only. This form was also used to collect information on availability and adequacy of basic physical facilities in the schools.

2.2.2. Interview schedules

Interview schedules were developed in order to elicit information from different key informants. The interview schedules were developed for different stakeholders such as head teachers, parents of dropout children, dropout children, SMC members, community leaders and School Supervisors/Resource Persons. Through the administration of interview schedules, information on personal profile of the informants, perception of the community towards primary education, causes of students' dropout, ranking of the causes, strategies adopted by different agencies to retain children in the school and the measures to be taken to bring the dropout children back to school along with the roles of different stakeholders with respect to addressing their responsibilities pertaining the dropout problem are collected.

2.2.3. Focus group discussion guidelines

These guidelines were developed and used to conduct group discussion with the teachers in relation to the dropout situation of the schools they were engaged in. The focus of the discussion was the same as the focus of the interview schedules used for the other stakeholders. The primary school teachers present at the day of school visit were the participants of the group discussion. The sample size and the tools used are given in the following table:

Table 2.2. Number of key respondents and the tools used

ST	Tools	Respondents	Number of Respondents		
			Dhading	Siraha	Total
ST- 1	School Survey Form	Schools	20	9	29
ST -2	Head-teachers' Interview Schedule	Head-teachers	20	9	29
ST -3	Teachers' Focus Group Discussion Guidelines	Teachers	20	9	29
ST -4	Interview Schedule for the Parents of Dropout Children	Parents of dropout children	20 x 5 = 100	9 x 5 = 45	145
ST -5	Interview Schedule for Dropout Children	Dropout children	20 x 5 = 100	9 x 5 = 45	145
ST -6	Interview Schedule for SMC Members/Community Leaders/(I)NGO representatives	SMC members/Community Leaders/(I)NGO representatives	20 x 2 = 40	9 x 2 = 18	58
ST -7	Interview Schedule for School Supervisors	School Supervisors/RPs	4	3	7

Note: ST = Study tool

The complete set of tools used in the study is given in annex 1.

2.3. Data Collection Process

After the preparation of study tools, they were presented and discussed with the consultants of JICA/CASP and their suggestions were then incorporated in the tools. In order to provide policy guidelines to the study, a seven member JICA/CASP Study Steering Committee was formed under the Director of the NFEC. The committee members comprised of the representatives from the MOES, JICA/CASP, NFEC, TESON (list of the members of the Steering committee is given in the Annex 2). Before the finalization of the tools, they were discussed in the JICA/CASP Study Steering Committee meeting for their approval.

A tentative study work-plan was prepared and discussed with the JICA/CASP consultants and Steering Committee members. A one-day workshop was organized for the field study team in order to thoroughly orient the field researchers in the use of the tools to maintain uniformity in the information collection process. The field study teams collected letters from the Non-Formal Education Centre for the District Education Office in order to receive necessary help for conducting the field survey.

After the thorough preparation for the field visit, two teams then left for the respective districts. The field study team for Dhading district visited District Education Office and organized a discussion program with the concerned officials. Field enumerators (see Annex 3) from among the School Supervisors and Resource Persons were selected with the DEOs' help and a work plan was prepared. Similarly, the Siraha team also contacted DEO personnel in order to prepare the work plan for the district. Despite the uneasy local situation of both the districts, the teams prepared their field visit plans and collected the required information from the field successfully.

As the number of target schools was small, all schools as mentioned in the TOR were selected for Siraha. Field data collection was carried out following the work plan prepared by the study team. The study team also prepared field study guidelines (see Annex 4) for conducting the field study smoothly for all the members of the team. The study team contacted head-teachers, teachers of the concerned schools and explained them the purpose of the study. The head teachers helped the team to fill up the Survey Form by supplying the necessary information. A group discussion was organized with the teachers and head-teachers of that schools. In the same

way, dropout children and their parents were located and approached for the interview. Also, the SMC members/community leaders were interviewed separately by the field study team. The school supervisors and resource persons were approached for the interview.

The fieldwork was monitored by social survey expert of CASP Team. The field study teams of both the districts were accompanied by Education Experts for the facilitation of the fieldwork and for providing necessary technical help during the field study period. The field study team made regular contacts with the CASP team and other study team members in Kathmandu.

Towards the end of the fieldwork, the study teams of both districts organized district level workshops to discuss and disseminate the findings for both the feedback and validation of the data/information obtained in the field from the target groups. The participants of the workshops were DEOs, SSs, RPs, head-teachers, teachers, Community leaders, SMC members, parents of some of the dropout children , CBO/NGO representatives and media persons. The workshops focused on the themes such as current situation of the school dropout (grade1-3) in the district, programs organized by the stakeholders to increase students' enrolment and retain them in the school, reasons of dropout from the formal school (general, dalit students, ethnic students, girl students and disabled students), efforts made to minimize the dropout problem and the measures to be taken to bring the dropout children back to school. (List of the workshop participants from both the districts are given in the Annex 5)

2.4. Data Analysis Process

The field data collected by the field study teams from the two districts were first coded for their entry into the computer for necessary processing. The SPSS package was applied to process the data in order to produce the required cross tables, figures and other meaningful information. The data were organized into meaningful units and computer processed to derive findings. Quantitative information was analyzed through the application of the SPSS package and qualitative information was analysed without the application of this package. The field data were thus analysed both quantitatively and qualitatively. Some unique and typical information are also presented in the form of the cases.

CHAPTER - 3

DISCUSSION OF THE RESULTS

This chapter presents analysis and interpretation of information collected from the field survey. The results derived from the analysis and interpretation of the data on the dropout children are discussed from different perspectives with a focus on enrolment, repetition and dropout situation in order to identify the causes of dropout along with their remedial measures. What follows is the discussion of the results pertaining the school dropouts.

3.1. Physical Settings of the Schools

Physical facilities of the school contribute to increase students' enrolment and minimise their dropout from the school. In order to assess the physical settings of the schools, availability of the physical and instructional facilities was recorded and analysed. The following table presents the picture of existing facilities of the schools from the sample districts.

Table 3.1. Physical and instructional facilities of the schools by districts

Facilities	Districts											
	Siraha						Dhading					
	A	Percent	IA	Percent	NF	Percent	A	Percent	IA	Percent	NF	Percent
Building	1	11.11	8	88.89	0	0.00	15	75.00	5	25.00	0	0.00
Classroom	2	22.22	7	77.78	0	0.00	17	85.00	3	15.00	0	0.00
Toilet	2	22.22	7	77.78	0	0.00	17	85.00	3	15.00	0	0.00
Toilet(girls)	1	11.11	1	11.11	7	77.78	5	25.00	6	30.00	9	45.00
Toilet (disabled)	0	0.00	0	0.000	9	100.00	2	10.00	8	40.00	10	50.00
Furniture	1	11.11	7	77.78	1	11.11	7	35.00	12	60.00	1	5.00
Play ground	3	33.33	6	66.67	0	0.00	5	25.00	14	70.00	1	5.00
Fencing	1	11.11	2	22.22	6	66.67	3	15.00	9	45.00	8	40.00
Drinking water	3	33.33	2	22.22	4	44.44	5	25.00	13	65.00	2	10.00
Play Materials	1	11.11	5	55.56	3	33.33	0	0.00	15	75.00	5	25.00
Instructional materials	0	0.00	6	66.67	3	33.33	1	5.00	18	90.00	1	5.00

Note: A= Adequate IA= Inadequate NF= No facility

The table indicates that majority of the sample schools in Siraha did not have separate toilets for girls (77.78%), fencing of the school compound (66.67%) and drinking water facilities

(44.44%). Similar situation was observed in Dhading with respect to girls' toilets (45.00%) and fencing of the school compound (40.00%). School buildings, classrooms and toilets were found adequate in Dhading by 77.78 percent, 66.67 percent and 44.44 percent respectively. However, they were found inadequate in Siraha by more than 78 percent in each case. It is obvious from the table that physical environment of the sample schools in Dhading district was found better than that of Siraha with respect to availability and adequacy of facilities such as school building, classroom and toilet. Other facilities like furniture, playground and play and instructional materials were found inadequate in the sample schools of both the districts. It was also observed that drinking water facility was inadequate in majority of the schools (65.00%) in Dhading whereas this facility was not available at all in majority of the schools in Siraha.

3.2. Respondents' Profile

3.2.1. Teacher's profile

Majority of teachers (54%) teaching in primary level in Dhading have SLC qualification followed by I.A. (31.15%) (Table 3.2). However, the case of Siraha was different in that the number of teachers with I.A. qualification was higher than SLC.

Table 3.2. Teacher's qualification by district

Qualification of teachers	District				Total	
	Siraha		Dhading		Number	Percent
	Number	Percent	Number	Percent		
Under SLC	5	10.20	5	6.85	10	8.20
SLC	20	40.82	46	63.10	66	54.10
IA	21	42.86	17	23.29	38	31.15
BA and more	3	6.12	5	6.85	8	6.56
Total	49	100.00	73	100.00	122	100.00

Majority of the teachers (56.56%) had received training ranging from a minimum period of 2.5 months (13.93%) to a maximum of 10 months (27.05%) (Table 3.3). The number of teachers without training was still 43.44 percent in both the districts. District-wise, Siraha had higher percentage (42.86%) of fully trained (10 months) teachers than Dhading (16.44%). The table

also presents the fact that the percentage of fully trained teachers in both the districts is higher than the percentage of teachers with 2.5 months and 7.5 months training.

Table 3.3. Training of teachers

Duration of training	District				Total	
	Siraha		Dhading		Number	Percent
	Number	Percent	Number	Percent		
10 months	21	42.86	12	16.44	33	27.05
7.5 months	3	6.12	7	9.90	10	8.20
5 months	0	0.0	9	12.33	9	7.38
2.5 months	7	14.29	10	13.70	17	13.93
No training	18	36.73	35	48.6	53	43.44
Total	49	100.00	73	100.00	122	100.00

Similarly, majority of the teachers (59.83%) had teaching experience below 15 years (Table 3.4). However, district-wise comparison shows that Siraha had higher percentage of teachers with more than 15 years teaching experience than that of Dhading where about 70 percent of the teachers had less than 15 years of teaching experience.

Table 3.4. Teachers' experience by districts

Teachers' experience (in years)	District				Total	
	Siraha		Dhading		Number	Percent
	Number	Percent	Number	Percent		
Up to 5	10	20.41	22	30.14	32	26.23
6-10	3	6.12	14	19.18	17	13.93
11-15	10	20.4	14	19.18	24	19.67
16-20	13	26.53	17	23.29	30	24.60
21-25	0	0.00	6	8.22	6	4.92
26 and above	13	26.53	0	0.00	13	10.60
Total	49	100.00	73	100.00	122	100.00

3.2.2. Parents' profile

This profile basically considers the major parameters of the parents related to family size, occupation, caste and ethnic distribution and their education status. Each of these variables is discussed separately in the sections below:

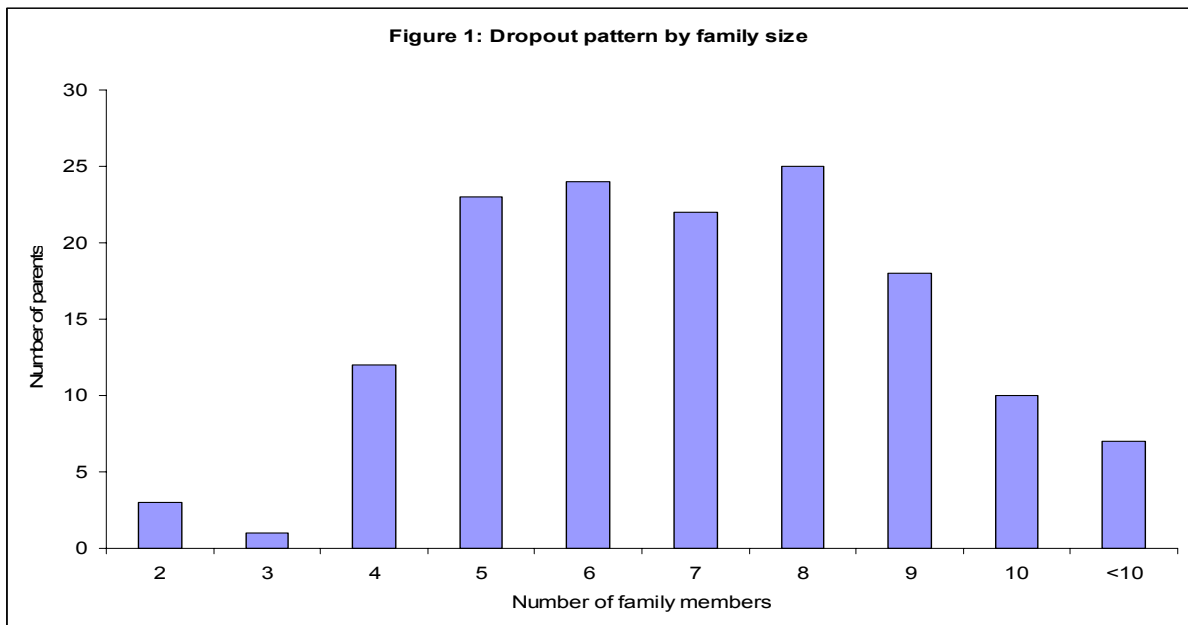
Table 3.5. Family size by districts

Districts	Male	Female	Total
Siraha	3.56	3.69	7.25
Dhading	3.44	3.55	6.99
Total	3.48 (504)	3.59 (521)	7.07 (1025)

Note: Figures in parenthesis indicate the total number of male and female population

The table shows that the family size of the responding parents of both the districts is about seven which comes out to be higher than the national average family size. The family size of Siraha was found slightly higher than that of Dhading with higher number of female population in both the districts.

Figure 3.1. Dropout pattern by family size



The figures show that majority of the parents of dropout children fall under the family size ranging from four to ten members in a family. This indicates that majority of the dropout children in the sample are from the large families.

Table 3.6. Occupational status of parents by districts

Occupation	Districts		Total
	Siraha	Dhading	
Daily wages	19(42.22)	23 (23.00)	42 (29.00)
Own agricultural activities	19 (42.22)	74 (74.00)	93 (64.10)
Industry	3 (6.67)	1 (1.00)	4 (2.08)
Service, foreign employment	4(8.89)	2(2.00)	6 (4.14)
Total	45 (100.00)	100 (100.00)	145 (100.00)

Note: Figures in parenthesis indicate the percentage.

As far as the occupation of the parents is concerned, it was found that majority of the parents in both the districts (64.10%) were found to have been engaged in their own agricultural activities followed by daily wages (29.00%). However, a very small number of parents were found to have been involved in sound earning occupations such as industry, services. Thus, this result reveals that majority of the children who dropout from school belong to the parents who are engaged in their own agricultural activities. Dhading is found to have higher number of parents involved in the said activity.

Table 3.7. Caste/ethnic distribution of parents

Caste/ethnicity	Districts		Total
	Siraha	Dhading	
Caste	43 (95.60)	22 (22.00)	65(44.80)
Ethnicity	2 (4.40)	78 (78.00)	80 (55.20)
Total	45 (100.00)	100 (100.00)	145 (100.00)

Note: Figures in parenthesis indicate the percentage.

The figures in the table explain that Siraha district is dominated by caste group whereas ethnic groups are dominant in Dhading.

Table 3.8. Educational status of parents by districts

Educational status	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
Illiterate	37	82.20	75	75.00	112	77.20
Literate	8	17.80	25	25.00	33	22.80
Total	45	100.00	100	100.00	145	100.00

The study reveals that majority of the parents from both the districts were illiterate (77.20%). The table also shows that the percentage of illiterate parents in Siraha district was higher than that of Dhading district. This reflects that majority of the dropout children are from the illiterate parents.

3.2.3. Dropout children's profile

This profile discusses about the variables related to the dropout children included in the study. The tables below present the profiles of the dropout children with respect to their gender and age.

Table 3. 9. Gender distribution of the responding children by districts

Gender of the children	Districts		Total
	Siraha	Dhading	
Boys	24 (53.30)	39 (39.00)	63 (43.40)
Girls	21 (46.70)	61 (61.00)	82 (56.60)
Total	45 (100.00)	100 (100.00)	145 (100.00)

Note: Figures in the parentheses indicate the percentage of boys and girls

The table shows that majority of the responding children in both the districts are girls (56.60%). However, district-wise distribution is different from Dhading to Siraha. In case of Siraha, majority of the responding children are boys (53.30%) whereas in Dhading it is girls (61.00%).

Table 3.10. Age distribution of dropout children by districts

Age group	Districts		Total
	Siraha	Dhading	
5-9	33 (73.33)	32 (32.00)	65 (45.52)
10-14	12 (26.67)	62 (62.00)	74 (50.34)
15-19	0 (0.00)	6 (6.00)	6 (4.14)
Total	45(100.00)	100 (100.00)	145(100.00)

Note: Figures in the parentheses indicate the percentage of boys and girls

The figures show that majority of the dropout children fall under the age group of 10–14 (50.34%) followed by the age group of 5 – 9 (45.52%). It shows that less than half of the dropout children were found within the primary schooling age. Interestingly, in case of Siraha, majority of the dropout children fall under the age group of 5 – 9 whereas in Dhading the case is reverse with 62 percent of the dropout children falling in the age group of 10 – 14. Moreover, in Dhading, six percent of the dropout children was in 15–19 age group.

3.3. Students' Profile

This profile encompasses the enrolment, repetition and dropout situation of students of the two sample districts. Each of the three categories of students explains the overall (general) situation followed by specific situation of girl child, dalit child, ethnic child and disabled child as explained by the field data.

3.3.1. Enrolment situation

General situation:

Table 3.11 indicates a decreasing trend of students' enrolment in grade one over the years since 2057 to 2061 B.S. This situation resembles with the enrolment situation of grade one students in Siraha. However, Dhading had a different scenario in that the trend of enrolment had remained

nearly constant over the years though a jump by two percent is seen in the year 2058/59 from the year 2057/58 B.S.

Table 3.11. Grade- wise enrolment of students by year and district

Grade	Sex	Districts								
		Year	Siraha				Dhading			
			2057/58	2058/59	2059/60	2060/61	2057/58	2058/59	2059/60	2060/61
One	Boys	Total number of students	416	471	477	468	479	465	446	453
		Average number of students	59.43	52.33	53.00	52.00	23.95	23.25	22.30	22.65
		Std. dev.	31.57	28.23	29.05	26.37	13.34	15.73	14.42	13.84
	Girls	Total number of students	261	232	260	247	393	445	459	440
		Average number of students	37.29	29.00	28.89	27.44	19.65	22.25	22.95	22.0
		Std. dev.	14.94	16.86	18.48	20.74	11.39	15.85	13.68	12.94
	Both	Total number of students	677	662	737	715	872	910	905	893
		Average number of students	96.71	82.75	81.89	79.44	43.00	45.5	45.25	44.65
		Std. dev.	41.77	45.97	47.04	45.90	24.05	30.53	27.44	26.08
Two	Boys	Total number of students	222	225	260	234	196	237	209	206
		Average number of students	24.67	25.00	28.89	26.0	9.80	11.85	10.45	10.30
		Std. dev.	21.07	9.58	9.23	6.52	6.97	6.40	5.58	4.76
	Girls	Total number of students	127	126	112	133	203	208	196	199
		Average number of students	14.11	14.0	12.44	14.78	10.15	10.40	9.80	9.95
		Std. dev.	12.54	4.09	6.52	8.84	6.51	5.97	5.30	4.36
	Both	Total number of students	349	351	372	367	399	445	405	405
		Average number of students	38.78	39.00	41.33	40.78	19.95	22.25	20.25	20.25
		Std. dev.	33.09	13.09	12.55	14.51	12.66	11.37	9.69	8.37
Three	Boys	Total number of students	230	229	210	212	182	174	186	177
		Average number of students	25.56	25.44	23.33	23.56	9.10	8.70	9.30	8.85
		Std. dev.	18.77	14.43	9.39	8.97	6.28	7.27	6.00	5.71
	Girls	Total number of students	78	117	126	96	174	179	169	131
		Average number of students	8.67	13.0	14.0	10.67	8.70	8.95	8.45	6.55
		Std. dev.	6.4	8.14	5.85	5.61	8.26	7.02	6.93	3.63
	Both	Total number of students	308	346	336	308	356	353	355	308
		Average number of students	34.22	38.44	37.33	34.22	17.8	17.65	17.75	15.40
		Std. dev.	23.19	22.02	14.40	13.14	13.07	13.46	11.57	8.06

The enrolment of students in grade two for both the districts seems to be constant in the current and previous years. For the first two years (2057/58 - 2058/59) the enrolment situation in Dhading differs in the sense that there is a slight increment in the enrolment of students. However, it was almost the same in Siraha district.

The enrolment situation of grade three students depicts a decreasing trend in the last two years (2059/60 – 2060/61) which was increasing in the previous two years (2057/58 – 2058/59).

Girl children

Table 3.11 also indicates that girl's enrolment in grade one in Siraha seems to be decreasing over the years. However, it remained constant in the case of Dhading. Similarly, this year Siraha saw an increment in girls' enrolment in grade two from the previous year. However, in Dhading, it remained almost constant over the years. The table further presents a decreasing trend in enrolment in grade three for the girl children over the years.

Dalit children

Table 3.12 indicates that the overall enrolment of dalit students in grade one has decreased in the current year (2060/61) from the year of 2057/58 with subsequent decrease in the following two years (2058/59 and 2059/60). In district-wise situation, Siraha resembles with the overall scenario but Dhading had a slightly increasing trend in the enrolment of dalit students in grade one.

Table 3.18 presents the percentage of grade-wise dalit enrolment trend of Siraha and Dhading. About 21 percent dalit children enrolment in the year 2057/58 in Siraha district was found decreased to about 19 percent in 2060/61 for grade one whereas the enrolment trend was almost constant in Dhading for the same period.

In case of grade two enrolment of dalit children, the overall trend seems to be increasing except for the year 2058/59 which shows a slight decrease from the previous year. The same holds true for Siraha. However, it remained almost constant in case of Dhading.

Enrolment of dalit children in grade three in the current year has doubled the enrolment from previous years. In case of Dhading, the enrolment trend is on the increase but has not doubled in the current year from the previous years. The overall picture shows a continuous increasing trend in the enrolment pattern of the dalit children in grade three.

Table 3.12. Grade-wise enrolment of dalit and ethnic students by year and district

Grade	Caste, Ethnicity	Districts	Siraha				Dhading			
			Year	2057/58	2058/59	2059/60	2060/61	2057/58	2058/59	2059/60
One	Dalit	Total number of students	142	100	114	134	188	232	186	199
		Average number of students	20.29	11.11	12.67	16.75	11.06	13.65	11.63	11.71
		Std. dev.	18.97	12.21	14.76	17.12	8.41	19.37	11.72	9.31
	Ethnic	Total number of students	120	118	141	138	358	356	370	403
		Average number of students	24.0	16.86	20.14	19.71	21.06	19.78	19.47	21.21
		Std. dev.	33.99	31.51	39.44	35.59	16.25	13.80	12.70	21.59
Two	Dalit	Total number of students	40	29	52	58	85	81	81	76
		Average number of students	4.44	3.22	5.78	6.44	4.25	4.05	4.05	3.8
		Std. dev.	3.88	2.22	6.28	5.08	4.04	4.08	3.95	3.72
	Ethnic	Total number of students	42	46	37	53	148	182	176	188
		Average number of students	4.67	5.11	4.11	5.89	7.4	9.10	8.80	9.40
		Std. dev.	7.92	8.70	7.54	11.46	8.50	9.03	6.44	5.86
Three	Dalit	Total number of students	29	26	27	56	53	65	65	66
		Average number of students	3.22	2.89	3.00	6.22	2.65	3.25	3.25	3.3
		Std. dev.	3.23	2.76	2.40	6.57	3.01	3.74	2.79	3.67
	Ethnic	Total number of students	46	39	43	28	119	128	149	137
		Average number of students	5.11	4.33	4.78	3.11	5.95	6.40	7.45	6.85
		Std. dev.	9.77	8.15	7.25	6.82	7.63	7.98	8.04	5.77

Ethnic children

Table 3.12 also shows that the enrolment of ethnic children in grade one decreased from the year 2057/58, however, the enrolment in the other years seems to be constant. Similarly, enrolment of grade one ethnic children seems to be on continuous decrease since the year 2057/58 in Siraha. However, the enrolment of grade one ethnic children in Dhading district seems to be nearly constant in all the years.

The table also shows that the overall enrolment of ethnic children in grade two has increased over the years since 2057/58. The enrolment of grade two ethnic children in Siraha shows an increasing trend in all the years except the year of 2059/60 which saw the lowest enrolment in that year. In the case of Dhading, the enrolment of ethnic children shows a continuously increasing trend.

The enrolment of ethnic children in grade three remained the same in the years of 2057/58 and 2060/61. However, the two years of 2058/59 and 2059/60 saw an increasing trend of enrolment of the ethnic students in grade three. In case of Siraha, the enrolment of ethnic children in grade three decreased continuously over the years. However, in case of Dhading the enrolment of ethnic children in grade three remained nearly constant over the years.

The situation explained above has been summarised in percentage form in Table 3.18.

3.3.2. Repetition situation

General situation

Table 3.13 shows that the repetition rate of grade one children in Siraha increased in the year 2060/61 from the year 2057/58 with a decreasing trend in the year 2057/58, 2058/59 and 059/60. The repetition rate of grade one children in Dhading decreased over the years with a slight increase in the current year. This is true in the overall repetition rate of grade one children in the two districts.

The rate of repetition in grade two fell sharply over the years in Siraha whereas Dhading has a different situation. The repetition rate in Dhading kept on slightly increasing over the years except for a slight decrease in the current year.

The overall repetition rate of grade three children saw a decreasing trend over the years which seems to be similar to the case of Dhading. However, repetition rate in Siraha for the third grade children fluctuated in different years with slight decrease in the year 2058/59 and heavy decrease in the current year.

Table 3.13. Grade wise repetition of students by year and district

Grade	Sex	Districts	Siraha				Dhading			
		Year	2057/58	2058/59	2059/60	2060/61	2057/58	2058/59	2059/60	2060/61
One	Boys	Total number of students	208	203	186	208	220	207	159	182
		Average number of students	23.11	22.56	20.67	23.11	11.0	10.35	7.95	9.10
		Std. dev.	32.81	27.22	27.83	29.18	7.11	10.88	6.56	9.03
	Girls	Total number of students	122	118	113	124	192	181	173	171
		Average number of students	13.56	13.11	12.56	13.78	9.60	9.05	8.65	8.55
		Std. dev.	17.21	16.08	17.51	17.53	8.51	9.80	6.39	9.24
	Both	Total number of students	330	321	299	332	412	388	332	353
		Average number of students	36.67	35.67	33.22	36.89	20.60	19.40	16.60	17.65
		Std. dev.	49.46	42.90	45.05	46.33	14.99	20.41	12.36	17.90
Two	Boys	Total number of students	30	5	22	11	38	49	59	48
		Average number of students	3.33	0.56	2.44	1.22	1.90	2.45	3.11	2.40
		Std. dev.	8.90	0.73	5.55	1.79	1.71	2.09	3.60	2.09
	Girls	Total number of students	25	7	4	9	43	47	55	52
		Average number of students	2.78	0.78	0.44	1.00	2.15	2.47	2.75	2.60
		Std. dev.	6.16	1.09	1.33	1.58	1.81	2.63	2.40	2.33
	Both	Total number of students	55	12	26	20	81	90	112	100
		Average number of students	6.11	1.33	2.89	2.22	4.05	4.74	5.89	5.00
		Std. dev.	14.81	1.50	6.86	3.19	3.12	4.43	5.21	3.74
Three	Boys	Total number of students	16	20	21	16	72	39	35	28
		Average number of students	1.78	2.22	2.33	1.78	3.60	1.95	1.75	1.40
		Std. dev.	4.97	3.38	6.28	3.26	5.51	1.57	2.10	1.90
	Girls	Total number of students	19	8	17	1	54	37	17	25
		Average number of students	2.11	0.89	1.89	0.11	2.70	1.85	0.85	1.25
		Std. dev.	4.59	2.32	3.44	0.33	4.27	2.64	0.93	1.29
	Both	Total number of students	35	28	38	17	126	76	52	53
		Average number of students	3.89	3.11	4.22	1.89	6.30	3.80	2.60	2.65
		Std. dev.	9.52	5.35	9.46	3.48	9.54	3.81	2.62	2.60

Girl children

The overall repetition rate of grade one girl children seems to be similar to the repetition rate of Siraha as it remained almost constant over the years (Table 3.13). However, Dhading had a decreasing trend in repetition rate of the girls over the same period of time. The overall

repetition rate of grade two girl children remained almost constant over the years. District-wise, Dhading saw an increasing trend in the repetition rate. However, in Siraha, the repetition rate decreased sharply in all the years except for the current year which saw a slight increase from over the last year.

The overall repetition rate of grade three girls saw a decreasing trend consecutively in the period of four years. In case of Dhading, the repetition rate of girl children decreased in all the years except for a slight increase in the current year. However, the rate fluctuated in Siraha between the years with a rise in 2059/60 from over the past year. A sharp decrease in the current year from over the last year was also observed.

The percentage of the girl repeaters over the time by district has also been summarised in Table 3.17.

Dalit children

Table 3.14 presents the picture of the repetition rate of dalit children of grade one which was decreasing over the years with an increment in the current year. However, in Siraha, the repetition rate of dalit children remained almost the same between the years 057/58 and 060/61. This rate increased in the year 2059/60 in Dhading. The overall picture and district-wise scenario of repetition rate of dalit students in both the districts remained the same as there was slight fluctuation in the repetition rate. The overall scenario of grade three dalit repeaters showed a decreasing trend in the given time period. The repetition rate saw a slight increase in Dhading in the year 2058/59 and similar increase in Siraha was noticed in the current year. Except this fluctuation in these two specific years, the rate of repetition decreased in the other years.

Table 3.14. Grade wise repetition of dalit and ethnic students by year and district

Grade	Districts	Siraha				Dhading				
		Year	2057/58	2058/59	2059/60	2060/61	2057/58	2058/59	2059/60	2060/61
One	Dalit	Total number of students	58	43	29	52	74	56	114	78
		Average number of students	6.44	4.78	3.22	5.78	3.70	2.80	5.70	3.90
		Std. dev.	9.14	6.96	5.97	7.98	7.30	3.49	10.32	10.76
	Ethnic	Total number of students	68	67	6	19	152	125	122	119
		Average number of students	7.56	7.44	0.67	2.11	7.60	6.25	6.10	5.95
		Std. dev.	14.18	16.93	1.65	3.65	7.52	6.49	4.73	6.39
Two	Dalit	Total number of students	10	6	12	13	27.00	18	36	25
		Average number of students	1.11	0.67	1.33	1.44	1.35	0.90	1.80	1.25
		Std. dev.	2.08	1.00	2.0	2.70	1.95	1.25	2.71	2.73
	Ethnic	Total number of students	6	2	6	1	44	45	68	48
		Average number of students	0.67	0.22	0.67	0.11	2.98	2.25	3.40	2.40
		Std. dev.	1.66	0.67	1.32	0.33	2.98	2.79	5.04	2.96
Three	Dalit	Total number of students	8	7	4	6	16	17	12	8
		Average number of students	0.89	0.77	0.44	0.67	0.80	0.85	0.60	0.40
		Std. dev.	1.45	1.09	0.73	1.11	1.39	1.31	1.23	0.68
	Ethnic	Total number of students	4	0	3	0	34	31	34	29
		Average number of students	0.44	0.00	0.33	0.00	1.70	1.55	1.70	1.45
		Std. dev.	0.88	0.00	0.71	0.00	2.57	2.05	2.51	2.44

Ethnic children

Table 3.14 also indicates that the overall repetition rate of ethnic children in grade one was found to be slightly decreasing over the years. This situation is found similar to that of both the districts. The overall repetition trend of grade two ethnic children was less than the repetition rate of grade one students. Comparatively, Siraha had less number of repeaters than Dhading. Similarly, repetition of ethnic children in grade three was found decreased by years.

The percentage of the dalit and ethnic repeaters over the defined period of time by district has also been summarised in Table 3.18.

3.3.3. Dropout situation

General situation

Table 3.15 shows that the over all situation of dropout children in grade one seems to have increased with the years. District-wise analysis also supports this trend for grade one. The dropout scenario of grade two students, more or less, follows the trend of grade one for the consecutive years (057/58, 058/59 and 059/60). In case of grade three students, the overall dropout situation remained constant over the years. District-wise situation however seems to be different in that Dhading has a decreasing trend whereas Siraha has an increasing trend of dropout children over the years.

Girl children

As indicated by Table 3.15, the dropout trend of girl children in grade one for the past three years was on the increase. This very much resembles with the overall dropout trend for the same period of time. This trend is found to be similar in the case of both the districts. In case of grade two, girl children's average dropout number did not go up beyond one in all the three years. Slight increase in the dropout trend was observed in both the districts in the consecutive years. The overall dropout situation of grade three girls for the last year was found to be decreased from the previous year where no fluctuation in dropout trend was noticed. The case of Dhading was more or less similar. However, in the case of Siraha, this trend for the last year from over the previous year seems to have slightly increased.

Table 3.15. Grade-wise dropout of students by year and district

Grade	Sex	Districts	Siraha			Dhading		
		Year	2057/58	2058/59	2059/60	2057/58	2058/59	2059/60
One	Boys	Total number of students	26	61	32	88	111	121
		Average number of students	2.89	6.78	3.56	4.40	5.55	6.05
		Std. dev.	3.66	7.73	4.85	4.49	5.95	6.67
	Girls	Total number of students	10	28	37	97	90	104
		Average number of students	1.11	3.11	4.11	4.85	4.5	5.20
		Std. dev.	1.76	3.76	8.36	4.93	3.94	5.11
	Both	Total number of students	36	89	69	185	201	225
		Average number of students	4.0	9.89	7.67	9.25	10.05	11.25
		Std. dev.	5.02	11.44	10.33	9.32	9.55	11.25
Two	Boys	Total number of students	14	6	16	17	23	23
		Average number of students	1.56	0.67	1.78	0.85	1.15	1.15
		Std. dev.	2.56	0.87	2.05	1.35	1.42	1.98
	Girls	Total number of students	5	4	6	19	22	29
		Average number of students	0.56	0.44	0.67	0.95	1.10	1.45
		Std. dev.	0.73	1.01	1.12	1.23	1.45	1.85
	Both	Total number of students	19	10	22	36	45	52
		Average number of students	2.11	1.11	2.44	1.80	2.25	2.6
		Std. dev.	3.29	1.62	2.60	2.50	2.63	2.91
Three	Boys	Total number of students	13	14	15	19	18	25
		Average number of students	1.44	1.56	1.67	0.95	0.90	1.25
		Std. dev.	1.59	2.35	2.06	1.23	1.29	1.68
	Girls	Total number of students	7	6	8	23	25	13
		Average number of students	0.78	0.67	0.89	1.15	1.25	0.65
		Std. dev.	0.97	1.00	1.36	1.57	1.55	0.93
	Both	Total number of students	20	20	23	42	43	38
		Average number of students	2.22	2.22	2.56	2.10	2.15	1.90
		Std. dev.	2.05	3.27	2.92	2.51	1.98	1.97

The summary table 3.17 indicates the percentage of girls' dropout rate by year and districts. In Siraha, girls' dropout in grade one (3.83% in the year 2057/58) has increased to 14.20 percent in the year 2059/60 whereas Dhading saw a slight decrease from 24.68 percent to 22.66 percent in the same period. However, in grade three, the percentage has decreased in both the districts from 8.97 percent to 6.35 percent in Siraha and from 13.20 percent to 7.69 percent in Dhading over the same period.

Dalit children

The overall dropout case of grade one dalit children was on the rise for the past three years which was, more or less, similar with the case of Dhading. However, in Siraha, this situation fluctuated with a sharp decrease in 2058/59 and an increase in 2059/60. Table 3.16 presents almost a constant trend in the dropouts for both the grades (two and three) in both the districts with the average dropout number being below one in all the years for grade two and even less than that for grade three.

In Siraha, dalit dropouts of grade one decreases from 2.07 in 2057/58 to 1.49 percent in the year 2059/60 where as in Dhading the percentage increases from 4.13 to 7.07 percent for the same period (Table 3.18). This shows an increasing trend of dalit dropout in grade one in Dhading district.

Ethnic children

As seen in Table 3.16, the overall dropout trend of ethnic children for grade one was on the rise for the three years. This was similar to the case of Dhading but different for Siraha. Siraha showed a decreasing trend in the same case over the years except for the year 2058/59 which saw a sudden increase in the dropout from over the immediate past year. The table further explains the dropout scenario for both second and third grades in a rather different way in the sense that the general dropout trend and the district dropout trend for Dhading indicated a rising trend over the period of three years. However, in the case of Siraha, the trend was decreasing with no dropout in the immediate past year (2059/60). For grade two, the overall dropout trend seems to be decreasing from the year of 2057/58. However, there was a slight increase in the year 2058/59 from the past year. The same situation was observed in Dhading district. In case of Siraha, reverse situation was observed which showed an increasing trend in the dropout situation over the years for both the grades (two and three). The average number of dropout children was however found below one.

Table 3.18 also indicates the same pattern of dropout in percentage form. In grade one, the ethnic children's dropout rate in Dhading district has increased from 9.06 percent in the year 2057/58 to 12.04 percent in the year 2059/60.

Table 3.16. Grade-wise dropout of dalit and ethnic students by year and district

Grade	Districts	Siraha			Dhading			
		Year	2057/58	2058/59	2059/60	2057/58	2058/59	2059/60
One	Dalit	Total number of students	14	7	11	36	48	64
		Average number of students	1.56	0.78	1.22	1.80	2.40	3.20
		Std. dev.	1.59	1.09	1.64	2.12	2.46	4.12
	Ethnic	Total number of students	6	26	4	79	86	109
		Average number of students	0.67	2.89	0.44	3.95	4.30	5.45
		Std. dev.	1.66	7.93	0.73	4.99	6.22	7.37
Two	Dalit	Total number of students	6	7	5	20	18	16
		Average number of students	0.67	0.78	0.56	1.00	0.90	0.80
		Std. dev.	1.66	1.30	1.01	1.56	1.12	1.01
	Ethnic	Total number of students	2	4	5	16	24	11
		Average number of students	0.22	0.44	0.56	0.80	1.20	0.55
		Std. dev.	0.67	0.88	0.88	1.19	1.47	1.05
Three	Dalit	Total number of students	3	6	3	20	20	20
		Average number of students	0.33	0.66	0.33	0.70	0.55	0.90
		Std. dev.	0.50	1.00	1.00	1.03	0.94	1.37
	Ethnic	Total number of students	3	2	0	7	14	15
		Average number of students	0.33	0.22	0.00	0.35	0.70	0.79
		Std. dev.	0.71	0.67	0.00	0.98	0.97	1.55

Table 3.17. Grade-wise enrolment/repetition/dropout of students by year and district

Grade	Sex	Districts	Siraha				Dhading				
			Year	2057/58	2058/59	2059/60	2060/61	2057/58	2058/59	2059/60	2060/61
One	Boys	Number of enrolments	416	471	477	468	479	465	446	453	
		Number of dropouts	26	61	32	-	88	111	121	-	
		percentage of dropouts	6.25	12.95	6.71	-	18.37	23.87	27.13	-	
		Number of repeaters	208	203	186	208	220	207	159	182	
		percentage of repeaters	50.00	43.10	39.00	44.44	45.93	44.52	35.65	40.18	
	Girls	Number of enrolments	261	232	260	247	393	445	459	440	
		Number of dropouts	10	28	37	-	97	90	104	-	
		percentage of dropouts	3.83	12.07	14.20	-	24.68	20.22	22.66	-	
		Number of repeaters	122	118	113	124	192	181	173	171	
	Both	percentage of repeaters	46.70	50.86	43.50	50.20	48.85	40.67	37.69	38.86	
		Number of enrolments	677	662	737	715	872	910	905	893	
		Number of dropouts	36	89	69	-	185	201	225	-	
		percentage of dropouts	5.32	13.44	9.36	-	21.22	22.09	24.86	-	
		Number of repeaters	330	321	299	332	412	388	332	353	
	Two	Boys	percentage of repeaters	48.70	48.49	40.60	46.43	47.25	42.64	36.69	39.53
			Number of enrolments	222	225	260	234	196	237	209	206
Number of dropouts			14	6	16	-	17	23	23	-	
percentage of dropouts			6.31	2.67	6.15	-	8.67	9.70	11.01	-	
Number of repeaters			30	5	22	11	38	49	59	48	
Girls		percentage of repeaters	13.50	2.22	8.46	4.70	19.40	20.70	28.23	23.30	
		Number of enrolments	127	126	112	133	203	208	196	199	
		Number of dropouts	5	4	6	-	19	22	29	-	
		percentage of dropouts	3.94	3.17	5.36	-	9.36	10.6	14.80	-	
		Number of repeaters	25	7	4	9	43	47	55	52	
Both		percentage of repeaters	19.7	5.56	3.57	6.77	21.20	22.60	28.06	26.13	
		Number of enrolments	349	351	372	367	399	445	405	405	
		Number of dropouts	19	10	22	-	36	45	52	-	
		percentage of dropouts	5.44	2.85	5.91	-	9.02	10.10	12.84	-	
		Number of repeaters	55	12	26	20	81	90	112	100	
Three		Boys	percentage of repeaters	15.80	3.42	6.99	5.45	20.30	20.20	27.65	24.69
	Number of enrolments		230	229	210	212	182	174	186	177	
	Number of dropouts		13	14	15	-	19	18	25	-	
	percentage of dropouts		5.65	6.11	7.14	-	10.40	10.30	13.44	-	
	Number of repeaters		16	20	21	16	72	39	35	28	
	Girls	percentage of repeaters	6.96	8.73	10.00	7.55	39.6	22.4	18.82	15.82	
		Number of enrolments	78	117	126	96	174	179	169	131	
		Number of dropouts	7	6	8	-	23	25	13	-	
		percentage of dropouts	8.97	5.13	6.35	-	13.2	14.00	7.69	-	
		Number of repeaters	19	8	17	1	54	37	17	25	
	Both	percentage of repeaters	24.40	6.84	13.50	1.04	31.00	20.70	10.06	19.08	
		Number of enrolments	308	346	336	308	356	353	355	308	
		Number of dropouts	20	20	23	-	42	43	38	-	
		percentage of dropouts	6.49	5.78	6.85	-	11.80	12.20	10.70	-	
		Number of repeaters	35	28	38	17	126	76	52	53	
	percentage of repeaters	11.40	8.09	11.30	5.52	35.40	21.50	14.65	17.21		

This table is a summary of Tables 3.11, 3.13 and 3.15 in percentage form.

Table 3.18. Grade-wise enrolment/ repetition / dropout of dalit and ethnic students by year and district

Grade	Districts	Siraha				Dhading			
		2057/58	2058/59	2059/60	2060/61	2057/58	2058/59	2059/60	2060/61
One	Number of enrolments	677	662	737	715	872	910	905	893
	Number of dalit enrolments	142	100	114	134	188	232	186	199
	Percentage of dalit enrolments	21.00	15.10	15.50	18.74	21.56	25.49	20.55	22.28
	Number of dalit dropouts	14	7	11	-	36	48	64	-
	Percentage of dalit dropouts	2.07	1.06	1.49	-	4.13	5.28	7.07	-
	Number of dalit repeaters	58	43	29	52	74	56	114	78
	Percentage of dalit repeaters	8.57	6.50	3.93	7.27	8.49	6.15	12.60	8.74
	Number of ethnic enrolments	120	118	141	138	358	356	370	403
	Percentage of ethnic enrolments	17.70	17.80	19.10	19.30	41.06	39.12	40.88	45.13
	Number of ethnic dropouts	6	26	4	-	79	86	109	-
	Percentage of ethnic dropouts	0.89	3.93	0.54	-	9.06	9.45	12.04	-
	Number of ethnic repeaters	68	67	6	19	152	125	122	119
	Percentage of ethnic repeaters	10.00	10.10	0.81	2.66	17.43	13.74	13.48	13.33
Two	Number of enrolments	349	351	372	367	399	445	405	405
	Number of dalit enrolments	40	29	52	58	85	81	81	76
	Percentage of dalit enrolments	11.50	8.26	14.00	15.80	21.30	18.20	20.00	18.77
	Number of dalit dropouts	6	7	5	-	20	18	16	-
	Percentage of dalit dropouts	1.72	1.99	1.34	-	5.01	4.05	3.95	-
	Number of dalit repeaters	10	6	12	13	27	18	36	25
	Percentage of dalit repeaters	2.87	1.71	3.23	3.54	6.77	4.05	8.89	6.17
	Number of ethnic enrolments	42	46	37	53	148	182	176	188
	Percentage of ethnic enrolments	12.00	13.10	9.95	14.44	37.09	40.90	43.46	46.42
	Number of ethnic dropouts	2	4	5	-	16	24	11	-
	Percentage of ethnic dropouts	0.57	1.14	1.34	-	4.01	5.39	2.72	-
	Number of ethnic repeaters	6	2	6	1	44	45	68	48
	Percentage of ethnic repeaters	1.72	0.57	1.61	0.27	11.03	10.11	16.79	11.85
Three	Number of enrolments	308	346	336	308	356	353	355	308
	Number of dalit enrolments	29	26	27	56	53	65	65	66
	Percentage of dalit enrolments	9.42	7.51	8.04	18.18	14.89	18.41	18.31	21.43
	Number of dalit dropouts	3	6	3	-	20	20	20	-
	Percentage of dalit dropouts	0.97	1.73	0.89	-	5.62	5.67	5.63	-
	Number of dalit repeaters	8	7	4	6	16	17	12	8
	Percentage of dalit repeaters	2.60	2.02	1.19	1.95	4.49	4.82	3.38	2.60
	Number of ethnic enrolments	46	39	43	28	119	128	149	137
	Percentage of ethnic enrolments	14.90	11.30	12.80	9.09	33.43	36.26	41.97	44.48
	Number of ethnic dropouts	3	2	0	-	7	14	15	-
	Percentage of ethnic dropouts	0.97	0.58	0.00	-	1.97	3.97	4.23	-
	Number of ethnic repeaters	4	0	3	0	34	31	34	29
	Percentage of ethnic repeaters	1.30	0.00	0.89	0.00	9.55	8.78	9.58	9.42

This table is a summary of Tables 3.11, 3.12, 3.14 and 3.16 in percentage form.

3.4. Dropout Patterns of Schools

The dropout patterns of sampling schools were found different from school to school. Some schools have low dropout patterns and some have high. As the dropout situation was found to be more serious in grade one, school-wise patterns of low and high dropout was measured against the figures obtained from the sample schools. In order to categorise the schools into low and high dropout schools, the following parameters were adopted:

Category of schools:

Low dropout schools = up to 5 percent dropout over a period of 3 years (2057/58 – 2059/60)

Moderately dropout schools = 5 to 20 percent dropout over the same period.

High dropout schools = 20 percent and above dropout in the same period.

It is because of the gravity of dropout problem more concentrated on grade one, the discussion followed this spirit.

The following table presents the number of schools under the three categories mentioned above.

Table 3.19a. Distributional patterns of schools by dropout children

Dropout Pattern	Number of school								
	Grade One			Grade Two			Grade Three		
	Siraha	Dhading	Total	Siraha	Dhading	Total	Siraha	Dhading	Total
Low	3	3	6	6	6	12	3	5	8
Moderate	4	6	10	3	10	13	6	11	17
High	2	11	13	0	4	4	0	4	4
Total	9	20	29	9	20	29	9	20	29

The above table shows that Dhading district has a large number of schools (11 out of 20 schools) under high dropout category whereas in Siraha only a small number of schools was recorded under the same category (2 out of 9 schools) in grade one.

The names of the schools under low and high category of dropouts in both the districts are as follows:

Low dropout schools:

Dhading:

- Orbang Primary School, Benighat – 9, Dhading
- Panchakanya Lower Secondary School Dhusa – 8, Dhading
- Shankha Devi Secondary School Jogimara – 9, Dhading

Siraha:

- Shree Primary School Tenuwapatti – 2, Siraha
- Shree Primary School, Tenuwapatti – 8, Siraha
- Mt. Everest English Boarding School, Bariyarpatti – 1, Siraha

High dropout schools:

Dhading:

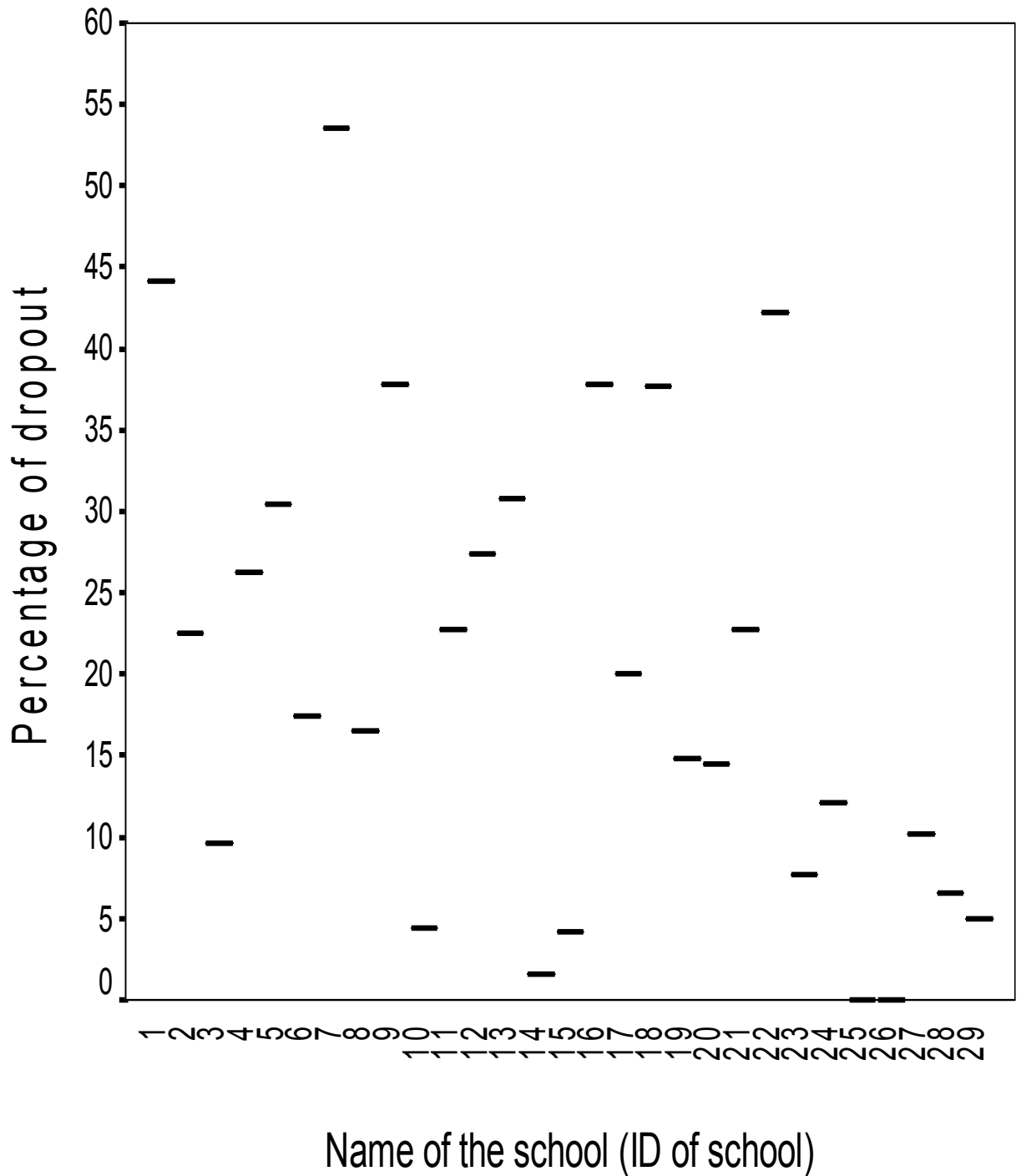
- Tinkanya Bageswori Primary School, Benighat – 2, Dhading
- Tinkanya Primary School, Benighat – 2, Dhading
- Kanya Primary School, Gajuri – 4, Dhading
- Janachetana Primary School, Gajuri – 8, Dhading
- Chheprang Primary School, Gajuri – 8, Dhading
- Kalika Primary School, Benighat – 7, Dhading
- Panchayat Primary School, Jogimara – 9, Dhading
- Buddhi Bikas Primary School, Dhusa – 1, Dhading
- Jhagaredanda Primary School, Dhusa – 1, Dhading
- Papaldanda Primary School, Jogimara – 8, Dhading
- Dhusa Primary School, Dhusa – 1, Dhading

Siraha:

- Shree Janta Primary School, Kushaha Laxminiya – 1, Siraha
- Shree Sur Lower Secondary School, Kushaha Laxminiya – 5, Siraha

The dropout patterns of the schools as per the categories mentioned above are also presented in the subsequent graphs.

Figure 3.2. Distribution of schools by dropout patterns in grade one



Note: All the schools in the sample are given ID number and their names along with their IDs are given in Annex 6.

Figure 3.3a. **Distribution of schools by dropout patterns in grade two**

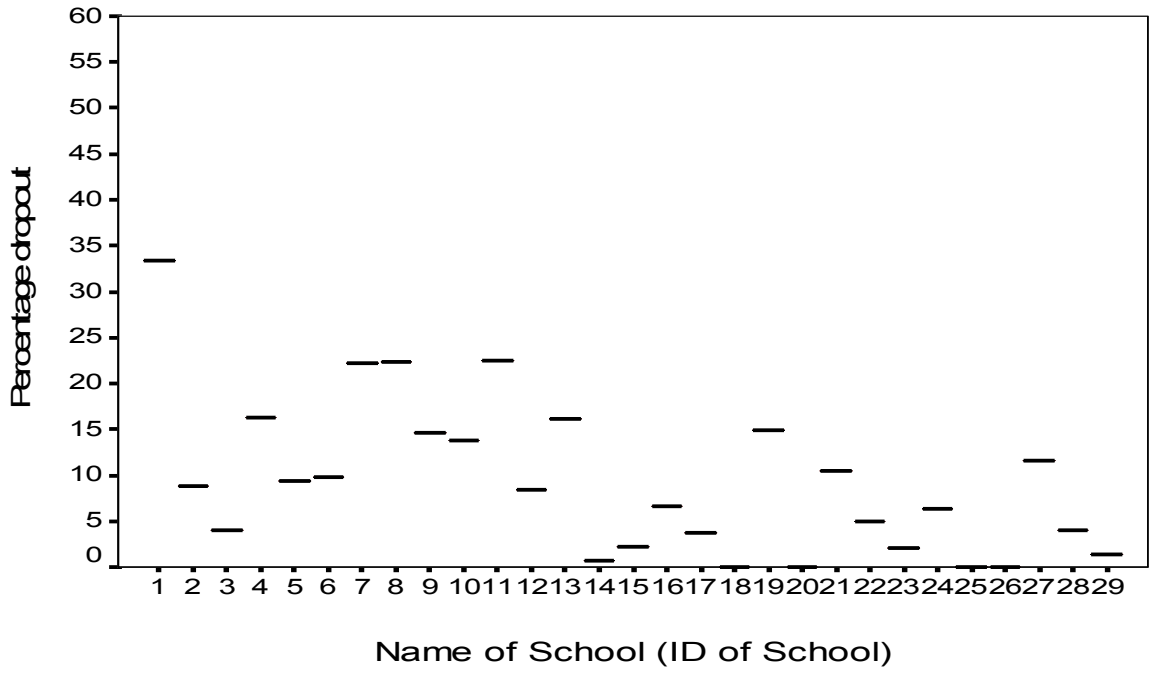


Figure 3.3b. **Distribution of schools by dropout patterns in grade three**

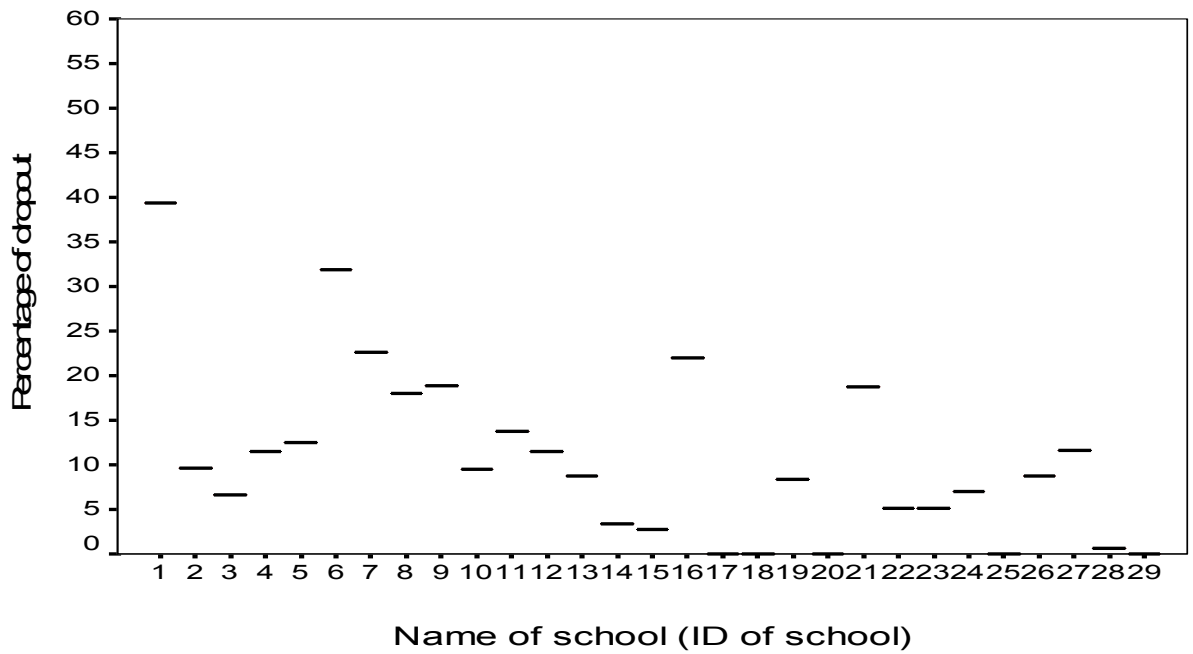


Table 3.19b. Dropout patterns by grades

Enrolment Grades	Dropout Grades						Total	
	Grade 1		Grade 2		Grade 3		Number	Percent
	Number	Percent	Number	Percent	Number	Percent		
Grade 1	56	42.4	38	28.8	38	28.8	132	91.1
Grade 2			4	66.7	2	33.3	6	4.1
Grade 3					7	100	7	4.8
Total	56	38.6	42	29	47	32.4	145	100

The table indicates that majority of the children who enrolled in grade one dropped out from the same grade (42.4%) followed by the same percentage of children (28.8%) in grade two and three. The table further indicates that the dropout decreases as the grades increase and the dropout problem is more severe in grade one than the other grades.

3.5. Dropout Children's Perception towards School

Children's perception towards their schools counts a lot for their attendance to school and it plays a very important role in their academic attainment. In the study, the dropout children were asked to record their perception in terms of different variables such as reasons for joining schools, liking of schools, distance from home to school, liking of teachers, people forcing them to leave school, their present status after dropping out of the school and their interest to rejoin the school. Their perceptive responses to these variables are presented in the sections below:

Table 3.20. Reasons for joining the school

Reasons	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
Reading	22	48.89	94	94.00	116	80.00
Playing	12	26.67	1	1.00	13	8.97
Parental will	10	22.22	1	1.00	11	7.59
Don't know	1	2.22	4	4.00	5	3.34
Total	45	100.00	100	100.00	145	100.00

The result shows that majority of the children (80%) went to school to read while some of them went to school because their parents wanted them to attend the school. The reasons for going to school for playing (8.97%) was recorded relatively low and some (3.34%) could not specify any reasons for going to school. This shows that majority of the children do have good reasons for going to school.

Table 3.21. Distance from home as expressed by dropout children

Distance	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
Near	32	71.10	50	50.00	82	56.60
Ok	10	22.22	35	35.00	45	31.03
Far	3	6.70	15	15.00	18	12.40
Total	45	100.00	100	100.00	145	100.00

The distance of school to home did not seem to be a big problem for most of the children in both the districts. Only a small number of children (15%) in Dhading, however, expressed that the distance to school from home was far.

Table 3.22. Liking of school by dropout children

Response	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	44	97.80	91	91.00	135	95.10
No	1	2.20	6	6.00	7	4.83
Don't know	0	0.00	3	3.00	3	2.07
Total	45	100.00	100	100.00	145	100.00

A large majority of children from both the districts were found to have liked the school. Only a very few students (4.83%) have said that they did not like their schools. It is interesting to note that some of the children (2.07%) in Dhading did not want to say anything to the liking of their schools.

Table 3.23. Causes of liking and disliking school by dropout children

Causes of liking/disliking		Siraha (N=45)		Dhading (N=100)		Total	
		Number	Percent	Number	Percent	Number	Percent
Likes	Playing with friends	32	71.11	22	22.00	54	37.24
	Study opportunity	30	66.67	19	19.00	49	33.79
	Good behaviour of teachers	4	8.89	44	44.00	48	33.10
	Snacks, books and stationery	1	2.22	4	4.00	5	3.44
	Love of teachers	1	2.22	20	20.00	21	14.49
Dislikes	Beating by teachers	0	0.00	3	3.00	3	2.06
	Misbehaviour from friends	0	0.00	3	3.00	3	2.06
	Not interested in study	0	0.00	4	4.00	4	2.76

A considerable number of children liked schools mainly due to the reason that they can play with their friends in school. This was followed by the reason that the school gives them an opportunity to study. Good behaviour of teachers also attracted the students to the schools to study. As far as disliking of the schools is concerned, the main reasons they record are beating by teachers, misbehaviour from friends and their little or no interest to go to schools for the dropout children from Dhading.

Table 3.24. Liking of teachers by dropout children

Response	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	44	97.80	72	72.00	116	80.00
No	1	2.20	5	5.00	6	4.14
Don't know	0	0.00	23	23.00	23	15.86
Total	45	100.00	100	100.00	145	100.00

The children were found to have liked their teachers in both the districts except a few (4.14%) who said they did not like their teachers. However, some of the students (15.86%) did not want to express anything in this case.

Table 3.25 Aspects of teachers the dropout children liked/disliked

Aspects liked/disliked		Siraha (N=45)		Dhading (N=100)		Total (N=145)	
		Number	Percent	Number	Percent	Number	Percent
Liked	Love and affection	14	31.11	67	67.00	81	55.86
	Good teaching techniques	29	64.44	21	21.00	50	34.48
	Freedom to play	28	62.22	4	4.00	32	22.07
Disliked	Corporal punishment	1	2.22	6	6.00	7	4.82
	Hatred behaviour	1	2.22	8	8.00	9	6.20

The children said that they liked their teachers mainly because of their good teaching techniques (64.44%) and the freedom allowed to play 62.22%) in case of Siraha whereas the children of Dhading liked the teachers because of their love and affection (67.00%) followed by good teaching techniques (21%). In case of not liking the teachers, the main reasons cited by children are corporal punishment (4.82%) and hateful behaviour of the teachers (6.20%).

Table 3.26. People forcing children to leave school

Responsible person	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
The child	33	73.30	37	37.00	70	48.28
Parent	12	26.7	57	57.00	69	47.59
Teacher	0	0.00	4	4.00	4	2.76
Others	0	0.00	2	2.00	2	1.38
Total	45	100.00	100	100.00	145	100.00

In Siraha, the children themselves (73.30%) were found responsible for leaving or dropping out of school whereas in Dhading they blamed their parents (57%) for forcing them to dropout from the schools followed by themselves (37%).

Table 3.27. Present status of the dropout children

Status	Siraha (N=45)		Dhading (N=100)		Total (N=145)	
	Number	Percent	Number	Percent	Number	Percent
Household chores	22	48.89	68	68.00	90	62.07
Gothalo	22	48.89	19	19.00	41	28.27
Dharalo	2	4.44	30	30.00	32	22.07
Play	13	28.89	8	8.00	21	14.48
No work	9	20.00	2	2.00	11	7.59
Selling agricultural products	0	0	4	4.00	4	2.76

The dropout children were found to have been doing several things. In case of Siraha, majority of dropout children are found engaged in household chores (48.89%) and gothalo (looking after the cattle, cattle grazing) (48.89%). In case of Dhading also, majority of these children (68.00%) are doing the same job as of Siraha i.e. household chores, followed by dharalo (looking after the younger siblings). The other activities they are involved at present are play (14.48%), selling agricultural products (2.76%) and interestingly, 7.59 percent children are not doing anything at all.

Table: 3.28 Interest of dropout children to rejoin school

Response	Siraha		Dhading		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	43	95.56	63	63.00	106	73.10
No	2	4.44	21	21.00	23	15.86
Don't know	0	0.00	16	16.00	16	11.04
Total	45	100.00	100	100.00	145	100.00

Nearly all the children (98.56%) of Siraha would like to rejoin the school whereas in Dhading only 63 percent children explicitly mentioned that they are in favour of rejoining the school. However, a small number of children (11.04%) could not decide whether they wanted to rejoin the school.

Table: 3.29. Conditions of dropout children to rejoin school

Conditions	Siraha (N=45)		Dhading (N=100)		Total (N=145)	
	Number	Percent	Number	Percent	Number	Percent
Availability of food/snacks in time	25	55.56	33	33.00	58	40.00
Teachers' encouragement	17	37.78	32	32.00	49	33.80
Books and stationery	22	48.89	26	26.00	48	33.10
Parental support	17	37.78	13	13.00	30	20.69
Peer support	1	2.22	17	17.00	18	12.41
Punishment in school	3	6.67	7	7.00	10	6.90
Dress/uniform/bags	2	4.44	6	6.00	8	5.52
Don't want to go to school again	0	0	2	2.00	2	1.38

A considerable number of dropout children (40%) from both the districts could rejoin school if they get food and snacks in time. The other conditions they put forward to rejoin the schools are teacher's encouragement, books and stationery support, parental support and peer support. Some of them even said that peer support and absence of punishment in the school would also encourage them to rejoin the school.

3.6. Causes of School Dropout

3.6.1. Common causes

Causes of dropout as expressed by head-teachers and teachers

As reported by the head-teachers of Siraha and Dhading, the common causes of dropout range from a maximum of poverty¹(93.10%), illiteracy² (58.62%), household chores³ (31.03%), lack of awareness⁴ (27.59%) to a minimum of large number of children⁵ (3.45%), engagement in seasonal jobs (3.45%) and going for abroad employment (3.45%) (Table 3.30). District-wise, the head-teachers of Siraha district pointed poverty (88.89%) followed by lack of parental awareness (66.67%), inability of parents to feed in time⁶ (44.44%), inability to afford stationery and books⁷ (44.44%) and household chores (33.33%) as the most common causes behind school dropout. In case of Dhading district, the head-teachers outlined poverty (95.00%) illiteracy (80.00%), household chores (30.00%) and looking after the younger siblings (20.00%) as the common causes for the dropouts.

The majority of the teachers of both the districts also pointed out poverty (79.31%) as the common cause of school dropout followed by household chores (68.97%), illiteracy (51.72%) and not getting meal in time (34.48%). Majority of the teachers in Siraha (55.56%) pointed out not getting meal in time (55.56%) as the third common cause of school dropout whereas illiteracy was the third common cause of dropout in the eyes of Dhading teachers.

¹ Poverty indicates the financial constraints and scarcity of resources among the parents creating situation in which they are unable to buy stationery, dress, snacks and learning materials for their children. This also indicates the inability of parents to send their children to school as the children will have to be engaged in wage earning to support the family.

² Illiteracy refers to the lack of basic literacy skills among the parents who can not read and write and do simple calculation.

³ Household chores include in different household business such as fetching water, collecting fire woods, cleanliness of the house and cowshed, dish washing, cooking food, transporting snacks (*Arni*) to the field for the people who are working there, guarding field to protect the crops from the monkeys.

⁴ This indicates the lack of awareness among the parents to send their children to school mainly because they are not aware of the value of education for their children.

⁵ Large number of children refers to the large family size in which the parents hesitate to send all the children to school due to the lack of resources.

⁶ As the parents have to leave for field work early in the morning and come back for lunch only in the late morning around 11 o'clock, the children do not get food before school time.

⁷ Due to the lack of cash money at hand the parents can not buy books and stationery for their children.

Table 3.30. Common causes of dropouts as reported by Head-teachers and teachers

Causes of dropouts	Districts				Total (N=29)	
	Siraha (N=9)		Dhading (N=20)			
Head-teachers	Number	Percent	Number	Percent	Number	Percent
Poverty	8	88.89	19	95.00	27	93.10
Illiteracy	1	11.11	16	80.00	17	58.62
Household chores	3	33.33	6	30.00	9	31.03
Lack of awareness	6	66.67	2	10.00	8	27.59
Inability to afford stationery and books	4	44.44	2	10.00	6	20.69
Inability of parents to feed in time	4	44.44	2	10.00	6	20.69
Dharalo (looking after the younger siblings)	0	0.00	4	20.00	4	13.79
Distance	0	0.00	4	20.00	4	13.79
Lack of school dress ⁸	2	22.22	1	5.00	3	10.34
Gothalo (looking after the cattle)	1	11.11	2	10.00	3	10.34
Failure in exams	0	0.00	2	10.00	2	6.90
Educated unemployment ⁹	0	0.00	2	10.00	2	6.39
Large number of children	0	0.00	1	5.00	1	3.45
Engagement in seasonal job	0	0.00	1	5.00	1	3.45
Foreign employment	1	11.11	0	0.00	1	3.45
Teachers						
Poverty	6	66.67	17	85.00	23	79.31
Household chores	6	66.67	14	70.00	20	68.97
Illiteracy	3	33.33	12	60.00	15	51.72
Not getting meal in time	5	55.56	5	25.00	10	34.48
Gender discrimination by parents	1	11.11	6	30.00	7	24.14

⁸ Schools have prescribed uniform dress for all the children studying in school and the children request their parents to buy the school uniform for them. As the parents can not afford it, their children feel humiliated to go to school without uniform on one hand and they also feel bad to send their children to school without school dress on the other.

⁹ As there are many youths in the labour market who are still unemployed after school education, the parents feel that the situation of unemployment will remain more acute in the future and their children will have very limited scope in the job market even if they enter the job with good education. Therefore, they would rather keep the children at home to support themselves in their household jobs rather than sending them to school. Also they feel that present education is not skill oriented which could otherwise provide immediate return from education.

Causes of school dropout as expressed by parents and their children

Table 3.31 depicts that majority of the parents mentioned financial constraints (63.45%) as the major common cause followed by household chores (41.38%), work in the field/cattle grazing (29.66%), no interest in study¹⁰ (22.07%) and looking after younger siblings (20.69%). The dropout children pointed out their involvement in the household chores as the major common cause (39.31%) of their dropout followed by their no interest in study (17.24%), lack of books and stationery (17.24%) and overage/underage¹¹ (14.48%). As depicted in Figure 3.4 6 years of age rightly presents the appropriate age of the students enrolled in grade one the students below this age i.e. 5, are known as under-aged students. The students beyond 6 years of age are identified as overage students for grade one. This observation about higher number of overage grade one students very much resembles with the findings presented in Table 3.10 where more than 50.00 percent dropout students show an overage pattern. Except for the major common causes, the children of Dhading and Siraha differed in their opinion about the causes of the dropout. The students of Siraha mentioned no interest in study (40.00%) as the second common cause followed by parents' prohibition to go to school¹² (13.33%) and difficulty in study¹³ (8.89%). However, the children of Dhading mentioned lack of books and stationery (23.00%) as the second common cause followed by distance and over age (19.00%), *dharalo* (looking after younger siblings) (16.00%) and failure in exams¹⁴ (14.00%) for their dropout.

¹⁰ As the children obviously do not recognise the value of education, they do not simply want to go to school and put effort in study. They are rather happy playing with their friends in the community. Also they find their peer group staying at home and spending nice time doing nothing which also encourages them to dropout of the school.

¹¹ Overage normally refers to the age which is higher than required admission in certain level i.e. a student of 8 years of age enrolled in grade one is referred as an over age student. Some of the children have already passed out their age for going to primary school as they dropped out. They feel that they are too old to attend school with their younger counterparts.

¹² The parents prohibit children to go to school in cases such as a) when the children do not complete the assigned jobs in time, b) when the next kin reaches school –going age, the parents feel that the school going children should be replaced by the new ones c) the parents also want to give more responsibility to the child in household affairs

¹³ Some subjects such as English, Maths, Nepali are difficult for them to comprehend. Also, since the prescribed text materials are not available in their native language, they find more difficulty in comprehending the texts in second languages.

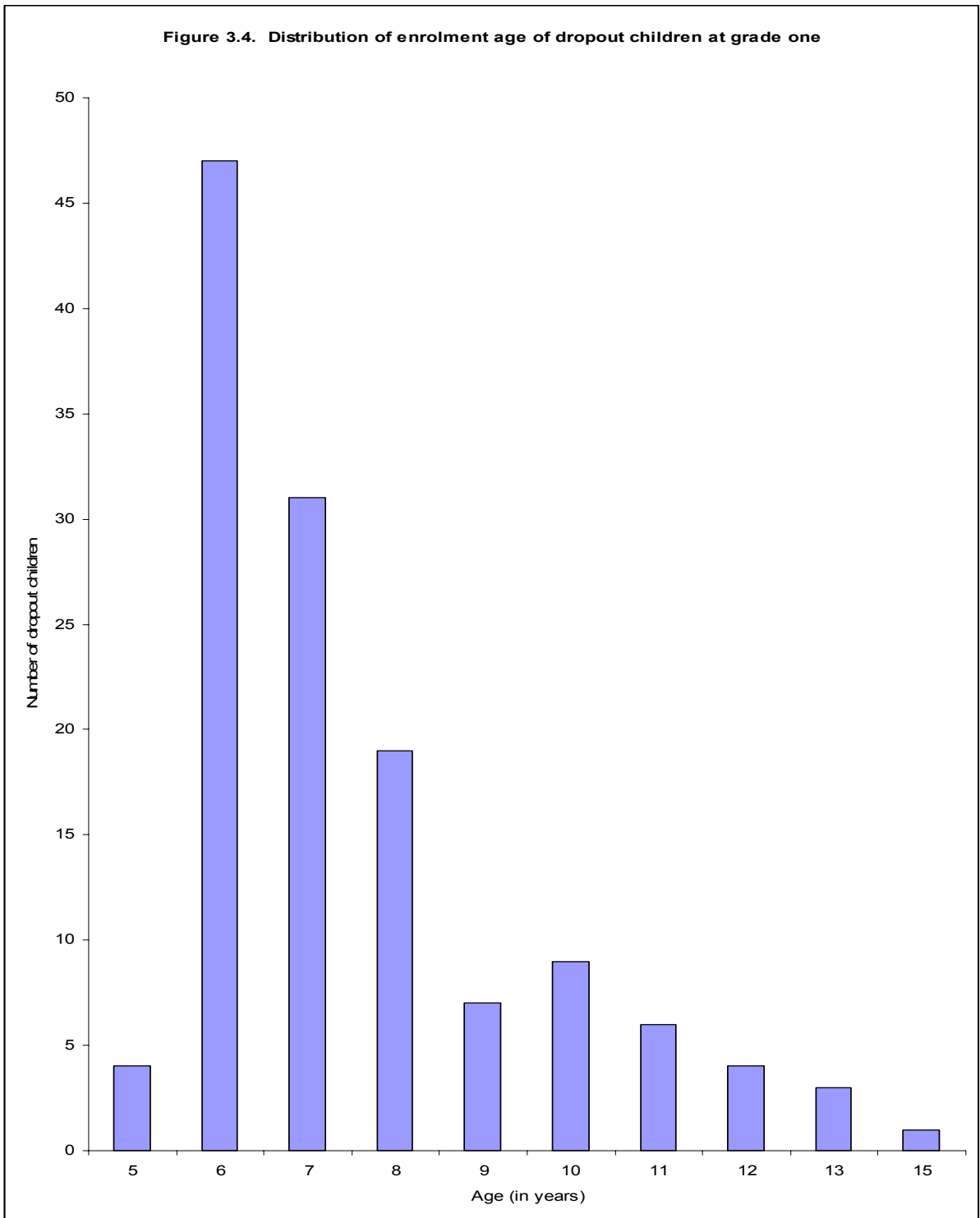
¹⁴ If the children fail in exams time and again, the parents do not want them to stay in the same grade every year and the children also feel humiliated to continue their study with the juniors.

Table 3.31. Common causes of dropouts as expressed by parents and dropout children

Common Causes	Districts				Total (N=145)	
	Siraha (N=45)		Dhading (N=100)		Number	Percent
Parents	Number	Percent	Number	Percent		
Financial constraints	34	75.56	58	58.00	92	63.45
Household chores	30	66.67	30	30.00	60	41.38
Field work and cattle grazing	5	11.11	38	38.00	43	29.67
No interest in study	3	6.67	29	29.00	32	22.07
Looking after younger siblings	3	6.67	27	27.00	30	20.69
Failure in exams	5	11.11	23	23.00	28	19.31
Helping family members ¹⁵	4	8.89	12	12.00	16	11.03
Frequent loss of learning materials	6	13.33	5	5.00	11	7.59
Dropout children						
Involvement in household chores	20	44.44	37	37.00	57	39.30
No interest in study	18	40.00	7	7.00	25	17.24
Lack of books and stationery	2	4.44	23	23.00	25	17.24
Overage/underage	2	4.44	19	19.00	21	14.48
Parents' prohibition to go to school	6	13.33	14	14.00	20	13.80
Dharalo (to look after younger siblings)	2	4.44	16	16.00	18	12.40
Failure in exams	0	0.00	14	14.00	14	9.67
Difficulty in study	4	8.89	8	8.00	12	8.28
Lack of food/snacks/dress	0	0.00	9	9.00	9	6.21
Engagement in child labour	1	2.22	5	5.00	6	4.14
Punishment in school	2	4.44	3	3.00	5	3.45

¹⁵ The parents take their children along with them in conducting several activities such as selling milk in the nearby market, labour exchange with the neighbours for carrying out field work and those activities which need more than one person in order to complete the job.

Figure 3.4. Distribution of enrolment age of dropout children at grade one



Causes of school dropout as expressed by SMC members/Community Leaders and School Supervisors/Resource Persons

As indicated by the figures in Table 3.32, School Management Committee (SMC) members and the community leaders cited poverty (43.10%) as the most common cause of school dropout followed by illiteracy (32.76%) and household chores (17.24%). Not getting food in time (11.11%) was cited by SMC members and community leaders of Siraha district only as another common cause of dropout.

Table 3.32. Causes of dropout as mentioned by SMC members and community leaders

Causes of dropouts	Districts				Total (N=58)	
	Siraha (N=18)		Dhading (N=40)		Number	Percent
	Number	Percent	Number	Percent		
Poverty	7	38.89	19	47.50	25	43.10
Illiteracy	3	16.67	16	40.00	19	32.7
Household chores	3	16.67	7	17.50	10	17.24
Failure in exams	1	5.56	2	5.00	3	5.17
Not getting food in time	2	11.11	0	0.00	2	3.45
No value given to education	1	5.56	1	2.50	2	3.45
Early marriage	0	0.00	1	2.50	1	1.72
Lack of functional education	0	0.00	1	2.50	1	1.72

Similarly, for the School Supervisors (SS) and Resource Persons (RPs), poverty, lack of education combined with lack of awareness and ignorance among the parents stood as major common causes of school dropout followed by household chores, inability to get enrolment at the school at appropriate age, lack of functional education, poor physical facilities in school, lack of adequate number of teachers in school, engagement in traditional work and child labour.

Causes of dropout as seen in low and high dropout rate schools

Among the different causes of school dropout, poverty has stood to be the main cause in the opinions of head-teachers both from high dropout schools in Siraha (100%) and Dhading (90.91%). Similar observation was recorded in the responses of the teachers in Siraha district. (Table 3.33a)

Table 3.33a. Causes of dropout as expressed by head-teachers from schools with low and high dropout rate

Causes of dropouts	Siraha (N=9)						Dhading (N=20)					
	Up to 5 (N=3)	Percent	5-20 (N=4)	Percent	20 and above (N=2)	Percent	Up to 5 (N=3)	Percent	5-20 (N=6)	Percent	20 and above (N=11)	Percent
Poverty	2	66.67	2	50.00	2	100.00	3	100.00	6	100	10	90.91
Illiteracy	0	0.00	1	25.00	0	0.00	2	66.67	5	83.33	9	81.82
Dharalo	0	0.00	0	0.00	0	0.00	1	33.33	0	0.00	3	27.27
Household chores	1	33.33	0	0.00	1	50.00	1	33.33	2	33.33	3	27.27
Distance	0	0.00	0	0.00	0	0.00	1	33.33	0	0.00	3	27.27
Inability to feed in time	2	66.67	2	50.00	0	0.00	0	0.00	0	0.00	2	18.18
Educated unemployment	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	1	9.09
Failures in exams	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	1	9.09
Lack of school dress	1	33.33	0	0.00	1	50.00	0	0.00	0	0.00	1	9.09
Gothalo	0	0.00	1	25.00	0	0.00	0	0.00	1	16.67	1	9.09
Lack of awareness	0	0.00	3	75.00	2	100.00	0	0.00	1	16.67	1	9.09
Inability to afford stationery and books	0	0.00	1	25.00	0	0.00	0	0.00	1	16.67	1	9.09
Large number of children	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	9.09
Engagement in seasonal job	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	9.09
Go for abroad employment	0	0.00	1	25.00	0	0.00	0	0.00	0	0.00	0	0.00

However, teachers from both low dropout and high dropout schools from Siraha put illiteracy of parents as the prime factor behind dropout followed by household chores (Table 3.33b).

Table 3.33b. Causes of dropout as expressed by teachers from schools with low and high dropout rate

Causes of dropouts	Siraha (N=9)						Dhading (N=20)					
	Up to 5 (N=3)	Percent	5-20 (N=4)	Percent	20 and above (N=2)	Percent	Up to 5 (N=3)	Percent	5-20 (N=6)	Percent	20 and above (N=11)	Percent
Illiteracy	2	66.67	2	50	1	50	3	100	6	100	9	81.82
Poverty	2	66.67	2	50	2	100	2	66.67	6	100	7	63.64
Household chores	0	0	3	75	1	50	2	66.67	1	16.67	7	63.64
Gender discrimination	0	0	2	50	1	50	0	0	2	33.33	3	27.27
Harassment from school/house	1	33.33	0	0	1	50	0	0	3	50	1	9.09
Failure in exam	0	0	0	0	0	0	0	0	0	0	1	9.09
Not getting meal in time	1	33.33	2	50	1	50	0	0	1	16.67	0	0.00

Similarly, children from high dropout schools in Siraha (80%) and Dhading (37.5%) rated household chores as the major cause of dropout followed by no interest in study and lack of books and stationery (Table 3.33c).

Table 3.33c. Causes of dropout as expressed by the dropout children from schools with low and high dropout rate

Causes of dropouts	Siraha (N=45)						Dhading (N=100)					
	Up to 5 (N=15)	Percent	5-20 (N=20)	Percent	20 and above (N=10)	Percent	Up to 5 (N=14)	Percent	5-20 (N=30)	Percent	20 and above (N=56)	Percent
Help in household chores	3	20.00	9	45.00	8	80.00	4	28.57	12	40.00	21	37.50
Lack of books and stationery	2	13.30	0	0.00	0	0.00	3	21.43	7	23.30	13	23.20
Dharalo (to look after) younger siblings	1	6.67	1	5.00	0	0.00	0	0.00	4	13.30	12	21.40
Parents' prohibition to go to school	3	20.00	0	0.00	3	30.00	1	7.143	2	6.67	11	19.60
Over age	1	6.67	0	0.00	1	10.00	3	21.43	6	20.00	10	17.90
Lack of food/snacks/dress	0	0.00	0	0.00	0	0.00	1	7.14	2	6.67	6	10.70
No interest in study	5	33.30	8	40.00	5	50.00	0	0.00	2	6.67	5	8.93
Failure in exams	0	0.00	0	0.00	0	0.00	6	42.86	3	10.00	5	8.93
Punishment in school	0	0.00	2	10.00	0	0.00	0	0	0	0.00	3	5.36
Difficult in study	0	0.00	3	15.00	1	10.00	1	7.14	4	13.30	3	5.36
Engagement in child labour	1	6.67	0	0.00	0	0.00	3	21.43	2	6.67	0	0.00

The parents also put the prime cause of dropout as poverty in both the districts from both low and high dropout schools with an addition of household chores, cattle grazing, failure in exams and looking after the younger siblings (Table 3.33d).

Table 3.33d. Causes of dropout as expressed by the parents of dropout children from schools with low and high dropout rate

Causes of dropouts	Siraha						Dhading					
	Up to 5 (N=15)	Percent	5-20 (N=20)	Percent	20 and above (N=10)	Percent	Up to 5 (N=14)	Percent	5-20 (N=30)	Percent	20 and above (N=56)	Percent
Financial constraints	13	86.67	13	65.00	8	80.00	8	57.14	15	50.00	35	62.50
No interest in study	0	0.00	2	10.00	1	10.00	2	14.29	8	26.67	19	33.93
Field work and cattle grazing	0	0.00	4	20.00	1	10.00	10	71.43	9	30.00	19	33.93
Looking after younger siblings	1	6.67	0	0.00	2	20.00	6	42.86	4	13.33	17	30.36
Household chores	14	93.33	9	45.00	7	70.00	2	14.29	14	46.67	14	25.00
Failure in exams	1	6.67	1	5.00	3	30.00	7	50.00	8	26.67	8	14.29
Helping family members	0	0.00	1	5.00	3	30.00	2	14.29	3	10.00	7	12.50
Frequent loss of learning materials	0	0.00	5	25.00	1	10.00	2	14.29	3	10.00	0	0.00

3.6.2. Specific causes

Girl children

Specific causes of girls' dropout as pointed out by teachers, parents, SMC members and community leaders and school supervisors and RPs mainly concentrated on poor economic status followed by household chores, gender discrimination, illiteracy, and not getting food in time. The other causes of girl children dropout as outlined by them are:

- Early marriage,
- Lack of awareness about the value of education,
- Lack of school dress,
- No/little incentives for girls,
- Traditional customs, beliefs and practices,
- More interest in play than in study, and
- Parental ignorance

The weightage given to the causes by the different respondents is given in the following tables.

Table 3.34a. Specific causes of girls' dropouts as responded by groups of teachers

Causes of dropouts	Districts					
	Siraha (N=9)		Dhading (N=20)		Total (N=29)	
	Number of responses	Percent	Number of responses	Percent	Number of responses	Percent
Poverty	6	66.67	17	85.00	25	86.21
Household chores	5	55.56	15	75.00	20	68.97
Gender discrimination	6	66.67	10	50.00	16	55.17
Illiteracy	0	0.00	12	60.00	12	41.38
Not getting meal in time	2	22.22	1	5.00	3	10.35
Harassment from school/house	0	0.00	1	5.00	1	3.45

As Table 3.34a indicates, the main causes of girls' dropout according to the teachers are poverty, household chores, gender discrimination, and illiteracy.

Table 3.34b. Specific causes of girls' dropouts as responded by SMC members and community leaders

Causes of dropouts	Districts					
	Siraha (N=18)		Dhading (N=40)		Total (N=58)	
	Number	Percent	Number	Percent	Number	Percent
Not aware of the value of education	4	22.22	26	65	30	51.72
Poverty	7	38.89	8	20.00	15	25.86
Household chores	3	16.67	11	27.50	14	24.14
Illiteracy	4	22.22	8	20.00	12	20.69
Not getting food in time	2	11.11	10	25.00	12	20.69
Early marriage	2	11.11	7	17.50	9	15.52
Unemployment problem	0	0.00	1	2.50	1	1.72
Failure in exams	1	5.56	1	2.50	1	1.72

Table 3.34b presents a slightly different picture about the dropout case of girls. The SMC members and community leaders rated parental ignorance/little awareness about the value of education as the main cause of girls' dropout followed by poverty, household chores and early marriage.

Table 3.34c. Specific causes of girls' dropout as responded by parents

Causes of dropouts	Siraha (N=45)		Dhading (N=100)		Total (N=145)	
	Number	Percent	Number	Percent	Number	Percent
Economic scarcity	26	57.78	35	35.00	61	42.10
Household chores	34	75.56	26	26.00	60	41.40
Dharalo (looking after younger siblings)	24	53.33	17	17.00	41	28.28
Lack of school dress	25	55.56	6	6.00	31	21.40
Early marriage	11	24.44	17	17.00	28	19.30
Interest in playing than study	0	0.00	24	24.00	24	16.60
Not getting food in time	18	40.00	4	4.00	22	15.20
Failure in exam	1	2.22	11	11.00	12	8.28

Table 3.34c shows that the parents also shared their responses with the teachers to put poverty (economic scarcity) as the main cause of girls' dropout followed by household chores, dharalo, lack of school dress and not getting food in time.

Dalit children

As the figures in Table 3.35a indicate, groups of teachers, community leaders and SMC members and school supervisors as well as RPs specifically outlined poverty as the prime cause of dropout of the dalit children. They further pointed out the following causes as specific causes of dalit children's dropout situation:

- Illiteracy among parents,
- Household chores,
- Lack of awareness among parents,
- Parental ignorance,
- No or little incentives for the dalit children,
- Not getting food in time,
- Cattle grazing.

Table 3.35a. Specific causes of dalit and ethnic dropouts as responded by SMC members and community leaders

Causes of dropouts	Dalit children						Ethnic children					
	Siraha (N=9)		Dhading (N=20)		Total		Siraha (N=9)		Dhading (N=20)		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Poverty	8	88.89	18	90.00	26	89.66	8	88.89	18	90.00	26	89.66
Household chores	4	44.44	12	60.00	16	55.17	3	33.33	12	60.00	15	51.72
Illiteracy	1	11.11	10	50.00	11	37.93	1	11.11	13	65.00	14	48.28
Not getting meal in time	3	33.33	0	0.00	3	10.35	4	44.44	1	5.00	5	17.24
Harassment from school/house	0	0.00	2	10.00	2	6.90	0	0.00	2	10.00	2	6.90
Gender discrimination	0	0.00	1	5.00	1	3.45	0	0.00	1	5.00	1	3.45
Dissatisfaction with school	1	11.11	0	0.00	1	3.45	0	0.00	0	0.00	0	0.00
Failure in exams	0	0.00	3	15.00	3	10.35	0	0.00	0	0.00	0	0.00

Ethnic children

The respondents being the teachers, community leaders and SMC members and the school supervisors, they unanimously pointed out poverty and illiteracy among parents as the most obvious causes of dropout of the ethnic children. Furthermore, household chores, parents' carelessness, poor physical facilities in schools and not getting food in time were the other specific causes of ethnic children dropout. (Table 3.35b)

Table 3.35b. Specific causes of dropouts of dalit and ethnic children as reported by SMC members and community leaders

Causes of dropouts	Dalit children						Ethnic children					
	Siraha (N=18)		Dhading (N=40)		Total (N=58)		Siraha (N=18)		Dhading (N=40)		Total (N=58)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Household chores	3	16.67	10	25.00	13	22.41	13	72.22	22	55.00	35	60.34
Poverty	7	38.89	25	62.50	32	55.17	7	38.89	19	47.50	26	44.83
Illiteracy	4	22.22	21	52.50	25	43.1	4	22.22	19	47.50	23	39.66
Not getting food in time	6	33.33	11	27.50	17	29.31	4	22.22	1	2.50	5	8.621
Not aware of the value of education	1	5.56	0	0.00	1	1.72	1	5.56	3	7.50	4	6.90
Unemployment problem	0	0.00	0	0.00	0	0.00	0	0.00	1	2.50	1	1.72
Failure in exams	2	11.11	2	5.00	4	6.90	1	5.56	0	0.00	1	1.72
Early marriage	0	0.00	1	2.50	1	1.72	0	0.00	0	0.00	0	0.00

Disabled children

To point out the specific causes of dropout of disabled children, the teachers, the SMC members and community leaders along with the school supervisors and RPs unanimously mentioned poverty and illiteracy of parents as the dominant causes. They pointed out the following as the other specific causes of disabled children's dropout from the school:

- Fear of unemployment
- Not getting food in time
- Lack of school facilities
- No incentives
- Humiliation by friends in school

3.6.3. Most influential causes

The respondents were asked to point out the most influential causes that contributed to the dropout of children from formal schools. The most serious causes as expressed by the teachers,

parents of dropout children, dropout children themselves and the SMC members and community leaders in order of priority are (Table 3.36):

- Poverty,
- Household chores,
- Illiteracy of the parents,
- Dharalo (looking after younger siblings)
- Not getting food in time,
- Failure in exams,
- Gothalo (cattle grazing)
- No interest in study among the children,
- Parental indifference in sending children to school,
- Difficulty in study,
- Parents' prohibition to go to schools,
- Field work/cattle grazing

Table 3. 36. Most influential causes of school dropout

Most influential causes	Districts				Total	
	Siraha	Percent	Dhading	Percent	Number	Percent
Head-teachers	N=9		N=20		N=29	
Poverty	6	66.67	12	60.00	18	62.10
Illiteracy	1	11.11	3	15.00	4	13.80
Dharalo (Looking after younger siblings)	0	0.00	2	10.00	2	6.90
Gothalo (Looking after cattle)	0	0.00	2	10.00	2	6.90
Lack of parental awareness	2	22.22	0	0.00	2	6.90
Inability to afford stationery and books	0	0.00	1	5.00	1	3.45
Teachers	N=9		N=20		N=29	
Poverty	7	77.78	7	35.00	14	48.30
Illiteracy	0	0.00	8	40.00	8	27.60
Household chores	1	11.11	4	20.00	5	17.20
Failure in exam	0	0.00	1	5.00	1	3.45
Parents	N=45		N=100		N=145	
Financial constraints	34	75.56	71	71.00	105	72.41
Household chores	14	31.11	46	46.00	60	41.38
No interest in study	0	0.00	7	7.00	7	4.83
Fieldwork, cattle grazing	3	6.67	2	2.00	5	3.45
Looking after younger siblings	0	0.00	4	4.00	4	2.76
Failure in exams	1	2.22	1	1.00	2	1.38
Frequent loss of learning materials	2	4.44	0	0.00	2	1.38
Children	N=45		N=100		N=145	
Help in household chores	27	60.00	63	63.00	90	62.07
Dharalo (to look after younger siblings)	13	28.89	48	48.00	11	42.07
Not interested in study	12	26.67	5	5.00	17	11.70
Parents' prohibition to go to school	3	6.67	6	6.00	9	6.21
Lack of books and stationery	2	4.44	5	5.00	7	4.83
Failure in exams	0	0.00	7	7.00	7	4.83
Lack of food/snacks/dress	0	0.00	5	5.00	5	3.45
Difficulty in study	3	6.67	1	1.00	4	2.76
Engagement in child labour	1	2.22	3	3.00	4	2.76
Punishment in school	2	4.44	1	1.00	3	2.07
SMC /Community leaders	N=18		N=40		N=58	
Poverty	15	83.33	32	80.00	37	81.03
Illiteracy	9	50.00	21	52.50	30	51.70
Household chores	5	27.78	7	17.50	12	20.70
Not getting food in time	8	44.44	2	5.00	10	17.20
Failure in exams	5	27.78	1	2.50	6	10.30
Unemployment problem	1	5.56	1	2.50	2	3.45
Interest to go to boarding school	0	0.00	1	2.50	1	1.72
Not aware of the value of education	0	0.00	1	2.50	1	1.72

The above table summarises the most influential causes of school dropouts as perceived by the key respondents. It is clear from their perception that there are some common causes of dropout that stand out and over others. The most influential causes that are commonly perceived by the key respondents are, therefore, related to poor economic condition of the parents, illiteracy of parents, engagements in household chores, low level of parental awareness about the value of education, no or little interest in study, failure in examination and child labour. School dropout is thus an outcome of a host of factors that have a telling effect on the retention of children in the primary grades of the school.

Girl children

The most influential/specific causes of the girl children's dropout, as pointed out by the respondents, are (as per the Table 3.34a, b and c):

- Poverty
- Gender discrimination
- Engagement in household chores
- Illiteracy of the parents
- Parental awareness on the value of girls' education
- Dharalo
- Not getting meal in time
- Lack of school dress
- Early marriage
- Failure in exams
- Harassment from school and home

Dalit children

As in the case of girls, the most influential causes of dalit children's dropout as pointed out by the respondents, are poverty, household chores, not getting food in time, illiteracy of parents, failure in exams, dissatisfaction with school and little awareness about the value of education. Similarly, social discrimination both in the community and schools and parental expectation to support their traditional occupation were also pronounced as dalit specific dropout causes (Table 3.35a and b).

Ethnic children

The ethnicity specific causes of dropout or the most influential causes, as pointed out by the respondents, are (Table 3.35a and b):

- Poverty
- Household chores
- Illiteracy
- Not getting food in time
- Lack of awareness among parents
- Gender discrimination
- Parental carelessness
- Poor physical facilities in school
- Traditional values and practices

Some selected cases of dropout children

Case 1

Age of the child: 11 years
Gender: Female
Caste Chhetri (Thakuri)

District: Dhading
Dropout grade: 1
Family size: 19 people

Brief Description:

She has 4 stepmothers including her own mother. The girl has a habit of eating soil and parents know about it. She dropped out of school at grade one because her friends teased her for her habit of eating soil. Her parents have neither sought for any remedy to her habit nor have tried to send her back to school. Ironically, this girl happens to be the near relative of the SMC chair of the school from where she dropped

Issue:

She wants to rejoin the school if she could get rid of this ill habit and her parents make an effort to create an appropriate environment.

Case . 2

Age of the child: 7 years

Gender: Female

Caste: Magar

District: Dhading

Dropout grade: 1

Brief Description:

The girl child has a step mother who is very strict and tough. She wants to go to school but her step mother does not permit her to rejoin the school. She said if someone takes her away from her home, she would like to rejoin the school.

Issue:

Her father never tried to send her back to school. He could not do anything due to the strictness of his wife. He said that he is helpless in this aspect to independently decide about his daughter's education.

Case 3

Gender: Male

Age: 12 years

Caste: Thakur (untouchable)

District: Siraha

Dropout grade 1

Brief Description:

One day the boy lost his pencil while going to school. He told about it to his father. It made him very angry. Consequently, the father beat his son very badly. Because of this, he left school. The parents also did not show any concern toward this issue.

Issue:

His parents punished him for a simple cause. They do not seem to be concerned for the education of their child.

Case 4

Age: 15 years

Gender: Male

Caste: Brahmin

District: Dhading

Dropout grade: 1

Nature of the child: Disabled (mentally

Brief Description:

As the researcher went to see him at his residence, he ran away. The researcher, after several attempts, was able to talk to him. The boy studied in grade one for 8 years and left school 2 years back. His family members are all literate and some are even educated. In eight years time, he could only learn the first 5 letters of the Nepali alphabet. The child wants to go to school again. Despite his strong will, he could not go back to the school.

The parents would be happy to send him back to school because nobody will have to attend him at home if he is sent back to school. None of the family members really bothered about his education.

The school does not want to enrol him again. They think that he will simply be a repeater and can not progress in his study.

Issue:

No disability friendly environment was found both in the school and home. Parents and family members have poor attitude toward the education of this mentally retarded boy. The boy was not supported by the teachers to rejoin the school.

Case : 5

Age: 8 years

Gender: Female

Caste: Thakur

District: Siraha

Dropout grade 1

Brief Description:

The girl under this case dropped from the school because she did not have a pencil and a copy. After the dropout, she started looking after the goats. When asked if she likes to rejoin the school, she answered in the affirmative. But she should be given a pencil and a copy for the restart.

She was wearing a half torn skirt only. She was almost naked but she did not take note of this.

Issue:

The parents could not provide stationery support to their daughter. They were also not aware of the need of girl education. Would the family of this girl treat her this way if she were a boy?

3.7. Role of Key Stakeholders

The key stakeholders have major roles to play in reducing dropout in schools. The respondents were asked to record their experiences in their respective areas in relation to the dropout situation and the measures adopted by them in order to reduce the dropouts. The following sections deal with the responses of the respondents on efforts made by the key stakeholders to reduce dropout and to retain their expected roles in order to bring the dropout children back to school.

3.7.1. Measures adopted to retain children in school

The responses from the respondents indicate that efforts have been made by various agencies to retain the children in schools. The parents were asked to record their responses on various supports and incentives that their children received for their retention in the school. Their responses on this aspect and the adequacy and timely availability of such supports are given in the following tables:

Table 3.37. Parents' response on the support and incentive received by their children

Supports provided	Siraha (N=45)		Dhading (N=100)		Total (N=145)	
	Boys	Girls	Boys	Girls	Boys	Girls
Books	38 (84.44)	38 (84.44)	53 (53.00)	49 (49.00)	91 (62.80)	87 (60.00)
Stationery	7 (15.56)	7 (15.56)	16 (16.00)	20 (20.00)	23 (15.90)	27 (18.60)
Clothes	0 (0.00)	0 (0.00)	24 (24.00)	23 (23.00)	24 (16.60)	23 (15.90)
Scholarships	2 (4.44)	2 (4.44)	14 (14.00)	14(14.00)	16 (11.00)	16 (11.00)
Bags	0 (0.00)	0 (0.00)	12 (12.00)	11(11.00)	12 (8.30)	11(7.60)
Shoes	1(2.22)	0 (0.00)	2 (2.00)	2 (2.00)	3 (2.10)	2 (1.40)

Note: Figures in the parentheses indicate the percentage.

As the table indicates, the parents were still not fully aware about the support and incentive packages provided to their children. The children of primary grades get free textbooks from the government but only about 60 percent of the parents are aware of the supply of the free textbooks to their children. In case of Siraha, the parents are not even aware about the dress support that the girl children get in terms of school dress. One of the causes of school dropout

can be related to the lack of awareness among the parents about the supports and incentives provided to their children.

In addition to the supports mentioned above, the respondents were further asked to record their opinions on the measures adopted by various agencies in their community to retain the children in the school. The main agencies which have contributed to retain the children in school are the school itself, SMC, PTA, DEO, community and (I)NGOs. A brief summary of the measures adopted by these agencies, as reported by the respondents are as follows:

School:

- Conducted counselling programmes to the parents and children,
- Organised door to door visit to convince parents to send their children to school regularly,
- Organised meetings with the parents and students and requested the parents not to compel their children to stay at home,
- Provided scholarships to dalits, girls and disadvantaged children

SMC:

- Tried to convince parents through informal visits and meetings
- Advising parents and motivating them to send their children regularly to school
- Organising occasional interaction between school and parents

PTA:

The respondents did not mention anything about the substantial efforts made by the PTAs. Only the sporadic efforts made by the PTAs are recorded as being counselling and teacher-parents-students meetings only occasionally.

DEO:

The major role that the DEO has played to retain children in school is through acts like distribution of the books and scholarships. Some of the head-teachers pointed out that the DEO has also organised awareness programmes and sometimes, cultural programmes to motivate

parents and children to stay in the school to continue learning through the grades of primary level. Occasional monitoring and training through the RPs and SSs were also recorded as the roles performed by the DEO officials.

Community:

As done by the SMC members, some of the communities were also found to have conducted awareness programmes in the villages to motivate parents to retain their children in the school.

(I)NGOs:

Some of the NGOs and INGOs have conducted different programmes in the districts and the schools and children were found to have used some of their services. Some of the measures taken by such organisations to help retain the children were recorded as:

- Counselling service
- Door to door visit
- Stationery support
- School building construction (Room to Read in Dhading, for example)

3.7.2. Measures to be adopted to retain children in school

The respondents have suggested some of the measures to be adopted by the various agencies which they think could contribute to retain children in schools. Some of the measures pointed out by the respondents are:

- The parents should be given some financial support so that their children can be released from their household work and continue their study.
- As many of the rural people can not afford to buy stationery and are forced to discontinue their children in school, some stationery support would help their children to stay in the school.
- Frequent awareness programmes at various levels should be organised in the community so that both the parents and children can realise the value of education and continue their study.

- As many children do not have access to nutritious food and they can not bring tiffin to school, tiffin facility was demanded by the respondents to motivate the children to go to the school and ensure their retention.
- The respondents also pointed out the need to improve the physical facilities of the schools in order to make students stay in the school comfortably.
- Close relationship between school and community should be there to retain children in the schools.

3.7.3. Measures to be adopted to bring children back to school

As many children have discontinued their schools for various reasons, it is now a big challenge for everyone to bring them back to school again. The respondents were asked to suggest possible measures to bring the dropped out children back to their mother schools or any school of their choice and access. The main measures suggested by them are presented as follows:

- Provide intensive counselling to the parents and children
- Ensure reward to the children if they go back to their schools again
- Motivate parents and children to rejoin schools
- Bring food for education programme to their community and provide food to those who rejoin the school
- Provide school uniform/dress to the children and attract them to school
- Launch massive awareness programmes in the community to reduce gender discrimination and inform the parents and children about the incentives provided by the different agencies including scholarships and other support
- Initiate income generating programmes for the parents so that they can raise their income and send their children back to the school again
- Activise and empower Mothers' Groups and *cheli beti* groups to convince them to send the girl children back to school
- Organise door to door visits to advise and convince parents about the value of education.
- Provide learning materials to the poor children who can not afford to buy them.
- Improve physical facilities to ensure comfortable stay of the children in the school during the school hours
- Make the parents aware about the need to provide meal to their children in time

- Make the head-teachers and teachers proactive in bringing the dropout children back to school
- Organise regular meetings with the parents and community members to strengthen ties between the school and community
- Monitor the school activities regularly through the DEO, school supervisors, RPs, SMCs and community to ensure smooth operation of the school.

3.8. Strategies to be Adopted to Retain the Stakeholders' Roles

In order to retain/sustain the roles of key stakeholders, the respondents suggested the following strategies:

- Continuation of supportive roles of the key stakeholders
- Establishment of a co-ordination mechanism at the local level to bring all the key stakeholders together to make concerted efforts to reduce the dropout problem in school
- Involvement of the NGOs in the community activities by organising programmes in collaboration with the local communities
- Initiation and sustenance of close and cordial relationship between the school and community through community involvement
- Activation of the PTA to exercise its role in motivating parents to contribute to reduction of the dropout problem by helping to create a supportive school environment
- Management and monitoring of incentive and scholarship programme to ensure its effective implementation
- Capacity building of the stakeholders to enable them to contribute to the creation of joyful learning environment in the school.

CHAPTER – 4

MAJOR FINDINGS AND RECOMMENDATIONS

4.1. Major Findings

Based on the field study and analysis of data, the following major findings are drawn:

1. Majority of the teachers (54.00%) teaching in the primary level in the sample schools of both districts have SLC qualification.
2. Majority of the teachers (56.56%) have training ranging from a minimum of 2.5 months to a maximum of 10 months.
3. The percentage of fully trained (10 months) teachers in both the districts (42.86% in Siraha and 16.44% in Dhading) is higher than the percentage of teachers with 2.5 to 7.5 months training. The percentage of untrained teachers is found to be 43.44.
4. Majority of the teachers (59.85%) have teaching experience below 15 years. Further, more than a quarter of the teachers are found to have less than 5 years experience.
5. Physical environment of the sample schools in Dhading district was found better than that of Siraha with respect to school building, classroom and toilet. Separate toilet for girls did not exist in majority of the schools of both the districts. Remaining physical facilities of the schools were found inadequate in both the districts. Also, a considerable number of schools have no physical facilities. Moreover, majority of the students from both the districts were found to have a little play materials as well as instructional materials.
6. Enrolment trend of students in grade one was found increased by 5.6 percent in Siraha from 2057/58 to 2060/61 whereas this increment was 2.4 percent for Dhading for the same period; for grade two it increased by 5.2 percent in Siraha and 1.2 percent in Dhading for the same period; for grade three it remained constant in Siraha but decreased by 13.5 percent in Dhading for the same period of time.
7. Girls enrolment in grade one in Siraha decreased over the years by 5.4 percent whereas in Dhading it increased by 11.96 percent for the same period (2057/58 -2060/61). Grade two enrolment increased by 4.7 percent in Siraha whereas it decreased by 1.97 percent

- in Dhading for the same period. Grade three enrolment increased by 23.08 percent in Siraha whereas it decreased by 24.71 percent in Dhading for the same period.
8. Enrolment of dalit children in grade one shows a decreasing trend in Siraha as demonstrated by 5.63 percent decrease from the year of 2057/58 to 2060/61. In Dhading the trend was increasing by 5.83 percent for the same grade during the same period.
 9. Overall enrolment of ethnic children (boys and girls) was found increased in grade one by 15 percent in Siraha and by 12.57 percent in Dhading during the period of four years (2057/58 – 2060/61).
 10. The overall percentage of repeaters in grade one decreased from 48.7 in 2057/58 to 46.4 in 2060/61 in Siraha while in Dhading it was 47.3 in 2057/58 and 39.5 in 2060/61 for the same grade.
 11. The percentage of dropout children in grade one increased from 5.32 in 2057/58 to 9.36 in 2059/60 in Siraha while in Dhading it was 21.22 to 24.86 during the same period.
 12. The percentage of dropout girl children in grade one increased from 3.83 in 2057/58 to 14.2 in 2059/60 in Siraha whereas it decreased from 24.68 in 2057/58 to 22.66 in 2059/60 in Dhading for the same grade.
 13. The overall percentage of dropout of grade one dalit children decreased from 2.07 in 2057/58 to 1.59 in 2059/60 in Siraha whereas it increased from 4.13 to 7.07 in Dhading for the same period.
 14. An overall percentage of ethnic dropout children in Siraha decreased from 0.89 in 2059/58 to 0.54 in 2059/60 whereas it increased from 9.06 to 12.04 in Dhading for grade one during the same period.
 15. Both underage and overage children are found to have been enrolled in grade one of both the districts and this appears to be one of the causes behind student dropout.
 16. Majority of the parents (64.10%) in both the districts were found to have been engaged in their own agricultural activities followed by daily wages (29.00%).
 17. Majority of the responding parents in Siraha were caste groups (95.60%) whereas they were ethnic groups (78.00%) in Dhading.
 18. Majority of the parents (77.20%) from both the districts were illiterate. Thus, the large number of dropout children were from the families whose parents are illiterate.

19. Majority of the dropout children fall under the age group of 10- 14 (50.34%) followed by the age group of 5-9 (45.52%).
20. Majority of the parents of dropout children fall under the family size ranging from four to ten members in a family. Thus, the dropout children in the sample are more from the large families i.e. more than six members, than the smaller ones.
21. Dhading district has a large number of schools (11 out of 20 schools) under high dropout category compared to Siraha (2 out of 9 schools) in grade one.
22. Comparatively, Siraha had higher girls dropout rate (3.83 percent in 2057/58 to 14.20 percent in 2059/60) than that of boys (6.25 percent in 2057/58 to 6.71 percent in 2059/60) in grade one. A reverse trend was noticed in Dhading.
23. The distance from home to school was not perceived as a problem by majority of the children (56.60%) in both the districts.
24. Majority of the children were found to have dropped out of the school in the same grades they were enrolled with a heavy concentration in grade one.
25. Majority of the dropout students (71.11%) in Siraha expressed that playing with friends was a major cause of their liking of the schools followed by study opportunity (66.67%) whereas for Dhading it was good behaviour of teachers (44.00%) followed by play opportunity (22.00%).
26. The dropout children of Siraha expressed themselves (73.30%) as being mainly responsible for dropping out of school where as in Dhading they blamed their parents (57.00%) for their dropout.
27. Majority of the dropout children are found engaged in household chores (68.00%) in Dhading whereas in Siraha this was 48.89 percent followed by looking after the cattle or cattle grazing (48.89%).
28. The following are found to be the common causes of dropout children as reported by the key respondents:
 - Poverty
 - Household chores
 - Illiteracy
 - Lack of awareness among parents
 - Inability to afford stationery and books

- Inability to feed children in time
- Looking after younger siblings
- Failure in exams
- No interest in study/Difficulty in study
- Work in the field and cattle grazing
- Lack of functional education
- Fear of unemployment
- Parental indifference towards school education
- Poor physical facilities in school
- Child labour
- Early marriage
- Gender discrimination
- Lack of school dress
- Engagement in traditional work
- More interest of children in play than study
- Social discrimination
- Traditional customs, beliefs and practices
- No/little incentive for girls
- Lack of adequate number of teachers in school
- Overage/underage of the children
- Distance

29. Specific causes of the girl children's dropout were found to be:

- Poverty
- Gender discrimination
- Engagement in household chores
- Illiteracy of the parents
- Parental awareness on the value of girls' education
- Dharalo
- Not getting meal in time
- Lack of school dress

- Early marriage
- Failure in exams
- Harassment from school and home

30. Dalit specific causes are:

- Poverty
- Household chores
- Not getting food in time
- Illiteracy of parents
- Failure in exams
- Dissatisfaction with school
- Little awareness about the value of education
- Social discrimination both in the community and schools
- Parental expectation to support their traditional occupation

31. The ethnicity specific causes of dropout are:

- Poverty
- Household chores
- Illiteracy
- Not getting food in time
- Lack of awareness among parents
- Gender discrimination
- Parental carelessness
- Poor physical facilities in school
- Traditional values and practices

32. The specific causes of disabled children dropout are:

- Poverty
- Illiteracy of parents
- Fear of unemployment

- Not getting food in time
- Lack of school facilities
- No incentives
- Humiliation by friends in school

33. The district-wise comparison shows that poverty/financial constraints, household chores, lack of awareness, no interest in study, illiteracy, inability to afford stationery and books, inability to feed in time, frequent loss of learning materials and parents' prohibition to go to school were pronounced as the main causes of dropout by the respondents of Siraha. Similarly, in case of Dhading, poverty, household chores, illiteracy, fieldwork and cattle grazing, lack of books and stationery, and overage were reported to be the main causes of dropout.

34. The most influential causes of dropout children are found to be related to economic status of the parents, socio-cultural practices, environment of home and school and child perception.

35. Majority of the dropout children were found interested to rejoin school. In case of Siraha, about 96 percent children wanted to rejoin school as against 63 percent children in Dhading. Availability of food/snacks in time along with the books and stationery, teachers' encouragement, parental support and peer support were the conditions underscored by the children to rejoin school.

4.2. Recommendations

Based on the analysis of field data and the findings, the following recommendations are made:

1. As majority of the teachers are still untrained and even the trained teachers have made little efforts to create joyful learning environment in the schools, existing teacher training packages are to be changed along the principles of activity-centred, child-friendly learning and the untrained teachers are to be trained in the revised training package.

(This is to retain them in school)

2. It has been found that the case of under age and over age enrolment of children in grade one is strong, which combined with the increasing repetition and dropout rate at this grade, demands a careful application of the following strategies in order to address this problem:

- Opening of ECD centres specially in areas noted for high dropout, repetition and enrolment of underage children.
- Provision of alternative schooling programme to overage children.
- Effective implementation of continuous assessment system (CAS)
- Effective implementation of liberal promotion policy in the early primary grades.
- Development of age specific, not grade specific, learning materials.

(Both to retain them and bring them back to school)

3. To address poverty which stands as a major determiner of school dropout problem, it is recommended that the following strategic measures be adopted by the concerned agencies:

- Local income generating activities such as distribution of rickshaw, cattle, poultry, fruits and vegetable seeds to the targeted parents be initiated in cooperation and consultation with the local NGOs/INGOs to supplement the income foregone which accrues from sending the children to school,
- Incentives in the form of scholarship, stationery materials, school dresses with a focus on the total coverage of the disadvantaged groups should be provided,
- Initiation and effective implementation of the food for education scheme be made,
- Provision of collateral free loan facilities to the hard core group (out of school) should be made to initiate agricultural and small scale activities at the local level.

(Both to retain them and bring them back to school)

4. As majority of the schools have very little instructional materials with poor physical facilities on one hand and one of the causative factors of school dropout is related to non functional

nature of education and fear of unemployment for the future, on the other, materials that intend to address the learning needs of out of school children are to be developed first by identifying the target groups' realistic needs and piloting these materials before their wider application.

(To bring them back to school)

5. The study has found out parental indifference towards schools education and their lack of awareness as one of the strong factors of school dropout. This finding suggests that in order to facilitate the development of positive attitude in parents to foster in them feeling of positive discrimination towards the girl child, a carefully planned parent awareness, training and education programme should be initiated specially in hard-hit areas.

(Both to retain them and bring them back to school)

6. As the majority of the dropout children are from illiterate families, it is recommended that literacy skills, parent education and parent training programmes in both the district are highly essential. These programmes should include awareness towards the importance of education, the impact of dropout in the life of their children and basic literacy skills for themselves.

(To bring them back to school)

7. As the great majority of the dropout children would like to go back to the school again, following measures are suggested in order to address the conditions outlined by them:

- Counselling programs to the parents to make food available in time (before school time in the morning),
- Books and stationery support to the needy children,
- Orientation to the teachers on how to attract dropout students back to the school,
- Awareness programmes for parents to motivate them to send their children back to school,
- Creation of children's clubs and forums for peer support.

The over-aged children who do not want to rejoin the school should be provided with either technical and/or vocational skills or an alternative non-formal route for upgrading their education should be explored and worked out.

(To bring them back to school)

8. To enable the stake-holders to contribute to address the dropout problem, they need to be reoriented to their roles, as pointed by the respondents, by building their capacity with a focus on the following:

- SMC – Knowledge and skills in school management

- Teachers – Recurrent training on the use of child-centred teaching
- Head-teachers – School management training with a focus on community mobilisation and instructional leadership
- Community – How to build and strengthen school – community relations and develop school physical facilities
- PTA – Reorienting the PTA to its role and developing know how on motivating community for their wider and active participation in monitoring school community activities
- Local government – Ways and means of promoting relations between the school, community and local government and utilizing local resources.

(Both to retain them and bring them back to school)

9. As the study indicates that community is not fully aware of the school dropout problem, it therefore suggests that community be developed as a learning centre with a focus on meeting the learning needs of local people with the following aims:

- To collect/prepare child-friendly learning materials
- To act as a forum for sharing community based successful learning experiences
- To relate successful local experiences to national efforts and vice-versa for mutual cooperation, co-work and benefit
- To facilitate the flow of communication between local people and media
- To act as an interactive body to share various types of information/experiences so as to work as a communication centre.

(Both to retain them and bring them back to school)

10. As the study has demonstrated a gap between the level of public awareness and dropout situation, it is strongly recommended that public awareness materials be developed with a focus on inclusion of the following contents for wider dissemination:

- Gender equality and equity
- Social justice
- Social inclusion
- Empowerment of marginalised groups
- Functional use of education
- Early marriage

- Child labour
- Cultural preservation and transformation
- Importance of community participation in education

(Both to retain them and bring them back to school)

11. The study has pointed out that schools have made little effort to create joyful and rewarding learning environment for the students as reflected in causes of dropout such as no interest of students in the study, poor physical and instructional facilities, failure in exams, difficulty in study, shortage of adequate teachers and disability unfriendly situation. It is, in this light, recommended that policy of rewarding the successful schools in bringing dropout students back and retaining them to complete the first cycle of education be initiated.

(Both to retain them and bring them back to school)

12. To address the most influential causes of dropout children, it is strongly recommended that the following agencies be made responsible to carryout the specified activities:

- **NFEC:** Revisiting the NFE materials to make them as realistic and demand- driven as to needs, interests and abilities of the children through needs assessment.
- **MOES:** Develop and implement policy to address the economic needs of the hard-hit families by supporting the children's potential expenses that keep children from attending the school. Also design and launch need-based demand-driven program for the school dropout children so as to promote their admission into regular education system.
- **I/NGO:** Community-based mass awareness campaigns and parents empowerment programs to motivate them to internalise the importance and need of girl education, gender equity and equitable access to basic education facilities.
- **SMC/Head-teachers/Teachers:** Creation and maintenance of supportive learning environment to ensure joyful learning of the students.
- **PTA:** Regular interaction with parents and community people to develop co-work, consultation and cooperation to jointly address the issue of school dropout.
- **DEO:** Regular and continuous professional support extended to school to help it deliver instruction promptly and effectively.

(Both to retain them and bring them back to school)

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Annexure

Dropout Children Survey
School Survey Form

School Code:..... Name of School:.....
Address : District:..... (VDC/Municipality):.....
Village:..... Ward:

1. Basic Information

a. Date of establishment (Year)

b. Number of grades in school (Specify the sections also, if any.)

c. School status	Public.....	Private/Institutional.....	Community.....
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d. Teachers' Profile

S. N.	Name	Gender	Age	Caste/ Ethnicity	Qualification	Training	Local/ Outsiders	Experi ence
1								
2								
3								
4								
5								

2. Enrollment

a. Total number of students

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

b. Dalit students

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

c. Ethnic Students

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

d. Disabled Students

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

3. Dropout

a. Total Dropout

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

b. Dalit students Dropout

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

c. Ethnic students Dropout

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

d. Disabled students Dropout

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

4.Repeaters

a. Total Repeaters

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

b. Dalit students Repeaters

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

c. Ethnic students Repeaters

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

d. Disabled students Repeaters

	2057-58			2058-59			2059-60			2060-61		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total												
Boys												
Girls												

5. Availability of the school facilities:

S.N.	Physical Facilities	Adequate	Inadequate
1	Building		
2	Classroom		
3	Toilet		
	Separate for girls		
	Accessible to disabled children		
4	Furniture		
5	Play-ground		
6	Fencing		
7	Drinking Water		
8	Play Materials		
9	Instructional Materials		

Dropout Children Survey

Head Teacher’s Interview Form

Name of the School:
District:
VDC and Ward No:
Date:
Time:
Place:
Name of Interviewer:

Personal Profile

Name	Age	Gender	Qualification	Training	Experience	Local/ Outsiders

1. What do you think is the perception of the community towards primary education?

2. What are the causes of students dropouts?

3. What are the most influential factors (reasons) for dropout among above-mentioned factors? Rank the reasons for dropout.

4. What strategies were adopted by the following agencies to retain them in the school?
 - School.....
 - SMC.....
 - PTA.....
 - Community.....
 - DEO.....
 - NGO/INGO/CBO.....
5. What should be your role to retain them in the school?

6. What should be the role of teacher to retain them in the school?

7. What measures should be taken to bring the dropout children back to schools?
 - School.....

-
SMC.....
-
PTA.....
-
Community.....
-
DEO.....
-
NGO/INGO/CBO.....

8. What should be your role to bring the dropout children back to schools?
.....
.....

9. What measure should be taken to retain the role above?
.....

10. What should be the role of teacher to bring the dropout children back to schools?
.....
.....

11. What measure should be taken to retain the role above?
.....
.....

Dropout Children Survey
Focus Group Discussion for Teachers

Personal Profile of the Participants

SN	Name	Age	Gender	Qualification	Training	Experience	Local/ Outsiders
1							
2							
3							
4							
5							

1. Kind of children who normally drop out of the school.
2. Causes of students' dropout from the school
3. Causes of school dropout by categories of students
 - a. General students
 - b. Dalit students
 - c. Ethnic students
 - d. Disabled students
 - e. Girl students
4. Most influential factors (reasons) for dropout
5. Ranking of the factors
6. If you find any academic weakness of Dropout children in particular subjects/Topics, (please list it up).
7. Existing strategies to control/reduce school dropout
 - a. School
 - b. SMC
 - c. PTA
 - d. Community
 - e. DEO
 - f. NGO/INGO/CBO
8. Strategies/measures to be adopted to retain them in the school?
 - a. General students
 - b. Dalit students
 - c. Ethnic students
 - d. Disabled students
 - e. Girl students
9. Your role to retain them in the school
10. Strategies/measures to be adopted to bring School Dropout Children back to the school?
 - a. General students
 - b. Dalit students
 - c. Ethnic students
 - d. Disabled students
 - e. Girl students
11. Your role to bring the School Dropout Children to the school
12. What measure should be taken to retain the role above?

Dropout Children Survey
Interview Schedule for Parents of Dropout Children

School:
District:
VDC and Ward No:
Date: **Time:**
Place:
Name of Interviewers:

1. General Background:

- 1.1 Name of School:.....
- 1.2 Name of Village:.....
- 1.3 Respondent's Name.....:
- 1.4 Dropout Children's Profile:

S.N.	Name	Gender(Male/Female)	Age

- 1.5 Family Size: TotalMale..... Female.....
- 1.6 Education:.....
- 1.7 Caste/Ethnic group:.....
- 1.8 Occupation:.....
- 1.9 No. of 6-8 year- old Children at home:.....

2. Current Situation of the school:

2.1 Do you think that education for your children is very important?

- a) For boys:.....
- b) For girls:.....

2.2 How do you assess the physical facilities (School buildings, furniture, play ground, etc) of the school?

.....

2.3 How sincerely did the teachers teach your children?

.....

2.4 How did they treat your children?

.....

2.5 What are the supports and incentives provided by the school to your children?

- a) For boys:.....
- b) For girls:.....

2.6 Are the supports and incentives available on time and in adequate quantity?

SN	Supports/ Incentives	Availability (time)	Adequacy (quantity)
1.	Text books		
2.	School Uniform for Girls		
3.	Scholarship		
4	Food for education		
5.			
6.			
7.			
8.			
9.			
10.			

2.7 How far is the school from your house? How many minutes does it take?

.....

2.8 How do you see this distance for your child? Too far, near or what?

.....

2.9 What do you think is the most appropriate distance for your child?

.....

2.9 How supportive (or otherwise) has been the role of the following institutions to motivate the enrollment of your children in the school?

- School.....
- SMC.....
- PTA.....
- Community.....
- DEO.....
- NGO/INGO/CBO.....

3. Causes of school dropout:

3.1 Why did your children stop going to school? What were the reasons for the dropout?

- a) Reasons for boys:.....
- b) Reasons for girls:.....

.....

3.2 What are the most influencing factors for dropout among above- mentioned factors? Rank the reasons for dropouts in order of their importance.

Reasons for dropout	Ranking of Reasons
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3.3. Do you know that about 50% children dropout from schools within 3 years of their first school life? What needs to be done to reduce this?

.....

3.4. Do you think that you can send your children back to the school again?

a) About boys:.....

b) About girls:.....

3.5 What should be done to send your children back to the school?

a) For boys:.....

b) For girls:.....

3.6 How should the community, mother school and other agencies support your children to go back to the school again?

a) For boys:.....

b) For girls:

Dropout Children Survey
Interview Schedule for the Drop out Children:

1. Personal Profile:
 - a) Name of the child:
 - b) Name of the parent:
 - c) Gender:
 - d) Caste:
 - e) Language:
 - f) Age:
 - g) School:
 - h) Disability status:

2. When did you go to school? How long ago? At what age?

3. At what grade did you join school?

4. Why did you go to school?

5. What was the distance of school from your home?

6. How did you feel about the distance of the school?

7. Did you like your school? If yes, why? If no, why? How were you treated in your school?

8. Did you like your teachers? If yes, why and what aspects did you like? If no, why and what aspects didn't you like?

9. What subjects do you like most? And what subjects were most difficult for you (concrete topics in each subject if possible)?

10. When did you leave school? (At what grade?, At what age?)

11. Why did you leave school? What were the causes/reasons?

12. What were the most influencing factors to leave school? (Rank the reasons in priority order).

13. Who compelled you to leave the school? (Yourself? Parents? Teachers? Others?)

14. What are you doing now?

15. Do you want to go back to school now? If yes, what needs to be done? If no, why?

16. What are the conditions/circumstances that motivate you to rejoin the school?

17. What should the mother school and your family do to send you back to the school again?

Dropout Children Survey

Interview Schedule for Community Leaders/ SMC Members/NGO/ CBO

District: VDC and Ward No:
 Date: Time: Place:
 Name of Interviewer(s):

Personal Profile

Name: Gender:
 Designation:
 Institution:
 Address:
 Experience in concern field:

1. What role do you play in the community to enroll children in the school?

2. What is enrolment trends of Dalit, Ethnic groups, Girls and Disable children in school?

3. What sorts of programs are organized by the stakeholders to increase enrolment and retain them in school?
 Head-teacher.....
 Teachers.....
 PTA.....
 SMC.....
 DEO/SS.....
 NGO/CBO.....

4 Are you aware about Dropout problem, about 50% children dropout from schools within 3 years of their first school life? What needs to be done?

5. What are the reasons for the following categories of the children who dropped out from the formal school?
 - a. General.....
 - b. Dalits students.....
 - c. Ethnic students.....
 - d. Girls students.....
 - e. Disabled students.....

6. What are the most influential factors for dropout of the following categories of children? (Rank the reasons for dropout in priority order.)

Priority order	1.	2	3
Categories			
General			
Dalits students			
Ethnic			
Girls			
Disabled			

7. What efforts have you made to minimize dropout of children from the school?

8. What measures should be taken to bring them back to schools?
.....

9. How do the following agencies support the dropout children to go back to the formal school?

- Mother School
.....
- Community
.....
- SMC
.....
- PTA.....
.....
- NGO/CBO
.....
- DEO
.....

10. What can you do for them?
.....

11. What measure should be taken to retain the role above?
.....
.....

Children Dropout Survey
Interview Schedule for School Supervisor/Resource Person

District:
Date: Time:
Place:
Name of Interviewer:

1. Personal Profile

- a. Name
- b. Sex: Male Female
- c. Age
- d. Qualifications
- e. Designation: SS RP
- f. In/out of district
- g. Work experience in this district

2. Do you have EMIS of this district/area? If no, why?
.....
.....

3. What are the leading causes of drop out in primary schools?
.....
.....

4. What are the specific causes that lead to the drop out of the following categories of children from formal school?

- a. General.....
.....
- b. Girl children.....
.....
- c. Dalit children.....
.....
- d. Ethnic children.....
.....
- e. Disabled children.....
.....

5. What are the most influential factors for drop out? Rank the reasons?

- a
- b
- c
- d

6. What are the existing measures to minimize the dropout of the children?

.....

7. What sorts of efforts should be made by the following agencies to minimize the dropout children of this district?

a. MOES.....

.....

b. NGO/INGO/CBO

.....

c. DEO.....

.....

d. SMC.....

.....

e. PTA.....

.....

f. Community.....

.....

8. Have you taken any initiatives to go the dropout children back to the formal school?

.....

9. How can you support the dropout children to go back to the formal school?

.....

10. Are you aware about Dropout problem, about 50% children dropout from schools within 3 years of their first school life? What needs to be done?

.....

11. What measures should be taken by the following agencies to send children back to the school?

- a. MOES.....
.....
- b. NGO/INGO/CBO.....
.....
- c. DEO.....
.....
- d. SMC.....
.....
- e. PTA.....
.....
- f. Community.....
.....

12. What roles should DEO, SS and RP play to make the dropout children go back to the formal school?

.....

13. What measure should be taken to retain the role above?

.....

JICA/CASP – TESON

JICA/CASP Study Steering Committee

1. Mr. Haribol Khanal, Director, NFEC	Chair
2. Dr. Sri Ram Lamichhane, Team Leader, Study Team	Member
3. Mr. Lok Bilas Pant, MOES Representative	Member
4. Mr. Subha Darshan Acharya, NFEC	Member
5. Dr. Basu Dev Kafle, Educationist, Member, Study Team	Member
6. Dr. Prem Narayan Aryal, Educationist, Study Team	Member
7. CASP/JICA Representative(s)	Member

List of enumerators

Dhading:

1. Bhashkar Gautam
2. Komal Raj Kandel
3. Basanta Raj Silwal
4. Heramba Koirala
5. Puruswottam Duwadi

Siraha:

1. Shyam Kumar Yadav
2. Patasi Yadav

Community-based Alternative Schooling Project (CASP)JICA

Dropout Children Survey

Guidelines to the Field Researchers for Conducting the Field Study:

Objectives of the Study:

The main objective of the study on Dropout Children Survey is:

“To identify the influential factors of the school dropouts in order to utilize this information for the formulation of Program for School Dropout Children (PSDC)”.

The researchers are expected to do the followings:

1. Make sure that you have official letters from the concerned offices in Kathmandu and then make your travel plan.
2. Go to the District Education Office of the districts and discuss with them the situation/location of the respective VDCs.
3. Obtain letters from DEO office.

Follow the instructions below to select the target area:

Target Area

- Select 5 schools from each VDC of Dhading district in consultation with the DEO personnel, thus, making a total of 20 schools.
- Among them select 3 schools with high dropout rate and 2 with low drop out rates.
- In case of Siraha district, include all the schools from the given VDC (9 schools altogether).

Target Schools

Districts	Name of VDCs	Total No. of Schools	Schools to be included in the Sample
	Jogimara	13	5
	Dhusa	11	5
	Benighat	14	5
	Gajuri	13	5
	Sub-total	51	20
Siraha			
	Tenuwapatti	2	2
	Vidhyanager	2	2
	Kushaha Laximiya	2	2
	Bariyarpatti	3	3
	Sub-total	9	9
	Total	60	29

4. Appoint field enumerators in consultation with the concerned persons at the DEO office in the districts.
5. Provide them detailed orientation on the use of tools and sample size before you send them to the field.
6. Demonstrate the data collection procedures to the field enumerators taking them to the targeted areas; ask them to collect the data in your presence with necessary feedback.
7. Consult the Head teacher of the sample school and request fill up the School Survey Form.
8. Conduct key informant interview with Head teacher, Community leaders, School Management Committee members and CBO/NGO representatives.
9. Conduct Focus Group Discussion or Interview with the respondents as mentioned in the sample plan.

10. Team Leader and Education Specialists of the project will provide you necessary help during your fieldwork. Please contact them as and when necessary.
11. Please note that some of the data of the districts is already available in the district headquarters or at the centre. Before you visit to the districts, obtain the data and verify them against the reality during the field visit. Please note the differences/discrepancies if you observe any.
12. Be informed that Social Survey expert of CASP Team and the NFEC representative will monitor the progress of the survey during your field work.
13. Go through the data and information collected every day and arrange them in logical order. Record the data/information systematically.
14. Summarise the collected data and disseminate them in synthesised form in the district level seminar/workshop.
15. Conduct a district level seminar/workshop in each district for the validation of the data/information obtained from the field. The participants of the seminar/ workshop will be DEO, SS, RP, Head teachers, teachers, Community leaders, SMC members, parents of some of the dropout children and CBO/NGO representative (if they are involved in supporting NFEC programs in the target area).
16. District level seminar/workshop should be based on the themes given below:
 - Current situation of the school dropout (grade1-3) in the district
 - Programs organized by the stakeholders to increase enrolment and retain them in the school
 - Reasons for the dropout from the formal school (general, dalit students, ethnic students, girl students and disabled students)
 - Efforts to be made to minimize dropout of children from the school
 - Measures to be taken to bring them back to school

17. Present the collected information in the above themes and discuss them with the participants for their validation. Record the additional information that comes into the discussion during the seminar/workshop.

18. Follow the sample plan given below to collect information from the key informants/respondents.

Sample plan showing the use of tools:

SN	Target Population	Districts	Sample Size	Tools to be Used
1.	Schools	Dhading	20 schools	School Survey Form
2.	Head-teachers	Dhading	20 persons	Interview Schedule
3.	Community Leaders	Dhading	20 (1 from each school area)	Interview Schedule
4.	Teachers	Dhading	20 (1 group from each school)	FGD Guidelines
5.	School Supervisors/ RPs	Dhading	4 persons	Interview Schedule
6.	SMC Members	Dhading	20 (1person in each school)	Interview Schedule
7.	Parents of Dropout Children	Dhading	100 (5 persons in each school)	Interview Schedule
8.	Dropout Children	Dhading	100 (5 children in each school)	Interview Schedule
9.	NGO/CBO Representative	Dhading	3-5 persons	Interview Schedule
10.	Schools	Siraha	9 schools	School Survey Form
11.	Head-teachers	Siraha	9 persons	Interview Schedule
12.	Community Leaders	Siraha	18 (2from each school area)	Interview Schedule
13.	Teachers	Siraha	9 (1 group from each school)	FGD Guidelines
14.	School Supervisors/RP	Siraha	4 persons	Interview Schedule
15.	SMC Members	Siraha	18 (2 persons from each school)	Interview Schedule
16.	Parents of Dropout Children	Siraha	45 (5 persons from each school)	Interview Schedule
17.	Dropout Children	Siraha	45 (5 children from each school)	Interview Schedule
18.	NGO/CBO Representative	Siraha	3-5 persons	Interview Schedule

Time schedule for field study:

Orientation to the Researchers:	1 October 2004
Departure for the field:	2 October 2004
Field work:	3 – 13 October 2004
District level Seminar workshop:	14 October 2004
Return to Kathmandu:	15 October 2004

List of participants at the district level workshop:**Siraha:**

1. Mukti Nath Chaudhari
2. Sachidananda Pandey
3. Ram Brihsya Thakur
4. Rajesh Lochan Yadav
5. Manoj Kumar Yadav
6. Raj Bansi Yadav
7. Saha Dev Yadav
8. Satya Narayan Bhagat
9. Sri Dev Sahu
10. Patasi Yadav
11. Ram Ashish Yadav
12. Renu Kumari Jha
13. Krishna Kumar Yadav
14. Ashok Kumar Yadav
15. Jageswor Thakuri
16. Bikau Yadav
17. Mahendra Mahato
18. Bhogendra Jha
19. Shyam Kumar Yadav

Dhading:

1. Krishna Prasad Kapri
2. Sudarshan Pandey
3. Dev Prasad Tripathi
4. Rishi Raj Gautam
5. Babu Ram Nepal
6. Gokarna Kumar Shrestha
7. Dhruva Prasad Silwal
8. Restal Kandel
9. Pahal Man Shrestha
10. Dhruva Biswokarma
11. Puruswottam Prasad Lohani
12. Keshav Prasad Kandel
13. Devi Prasad Lohani
14. Rabindra Pokhrel
15. Dev Narayan Shrestha
16. Duva Lal Bisunkhe
17. Ram Prasad Pandey
18. Sadananda Kandel
19. Mitthu Maya Barakoti
20. Kamal Raj Kattel
21. Bhaskar Gautam
22. Basanta Raj Silwal

List of the schools and head-teachers:

School ID	School	Address	District	Head-Teacher
1.	Tinkanya Bageswori Primary School	Benighat - 2	Dhading	Chandra Bahadur Nepali
2.	Tinkanya Primary School	Benighat – 2	Dhading	Sahadev Raj Kafle
3.	Harkapur Lower Secondary School	Benighat – 3	Dhading	Rudra Prasad Pandey
4.	Kanya Primary School	Gajuri – 4	Dhading	Mithu Barakoti
5.	Janachetana Primary School	Gajuri – 8	Dhading	Dhruba Lal Shrestha
6.	Jana Jagriti Primary School	Gajuri – 4	Dhading	Sadananda Kandel
7.	Chheprang Primary School	Gajuri – 8	Dhading	Badu Ram Pant
8.	Bhume Kali Primary School	Gajuri – 2	Dhading	Moti Bahadur Pathak
9.	Kalika Primary School	Benighat – 7	Dhading	Purna Prasad Dallakoti
10.	Orbang Primary School	Benighat – 9	Dhading	Naba Raj Pandey
11.	Panchayat Primary School	Jogimara – 9	Dhading	Saroj Kumar Adhikari
12.	Buddhi Bikas Primary School	Dhusa – 1	Dhading	Krishna Raj Silwal
13.	Jhagaredanda Primary School	Dhusa – 1	Dhading	Maiya Devi Thapaliya
14.	Panchakanya Lower Secondary School	Dhusa – 8	Dhading	Hari Prasad Silwal
15.	Shankha Devi Secondary School	Jogimara – 9	Dhading	Shiva Hari Silwal
16.	Papaldanda Primary School	Jogimara – 8	Dhading	Rejewshwor Pokhrel
17.	Bagbachhthala Primary School	Dhusa – 1	Dhading	Rabindra Pokhrel
18.	Dhusa Primary School	Dhusa – 1	Dhading	Rojina Silwal
19.	Chitrakala Primary School	Jogimara – 1	Dhading	Surya Kumar D. C.
20.	Mahakali Primary School	Jogimara – 8	Dhading	Iswori Prasad Tiwari
21.	Shree Janta Primary School	Kushaha Laxminiya – 1	Siraha	Shree Des Shah
22.	Shree Sur Lower Secondary School	Kushaha Laxminiya – 5	Siraha	Jageshwar Thakur
23.	Ram Janaki Secondary School	Bidhayanagar – 5	Siraha	Rajiv Lochan Yadav
24.	Shree Primary School	Bidhayanagar – 1, Pipalthok	Siraha	Dhyan Yadav
25.	Shree Primary School	Tenuwapatti – 2	Siraha	Ram Ashish Yadav
26.	Shree Primary School	Tenuwapatti – 8	Siraha	Bikau Yadav
27.	Shree Janata Secondary School	Bariyapatti – 3	Siraha	Shaha Dev Yadav
28.	Shree Janata Secondary School	Bariyarpatti – 9	Siraha	Vogendra Jha
29.	Mt. Everest English Boarding School	Bariyarpatti – 1	Siraha	Manoj Yadav

**A Survey Report on
Dropout Children of Dhading and Siraha Districts**

Dissemination/sharing workshop/seminar

Workshop Brief

27 November 2004

TESON in collaboration with JICA/CASP, organised a half-day workshop in Kathmandu in order to disseminate and share the findings of the Dropout Children Survey on 27 November 2004. The workshop was chaired by the Director of NFEC Mr. Hari Bole Khanal and participants from various agencies such as MOES, CASP/JICA, JICA, Save the Children/Japan, TESON, CERID participated in it. During the workshop, major findings and the recommendations were presented. The participants critiqued the presentation with their observations/comments/suggestions. Main issues raised by the participants during the discussion are as follows:

- Addressing both short term and long term dropout problem
- Exploring the alternative route to the over-aged dropout children
- Ways of making schools responsible to reduce dropout
- Suggesting strategies to involve the grass-root stakeholders to address the dropout problem
- Developing parent education and awareness programmes
- Developing dropout children tracking mechanism
- Identifying multi-door system to bring dropout children into the mainstream
- Preparing/developing special learning materials for dropout children
- Working out special incentive package for dropout children
- Exploring ways to involve local agencies and local government
- Adopting rights-based approach to address dropout problem
- Accepting dropout as a psycho-socio phenomenon
- Creating a base for developing teachers' intrinsic motivation
- Adopting participatory mode to develop new programmes for dropout children

The study team recorded the comments/suggestions made by the participants and incorporated them into the report.

The list of the participants in the workshop is as follows:

1. Mr. Hari Bole Khanal, Director, NFEC.
2. Ms. Mutsumi Tsubouchi, Chief Advisor, CASP/JICA
3. Dr. Sri Ram Lamichhane, Study Team.
4. Prof. Dr. Basu Dev Kafle, Study Team.
5. Mr. Janardan Nepal, Director, Department of Education.
6. Mr. Ram Swarup Sinha, Director, NCED.
7. Mr. Hirokazu Takei, CASP/JICA.
8. Mr. Hem Raj Dhakal, Study Team.
9. Dr. Shiva Ram Neupane, Study Team.
10. Dr. Bal Krishna Ranjit, TESON.
11. Mr. Subha Darshan Acharya, Deputy Director, NFEC.
12. Mr. Ram Prasad Panday, NFEC.
13. Ms. Toshiko Shimata, CASP/JICA.
14. Ms. Laxmi Karki, CASP/JICA.
15. Ms. Mayumi Kobayashi, CASP/JICA.
16. Ms. Yasuko Oda, CASP/JICA.
17. Mr. Eiichi Sadamatsu, Save the Children Japan.
18. Mr. Rishi Raj Gautam, CASP/JICA.
19. Mr. Kedar Chandra Khanal, Deputy Director, NFEC.
20. Mr. Madhav Prasad Dahal, NFEC.
21. Mr. Pramod Kumar Sharma, NFEC.
22. Mr. Guru Prasad Mainali, MOES.
23. Mr. Lok Bilas Pant, MOES.
24. Ms. Puspa Lata Rai, TESON.
25. Ms. Mithila Bhattarai, TESON.
26. Mr. Purna Bahadur Shrestha, NFEC.
27. Mr. Ram Prasad Adhikari, NFEC.
28. Mr. Rom Prasad Bhattarai, TESON.
29. Dr. Damodar Jnawali, TESON.
30. Dr. Tirtha Raj Parajuli, TESON.
31. Dr. Tika Ram Aryal, Study Team.
32. Mr. Ram Chandra Panday, Study Team.
33. Mr. Ram Kumar Ghimire, Study Team.
34. Mr. Prem Raj Khaniya, TESON.
35. Dr. Prem Narayan Aryal, Study Team.