# Knowledge, Attitude and Practice (KAP) Survey under the Community-based Alternative Schooling Project (CASP) in Kathmandu District

*May 2006*

# Acknowledgements

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# Acronyms and Abbreviations

| | |
|---|---|
| ASP | Alternative Schooling Programme |
| CASP | Community-based Alternative Schooling Project |
| DDC | District Development Committee |
| DEO | District Education Office |
| DoE | Department of Education |
| EFA | Education for All |
| FSP | Flexible Schooling Programme |
| HMG/N | His Majesty's Government of Nepal |
| JICA | Japan International Co-operation Agency |
| KAP | Knowledge, Attitude and Practice |
| MoES | Ministry of Education and Sports |
| NFEC | Non-formal Education Centre |
| NGO | Non-governmental Organization |
| SOP | School Outreach Programme |
| VDC | Village Development Committee |

# EXECUTIVE SUMMARY

## 1.1 Background

The study was conducted to understand the knowledge, attitude and practice (KAP) of the parents and guardians of children (also called respondents) that were selected for the School Outreach Programme (SOP) and Flexible Schooling Programme (FSP) of the Community-based Alternative Schooling Project (CASP) in relation to their children's education. The study area comprised four SOP areas in the periphery of Kathmandu district (viz Sundarijal, Sangla, Chaimale and Talku Dudechour) and five FSP areas within the city of Kathmandu (viz Jorpati, Tinchule, Gongabu, Bhimsengola/Shantinagar and Koteswor/Tinkune). The survey covered 150 parents and guardians of the children selected in the programmes. Information was collected on the basic socio-economic conditions of the parents and also on their KAP regarding the education of their children using structured questionnaires. Suggestions were also solicited from them on how the programmes could be effectively implemented.

## 1.2 Specific Objectives of the KAP survey

The following were the specific objectives of the KAP survey:
- To assess the level of knowledge, attitude and practices regarding child education among parents in the target communities prior to their exposure to the pilot activities, including community mobilization and participation under CASP; and
- To identify the determining factors of parental attitudes and practices related to child education in the target communities.

## 1.3 Key Findings

*Socio-economic characteristics of respondents*
Most of the respondents of this survey were from the Tamang ethnic and Dalit groups, the so-called untouchable groups. Almost all the respondents spoke Nepali, but their literacy levels were very low. Most of them lived in thatched houses, and used public taps for drinking water and electricity for lighting. The average time to reach the nearest school was about 20 minutes, with the longest time of an hour for Chhaimale.

The primary source of livelihood for the majority of the respondents was agriculture/vegetable farming in the SOP area and wage labour in the FSP area. A large proportion of respondents, particularly from the SOP areas, were members of community groups.

An overwhelming majority of the respondents had difficulty in fulfilling the basic requirements of their children such as health care and medicines, school fees, educational materials and school uniforms. In majority of the cases, child education was not a highly prioritised expenditure item. Teachers were among the important sources of inspiration for spending or investing in child education. The major priority of the groups in which parents were members was income generation while that of parents as individuals was infrastructure development. Child education was, thus, not the priority of both the community groups and the individuals in the development of their communities.

Only 48 per cent of the respondents had ideal persons, defined as 'those persons that could influence one's perceptions and attitudes, in their mind and heart'. Usually the respondents with relatively high social status, better literacy and membership of community groups had ideal persons. The ideal persons largely constituted educated persons, followed by tellers of good things and then helpful persons.

*Schooling of children*
Of the total 295 children belonging to the 6-14 years age group, as recorded in the household roster, a large number (45 per cent) did not have their birth registered. Similarly, about 73 per cent of them did not go to school. Out of those who did not go to school, 33 per cent had dropped out of school, whereas the rest, ie 67 per cent, had never attended school. No significant differences existed in the enrolment rate of children by background characteristics. But the dropout rates were found high among the children of illiterate parents, wage labourers, those experiencing difficulty in supporting their families and not having membership of community groups.

The major reason for dropping out of school was poverty. This was followed by the unwillingness of children to go to school and relatively long distance to school. Similarly, the major reason for not ever attending school was poverty. This was followed by reasons such as long distance to school, unavailability of school uniforms, inappropriate age of child (under- or over-age) and lack of interest in the child to go to school.

*Knowledge, Attitude and Practice of Parents*

An overwhelming majority of the respondents were aware of one or the other alternative schooling programmes (ASPs), like SOP and FSP, and also of the basic child rights issues. The major sources of knowledge of such child rights issues were the mass media, largely the radio, newspapers and television. Those who had knowledge of the child rights issues had positive views on them. Most of the respondents believed that the responsibility of child education was primarily that of parents or guardians and then of the government.

A great majority of the parents expressed the need for ASP and stated that, if it was ever introduced in their community, they would send their children to attend it. The major reasons behind this willingness were their belief that it would secure their children's future; make the children wise; and provide them with opportunities to learn good things. Majority of the parents also expressed their willingness to enrich the programme, mainly by contributing labour and attending meetings. An overwhelming majority of the parents (93 per cent) also expressed their willingness to continue their children's studies after their completion of SOP/FSP. Those who were unwilling believed that non-formal education itself was sufficient, and, as such, further education wasn't necessary.

A large majority of the respondents (84 per cent) across both SOP and FSP communities encouraged their children to study. Similarly, about two-thirds of them discussed the subject of their education with their children. However, the practice of holding such discussions was more prevalent among the respondents of FSP (74 per cent) than those of SOP (60 per cent). The discussions were more common in the families of those parents who were in business, were more literate, could support the family rather easily and were members of community groups. The discussions were mostly centred on the need to study hard (81 per cent), followed by different values of education (65 per cent). Some of those who did not hold such discussions were those who were illiterate or were very busy in making a living.

To sum up, structural factors such as social status, literacy, ability or inability to support family and membership of community groups largely influenced the parents' awareness, perceptions and practices of important child rights issues. In other words, the study found the parent's knowledge, perceptions and practices positive when these structural factors were favourable, and *vice versa*.

Another major finding of the study was that, despite child education being considered an important issue by the parents and despite their positive attitude, the number of out-of-school children or dropout children was alarmingly high. In addition to structural factors, intervening factors such as long distance to school, children's dislike for going to school, children's need to work for living and parents' inability to buy school uniforms, were the other crucial determinants of child education.

Suggestions were solicited from the parents on how to successfully implement the SOP and FSP programmes. The suggestions largely consisted of making provision of free snacks, educational materials, school uniforms and medicines; conducting classes at convenient time and location; teaching properly by facilitators; parents motivating their children to go to school and involving community in the programme.

## 1.4 Recommendations

Based on the analysis of findings, the study makes the following major recommendations:

1. Given the fact that the percentage of out-of-school children was very high in the programme communities, the number of classes should be determined in response to this reality.
2. Classes should be conducted at convenient time and locations so that maximum number of children can participate.
3. Since meeting the school's dress code is a major constraint on the educational participation of poor children, the programme should not have such a code.
4. Since a reasonable number of children currently going to school were also selected in the SOP and FSP programmes, priority should be given to the selection of those children who are poor, belong to Dalit or marginalized ethnic groups and cannot go to school because of their disadvantaged position, socially or economically, or both.
5. The possibility of providing some assistance, such as skill development training for income generation to deprived parents, should be explored, in coordination with other governmental or non-governmental agencies.
6. Education is one of the important child rights. Although the level of knowledge and attitude among the respondents is high, it is a challenge to put their knowledge and attitude in practice. Given that child education was neither the priority of community groups nor that of the parents in community development, the ideals persons, largely educated persons, teachers, social workers and helpful persons, should actively work as pressure groups to influence the practice of parents so that they send their children to school. These persons as catalysts of education development should actively participate in different phases of the

programme, most preferably in the community orientation programme, to influence the norms of both parents and society. Schoolteachers are particularly recommended to play significant role for encouraging parents to send their children since they were considered by majority of the respondents as inspiring persons.

7. Since majority of the parents expressed their willingness to enrich the programme, mainly by contributing labour and attending meetings, the programme should capitalize on these opportunities to enrich itself.

8. Countermeasures to the facts that a large number of children need to work at home for a living and that they do not like to study should be explored by involving various stakeholders, including parents, resource persons, teachers, facilitators, community people and NGO/community-based organizations (CBOs).

9. Since many parents from FSP areas were not members of any community group, they should be organized into community groups so that messages on the value of education and need for positive practice can be effectively disseminated to them. On the other hand, since many parents of SOP area were already members of such groups, these groups should be effectively mobilized to reinforce the value of education and to cause positive changes in the behaviour of both parents and children.

10. The practice of birth registration should be encouraged so that children can easily join government schools after the completion of ASP.

11. The programme should be replicated in many areas to ensure that out-of-school children get opportunity for education. And,

12. The programme should be regularly monitored following the principle of participatory monitoring in which stakeholders such as community members, teachers of mother schools, facilitators, resource persons, NGOs, DEO, CASP, NFEC and DoE play important roles.

# CHAPTER ONE

# Introduction

## 1.1 Background

It is said that knowledge, and therefore education, is one of the fundamental capabilities that a person needs to make sense of oneself and the world one lives in. It enables him or her to comprehend, compare, analyse, communicate, relate to, act upon, and assess the self, the nature and fellow human beings.

In Nepal, both community and institutional schools have emerged in course of time. According to the 2005 website of the Ministry of Education and Sports (MoES), there are 24,746 primary schools in 2005 [www.moe.gov.np]. Further, the Gross Enrolment Ratio (GER) of primary schools is 130.7 in 2004 [DoE, 2004]. A study of the Department of Education (DoE, 2004) shows that the primary level GER was the lowest for the terai *Dalits (*the so-called untouchable groups), followed by *Janajatis* (ethnic groups), and also the Net Enrolment Rate (NER) was much lower for girls than for boys. The study additionally suggested that a significant number of children from *Dalit* and *Janajati* groups were outside the school system, that a large number of teachers lacked teachers' training, that female teachers could boost up the educational participation of girls and finally that only 30 per cent of the eligible children received textbooks in time, which had implications for the quality of their education.

The Community-based Alternative Schooling Project (CASP) is being implemented in Nepal since 2004 with the technical support of the Japan International Cooperation Agency (JICA) for developing an operational model of community-based ASP. For this purpose, it uses the materials prepared by the Non-formal Education Centre (NFEC). This project has two distinct components: School Outreach Programme (SOP) and Flexible Schooling Programme (FSP). The SOP intends to provide grade 1-3 primary education for 6-8-year-old children at proximate locations so that they can join grade 4 in formal primary school after completing this three-year programme. On the other hand, the FSP aims to provide a condensed form of grade 1 to 5 primary education for 8-14-year-old out-of-school children in three years. The major strategy of CASP consists of institutional strengthening of SOP and FSP, community mobilization and support, and networking among stakeholders.

The SOP and FSP classes were implemented in April 2005 on pilot basis in the areas of four Village Development Committees (VDCs) in Dhading district. Although the programme was

intended for implementation in Siraha district, it could not be implemented there due to the socio-political unrest in the country. Instead, it will be implemented in nine areas in Kathmandu district.

## 1.2 Rationale of the Survey

Before implementing the programmes, it is essential to measure the knowledge, attitude and practice (KAP) of parents vis-à-vis education and their cultural and economic determinants in order to help define precisely locally-relevant programme strategies from the standpoint of community mobilization, establishment of baseline data on KAP indicators and incorporation of survey results into the community mobilization activities of CASP. This survey was carried out to meet these research needs.

## 1.3 Specific Objectives of the KAP survey

The following were the specific objectives of the KAP survey:
- To assess the level of knowledge, attitude and practices regarding children's education among parents in the target communities prior to their exposure to the pilot activities, including community mobilization and participation under CASP; and
- To identify the determining factors of parental attitudes and practices related to children's education in the target communities.

## 1.4 Key Definitions

*Knowledge, Attitude and Practice*
In contemporary research, the term 'knowledge' is popularly used in KAP surveys. KAP is a standard term in which the word 'knowledge' is implicitly used as a proxy for awareness. In this report, the terms 'knowledge' and 'awareness' are, thus, used interchangeably. The term 'attitude' is used to refer to the perception or way of thinking and 'practice' to refer to the actions or behaviour relating to children's education.

## 1.5 Assumptions

The major assumptions regarding the interrelationship between KAP are as follows:
1. Positive practices regarding children's education are largely the function of positive attitudes.
2. Positive attitudes regarding children's education are the functions of awareness of contemporary child rights issues, value of education, awareness of opportunities and affordability to access such opportunities.

3. The awareness, value and affordability factors are largely the functions of parent's ability to communicate in Nepali, apart from their literacy, social and economic status, and
4. For positive practices, either the determinants can be altered or relevant programmes can be introduced to minimize the effects of such determinants. For example, if poverty is a major barrier to children's education, either the economic status of participating households can be increased or their children provided with free education, textbooks and stationery so that the impact of poverty is minimized.

## 1.6 Method of Survey

The KAP survey was conducted by IIDS in the targeted localities of Kathmandu district from the first week of January 2005 to the end of February 2006. This survey adopted the same methodology that had been adopted in Dhading and Siraha districts.

### 1.6.1 Target groups of survey and survey sites

The survey covered the parents of nine geographic areas of Kathmandu whose children were selected for SOP and FSP April 2006 sessions. The survey collected information from a total of 150 such parents and some guardians based on the lists provided by the partner NGOs (Table 1.1).

### Table 1.1: Sample size of parents

|  | S.N. | District | VDC | Number of target parents for KAP survey |
|---|---|---|---|---|
| FSP | 1 | Kathmandu | Jorpati VDC | 15 |
| | 2 | Kathmandu | Gongabu VDC, Balaju bus park | 18 |
| | 3 | Kathmandu | MP-9 and 35 Bhimsengola Bagmati, Baneshwor Campus area, Shantinagar | 18 |
| | 4 | Kathmandu | MP-6, Tinchule, Boudha | 14 |
| | 5 | Kathmandu | MP-35, Jadibuti Chowk, Koteswor | 18 |
| | Sub-total | | | 83 |
| SOP | 1 | Kathmandu | Chhaimale | 15 |
| | 2 | Kathmandu | Sangla | 18 |
| | 3 | Kathmandu | Talku Dhudhechowr | 15 |
| | 4 | Kathmandu | Sundarijal | 19 |
| | Sub-total | | | 67 |
| | Total | | | 150 |

*1.6.2 Research instrument*

The survey was carried out by using a questionnaires (see Annex 2) developed by IIDS in collaboration with CASP, NFEC and DEO. The questionnaires covered information on the background characteristics of parents, including their social, economic and literacy status, information relating to the schooling of children and the KAP of parents on many children's education issues. The questionnaire was also designed to solicit suggestions from the parents on the ways to effectively implement the programmes.

## 1.7 Analysis

This study analyses the KAP issues covered by the questionnaire by the various background characteristics of parents. This was done to isolate the impact of background variables or determinants on each of the issues. In the background characteristics, selected KAP variables or indicators were also included. This was done to assess the association among these indicators and the issues under investigation. Software such as dBASE and SPSS were used to enter and analyse the data.

## 1.8 Limitations of the Study

The following were the limitations of this study:

a. The same set of questionnaires was used to interview the parents of children selected for the FSP and SOP, but in some urban areas, they were also used to interview the guardians of children. This might have slightly influenced the survey results.

b. Since a great majority of the respondents were aware of the child rights statements and since all respondents agreed with those statements, the assumptions that practice is the function of attitude and knowledge and attitude is the function of knowledge could not be tested in this study.

c. This report contains many data tables, each with several pieces of information. In this report, only the major patterns that had emerged from the data tables are discussed in a parsimonious way. The readers are encouraged to find additional patterns from the tables as per their specific needs and interest.

## 1.9 Organisation of Report

This report has been organised into six chapters. Chapter one provides a brief overview of CASP and its purposes; outlines the rationale and objectives of the survey; defines some concepts that need clarity; and spells out the assumptions underlying the implementation of CASP. It also casts light on the methodology and data analysis processes, as well as on the limitations of the survey.

Chapter two describes the background characteristics of both the study communities and the parents. This description is made to familiarise the readers with the socio-economic conditions and the interrelationships that exist among them. Chapter three presents some basic demographics of children from the household roster of children. It includes information on age, sex and birth registration. This chapter then examines the schooling status of children with respect to their ever enrolment, current enrolment and dropout from school.

Chapter four presents many interrelated facts on the KAP of parents regarding the implementation of SOP and FSP in their communities. Chapter five presents the major suggestions offered by the parents for better management and implementation of these programmes. These suggestions are presented by programme area and then aggregated. Chapter six is the concluding chapter, and presents conclusions of the study. It then offers a series of recommendations for consideration by the stakeholders of the programme. The report is annexed with some references, English translation of the questionnaires and selected photographs of the survey area.

# CHAPTER TWO

## Some Selected Background Characteristics of the Study Communities

This chapter describes the characteristics of the study communities and households along with some selected demographics of the children of the study area. This description is made to familiarise the readers with the socio-economic conditions and the interrelationships that exist among them. It is important to note that almost all data tables in this and subsequent chapters are in percentage to allow comparison of data or facts in relative terms and they are examined against a number of relevant background variables to identify the association between the factors and a particular response or outcome.

### 2.1 Social Characteristics

#### 2.1.1 Caste and ethnicity

The respondents of the survey largely consisted of ethnic groups. In aggregate, the major respondents were Tamang (about 47%), Dalits (15%), Brahmin/Chhetri (23%) and other caste/ethnic groups. The major caste and ethnic groups in the FSP areas were Tamang (23%) and Dalits (27%). In places like Chhaimale, Talku, Sundarijal and Jorpati, the majority of the respondents were Tamang. Similarly, high proportions of Dalits were found in places like Bhimsengola/Shantinagar, Gongabu and Tinchule (Table 2.1). The survey respondents also constituted some Newar, Majhi, Muslim, Chaudhari, Sundas and Limbu, who are lumped together under the 'others' category in the table below (Table 2.1).

### Table 2.1: Distribution of respondents by caste and ethnicity (in percentage)

| Details | Brahmin | Chhetri | Tamang | Magar | Gurung | Rai | Kumal | Dalits | Others | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Area** | | | | | | | | | | |
| Jorpati | 6.7 | 6.7 | 73.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 13.3 | 100 |
| Gongabu | 16.7 | 16.7 | 5.6 | 0.0 | 11.1 | 0.0 | 5.6 | 38.9 | 5.6 | 100 |
| Tinchule | 0.0 | 35.7 | 21.4 | 0.0 | 0.0 | 7.1 | 0.0 | 35.7 | 0.0 | 100 |
| Koteswor | 5.6 | 16.7 | 16.7 | 33.3 | 0.0 | 5.6 | 0.0 | 16.7 | 5.6 | 100 |
| Bhimsengola/Shantinagar | 5.6 | 16.7 | 5.6 | 0.0 | 0.0 | 11.1 | 5.6 | 44.4 | 11.1 | 100 |
| Chhaimale | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100 |
| Talku Dudhechour | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100 |
| Sangla | 66.7 | 5.6 | 27.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100 |
| Sundarijal | 0.0 | 0.0 | 89.5 | 0.0 | 10.5 | 0.0 | 0.0 | 0.0 | 0.0 | 100 |
| **Programme** | | | | | | | | | | |
| SOP | 17.9 | 1.5 | 77.6 | 0.0 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100 |
| FSP | 7.2 | 18.1 | 22.9 | 7.2 | 2.6 | 4.8 | 2.4 | 27.7 | 3.6 | 100 |
| **Total (N)** | **18** | **16** | **71** | **6** | **4** | **4** | **2** | **23** | **6** | **150** |
| **Percentage** | **12.0** | **10.7** | **47.3** | **4.0** | **2.7** | **2.7** | **1.3** | **15.3** | **4.0** | **100.0** |

In this study, Brahmins and Chettris are defined as higher social groups, Dalits as lower social groups and the rest as intermediate social groups. The study represented 22.7 per cent of the parents from the higher, 62 per cent from the intermediate and 15 per cent from the Dalit groups. This shows that while the ethnic/intermediate groups were targeted well by CASP, the lower/Dalit groups were not targeted so well. Lower caste groups were reasonably targeted only in the Bhimsengola/Shantinagar, Gongabu and Tinchule areas (Table 2.2).

**Table 2.2: Percentage distribution of respondents by social groups**

| Area | Social groups/status | | | | | | | |
| | Higher | | Intermediate | | Lower | | Total | |
| | N | % | N | % | N | % | N | % |
|---|---|---|---|---|---|---|---|---|
| Jorpati | 2 | 13.3 | 13 | 86.7 | 0 | 0.0 | 15 | 100.0 |
| Gongabu | 6 | 33.3 | 5 | 27.8 | 7 | 38.9 | 18 | 100.0 |
| Tinchule | 5 | 35.7 | 4 | 28.6 | 5 | 35.7 | 14 | 100.0 |
| Koteswor | 4 | 22.2 | 11 | 61.1 | 3 | 16.7 | 18 | 100.0 |
| Bhimsengola/Shantinagar | 4 | 22.2 | 6 | 33.3 | 8 | 44.4 | 18 | 100.0 |
| Chhaimale | 0 | 0.0 | 15 | 100.0 | 0 | 0.0 | 15 | 100.0 |
| Talku Dudhechour | 0 | 0.0 | 15 | 100.0 | 0 | 0.0 | 15 | 100.0 |
| Sangla | 13 | 72.2 | 5 | 27.8 | 0 | 0.0 | 18 | 100.0 |
| Sundarijal | 0 | 0.0 | 19 | 100.0 | 0 | 0.0 | 19 | 100.0 |
| SOP | 13 | 19.4 | 54 | 80.6 | 0 | 0.0 | 67 | 100.0 |
| FSP | 21 | 25.3 | 39 | 47.0 | 23 | 27.7 | 83 | 100.0 |
| **Total** | **34** | **22.7** | **93** | **62.0** | **23** | **15.3** | **150** | **100.0** |
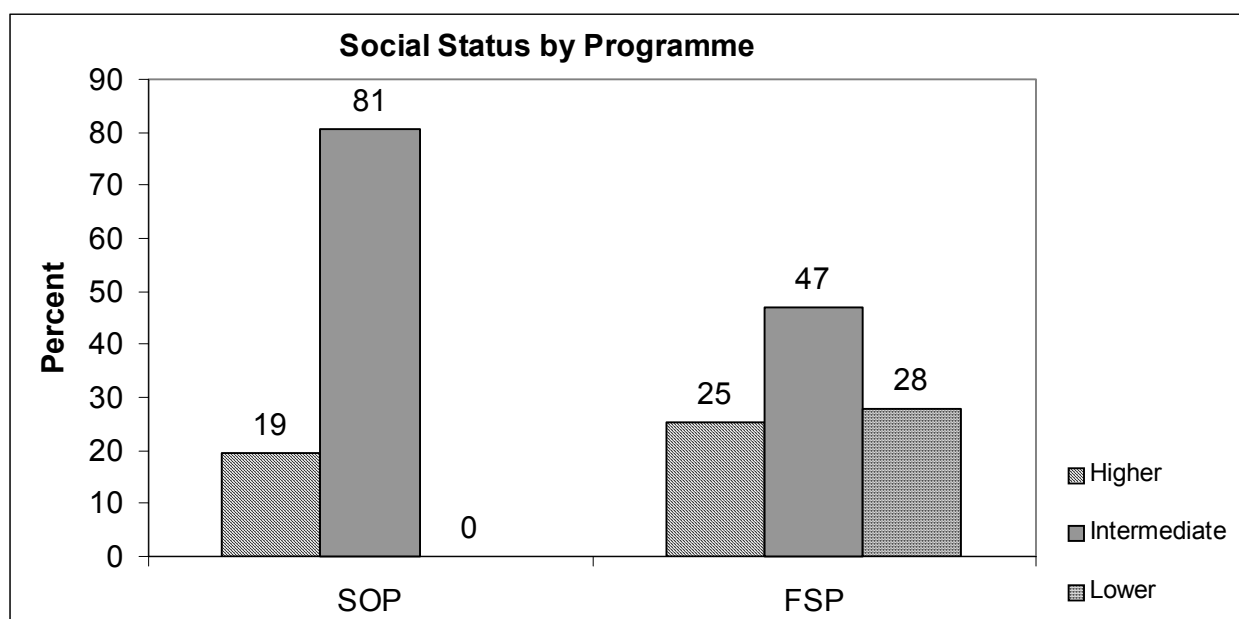
*2.1.2 Family size and number of children*

The size of family and the number of children per family often indicate the pressure a family experiences to support itself and to educate the children. In aggregate, the average size of family in the families of the respondents was 5.4. This figure is the same as the national figure. The average number of children 6-14-year-old was 1.97 (Table 2.3). The national average of children for this age group is 1.46. Thus, the average number of children in the survey households was higher than the national average.

**Table 2.3: Size of family and number of children (in average)**

| Area | Family size | Average children aged 6-14 |
|---|---|---|
| Jorpati | 5.0 | 1.53 |
| Gongabu | 4.9 | 1.94 |
| Tinchule | 6.5 | 1.71 |
| Koteswor | 5.2 | 2.06 |
| Bhimsengola/Shantinagar | 4.8 | 2.28 |
| Chhaimale | 6.7 | 2.00 |
| Talku Dudhechour | 5.1 | 2.33 |
| Sangla | 6.2 | 2.17 |
| Sundarijal | 4.4 | 1.63 |
| **Programme** | | |
| SOP | 5.6 | 2.01 |
| FSP | 5.2 | 1.93 |
| **Total** | **5.4** | **1.97** |
| **National average*** | **5.4** | **1.46** |

\* Source: Population Monograph of Nepal : Volume I, CBS, 2003

*2.1.3 Literacy*

About 60 per cent of the respondents were illiterate. Illiteracy was higher in the FSP area than in the SOP area. (Table 2.4)

*2.1.4 Ability to speak Nepali*

About 96 per cent of the respondents could speak Nepali easily. No significant differences existed in the programme areas in terms of the parents' ability to speak Nepali. (Table 2.4)

*2.1.5 Residential status*

On average, 56 per cent of the respondents had been living in the area for more than 5 years: about 96 per cent in the SOP area and about 24 per cent in the FSP area. This shows more permanent type of residence in the SOP area. (Table 2.4)

*2.1.6 House type*

About 45 per cent of the respondents were living in *kuchchi* or thatch houses, about 33 per cent in semi-*kuchchi* houses and about 21 per cent in *pukki* or brick houses. Those living in thatch houses were largely in the FSP area. (Table 2.4)

*2.1.7 Main source of drinking water*

The main source of drinking water among the respondents was public taps (61%), followed by wells/dug and hand pumps. Stone taps were used by about 9 per cent of the respondents. In the SOP area, about 88 per cent of the respondents used public taps, while in the FSP area they used a variety of sources for drinking water. (Table 2.4)

*2.1.8 Main source of lighting*

Electricity was the main source of lighting for the respondents of both SOP and FSP areas. But its use was relatively higher in the FSP area (92%). In the SOP area, about 28 per cent of the parents depended on kerosene for lighting. (Table 2.4)

*2.1.9 Coverage of toilet*

In aggregate, about 51 per cent of the respondents had toilets in their houses. In the SOP area, only about 10 per cent had toilets in their houses. (Table 2.4)

**Table 2.4: Background social characteristics of respondents**

| Background Characteristics | SOP | | FSP | | All | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| **Social Status** | | | | | | |
| Higher status | 13 | 19.4 | 21 | 25.3 | 34 | 22.7 |
| Intermediate status | 54 | 80.6 | 39 | 47.0 | 93 | 62.0 |
| Lower status/Dalits | 0 | 0.0 | 23 | 27.7 | 23 | 15.3 |
| **Literacy** | | | | | | |
| Illiterate | 36 | 53.7 | 54 | 65.1 | 90 | 60.0 |
| Can read only | 4 | 6.0 | 4 | 4.8 | 8 | 5.3 |
| Can read and write somehow | 18 | 26.9 | 18 | 21.7 | 36 | 24.0 |
| Can read and write well | 9 | 13.4 | 7 | 8.4 | 16 | 10.7 |
| **Ability to speak Nepali** | | | | | | |
| Can speak easily | 64 | 95.5 | 80 | 96.4 | 144 | 96.0 |
| Speaks only little | 2 | 3.0 | 3 | 3.6 | 5 | 3.3 |
| Cannot speak | 1 | 1.5 | | | 1 | 0.7 |
| **Residential status** | | | | | | |
| <1 Year | 0 | 0.0 | 25 | 30.1 | 25 | 16.7 |
| 1-5 Years | 3 | 4.5 | 38 | 45.8 | 41 | 27.3 |
| >5 Years | 64 | 95.5 | 20 | 24.1 | 84 | 56.0 |
| **House type** | | | | | | |
| *Pukki* | 0 | 0.0 | 32 | 38.6 | 32 | 21.3 |
| *Semi pukki* | 24 | 35.8 | 26 | 31.3 | 50 | 33.3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| *Kuchchi* | 43 | 64.2 | 25 | 30.1 | 68 | 45.3 |
| **Main source of water** | | | | | | |
| Potable | 59 | 88.1 | 32 | 38.6 | 91 | 60.7 |
| Hand pump | 0 | 0.0 | 22 | 26.5 | 22 | 14.7 |
| Well/dug well | 6 | 9.0 | 18 | 21.7 | 24 | 16.0 |
| Stone spout | 2 | 3.0 | 11 | 13.3 | 13 | 8.7 |
| **Main source of lighting** | | | | | | |
| Electricity | 48 | 71.6 | 76 | 91.6 | 124 | 82.7 |
| Kerosene | 19 | 28.4 | 5 | 6.0 | 24 | 16.0 |
| Biogas | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Others (Candle) | 0 | 0.0 | 2 | 2.4 | 2 | 1.3 |
| **Family toilet** | | | | | | |
| Yes | 7 | 10.4 | 69 | 83.1 | 76 | 50.7 |
| No | 60 | 89.6 | 14 | 16.9 | 74 | 49.3 |
| **Total** | 67 | 100.0 | 83 | 100.0 | 150 | 100.0 |

## 2.2 Time to reach the nearest school

The nearest school for the SOP respondents was the nearest primary school and for FSP respondents it was either a primary or a secondary school, whichever nearer.

The average distance to reach the nearest school was about 20 minutes on average. But it was long (32 minutes) in the SOP communities and relatively short (10 minutes) in the FSP communities. The nearest school was as far as 59 minutes away in Chhaimale (Table 2.5).

**Table 2.5: Time to reach the nearest school (in minutes)**

| Area | Average distance |
|---|---|
| Jorpati | 13.3 |
| Gongabu | 8.6 |
| Tinchule | 9.5 |
| Koteswor | 9.9 |
| Bhimsengola/Shantinagar | 9.0 |
| Chhaimale | 58.7 |
| Talku Dudhechour | 19.0 |
| Sangla | 14.9 |
| Sundarijal | 37.9 |
| **SOP** | **32.1** |
| **FSP** | **9.9** |
| **Total** | **19.9** |

## 2.3 Economic Characteristics

### 2.3.1 Sources of livelihood

Wage labour was the major source of livelihood for about 49 per cent of the respondents. In the SOP area, about 67 per cent of the respondents depended mainly on agriculture/vegetable farming, followed by about 21 per cent in wage labour and about 3 per cent in business. But in the FSP area, wage labour was the main source of livelihood for about 71 per cent of the respondents. This was followed by business and other occupations, including traditional occupations, pig farming, painting/house painting and firewood selling. (Table 2.6)

### 2.3.2 Ability to support family

In aggregate, about 9 per cent of the respondents could support their families easily and about 49 per cent with great difficulty. Geographically speaking, about 46 per cent of the respondents in the SOP area and about 52 per cent in the FSP area supported their families with great difficulty. (Table 2.6)

**Table 2.6: Major occupations and degree of ability to support their families**

| Background characteristics | SOP | | FSP | | All | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| **Major sources of family income** | | | | | | |
| 1.Agriculture/vegetable farming | 45 | 67.2 | 1 | 1.2 | 46 | 30.7 |
| 2.Wage labour | 14 | 20.9 | 59 | 71.1 | 73 | 48.7 |
| 3. Business | 2 | 3.0 | 9 | 10.8 | 11 | 7.3 |
| 4. Others | 6 | 9.0 | 14 | 16.9 | 20 | 13.3 |
| **Ability to support family** | | | | | | |
| Easily | 6 | 9.0 | 8 | 9.6 | 14 | 9.3 |
| With some difficulty | 30 | 44.8 | 32 | 38.6 | 62 | 41.3 |
| With great difficulty | 31 | 46.3 | 43 | 51.8 | 74 | 49.3 |
| **Total** | 67 | 100.0 | 83 | 100.0 | 150 | 100.0 |

### 2.3.3 Major family expenditure items

Requested to rank their major family expenditures, the parents ranked food, children's education, clothing, transportation, house rent, religious functions, agriculture, water, electricity and trust[1].

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[1] Trust are community-based religious rituals in which selected households have to bear the cost of food and miscellaneous items for some earmarked years.

Out of the 150 respondents, 95 per cent reported food as the primary expenditure item. Only 2 per cent of the respondents reported clothing and another 2 per cent reported house rent as the primary expenditure item. As the second major expenditure item, clothing was reported by 49 per cent, rent by 21 per cent and medication by 13 per cent. As the third major expenditure item, medication was reported by 46 per cent and clothing by 27 per cent. As the fourth major expenditure item, children's education was reported by about 30 per cent and medication by about 25 per cent. (Table 2.7)

Children's education was reported as the second major expenditure item by about 11 per cent of the respondents, as the third major expenditure item by about 13 per cent and as the fourth major expenditure item by about 30 per cent of the respondents. (Table 2.7)

**Table 2.7: Ranking of family expenditures**
**(first four major expenditure items with percentage distribution)**

| Expenditure items | Rank | | | |
|---|---|---|---|---|
| | 1st Rank | 2nd Rank | 3rd Rank | 4th Rank |
| Food | 142 (94.7%) | 4 (2.7%) | 1 (0.7%) | - |
| Education of children | - | 17 (11.3%) | 18 (12.5%) | 34 (29.8%) |
| Clothing | 3 (2.0%) | 73 (48.7%) | 39 (27.1%) | 19 (16.7%) |
| Transportation | - | 3 (2.0%) | 5 (3.5%) | 14 (12.3%) |
| Medication | 1 (0.7%) | 20 (13.3%) | 66 (45.8%) | 28 (24.60%) |
| Rent | 3 (2.0%) | 32 (21.3%) | 10 (6.9%) | 6 (5.3%) |
| Festival | 1 (0.7%) | - | 5 (3.5% | 9 (7.9%) |
| Agriculture | - | - | - | 2 (1.7%) |
| Water/electricity bill | - | 1 (0.7%) | - | - |
| Trust (*Guthi*) | - | - | - | 2 (1.7%) |
| N | 150 | 150 | 144 | 114 |

An attempt was made to identify the socio-economic background of those respondents who had ranked children's education within the second to fourth major expenditure items. Such respondents belonged to Sangla, had intermediate social status, low literacy, had been living in the area for more for than 5 years, had wage labour as major occupation, were experiencing difficulty in supporting their families and were without membership of community groups (Table 2.8).

**Table 2.8: Percentage of respondents who ranked children's education in the 2$^{nd}$-4$^{th}$ ranks**

| Background Characteristics | N | % |
|---|---|---|
| **Area** | | |
| Jorpati | 3 | 4.3 |
| Gongabu | 12 | 17.4 |
| Tinchule | 1 | 1.4 |
| Koteswor | 14 | 20.3 |
| Bhimsengola/Shantinagar | 5 | 7.2 |
| Chhaimale | 6 | 8.7 |
| Talku Dudhechour | 4 | 5.8 |
| Sangla | 17 | 24.6 |
| Sundarijal | 7 | 10.1 |
| **Programme** | | |
| SOP | 34 | 49.3 |
| FSP | 35 | 50.7 |
| **Social status** | | |
| Higher | 21 | 30.4 |
| Intermediate status | 35 | 50.7 |
| Lower status | 13 | 18.8 |
| **Literacy** | | |
| Illiterate | 35 | 50.7 |
| Can read only | 5 | 7.2 |
| Can read and write somehow | 19 | 27.5 |
| Can read and write well | 10 | 14.5 |
| **Residential status** | | |
| <1 Year | 6 | 8.7 |
| 1-5 Years | 22 | 31.9 |
| >5 Years | 41 | 59.4 |
| **Major sources of family income** | | |
| 1.Agriculture/vegetable farming | 21 | 30.4 |
| 2.Wage labour | 31 | 44.9 |
| 3. Business | 7 | 10.1 |
| 4. Other | 10 | 14.5 |
| **Ability to support family** | | |
| Easily | 7 | 10.1 |
| With some difficulty | 36 | 52.2 |
| With great difficulty | 26 | 37.7 |
| **Membership of community group** | | |
| Yes | 22 | 31.9 |
| No | 47 | 68.1 |
| **Total** | **69** | **100.0** |

## 2.4 Ability to fulfil basic responsibilities of childcare

*2.4.1 Ability to fulfil the responsibility of providing health care and medication to children*
The parents' ability to provide health care and medication to their children was examined against their background characteristics. On average, 64 per cent of the respondents had fulfilled this responsibility with great difficulty as against 29 per cent who fulfilled it easily.

About 94 per cent of the respondents from Bhimsengola/Shantinagar and about 93 per cent from Chhaimale fulfilled this responsibility with great difficulty. Similarly, about 66 per cent of the respondents from the SOP areas and about 63 per cent from the FSP areas fulfilled this responsibility with great difficulty. Likewise, the illiterate, farmers and wage labourers fulfilled this responsibility with great difficulty. (Table 2.9)

**Table 2.9: Ability to fulfil the responsibility of providing health care and medication to children**

| Background characteristics | Ability | | | N | % |
|---|---|---|---|---|---|
| | **Very easily** | **Easily** | **With difficulty** | **N** | **%** |
| **Area** | **6.7** | **29.3** | **64.0** | **150** | **100.0** |
| Jorpati | 6.7 | 40.0 | 53.3 | 15 | 10.0 |
| Gongabu | 16.7 | 27.8 | 55.6 | 18 | 12.0 |
| Tinchule | | 14.3 | 85.7 | 14 | 9.3 |
| Koteswor | 5.6 | 66.7 | 27.8 | 18 | 12.0 |
| Bhimsengola/Shantinagar | | 5.6 | 94.4 | 18 | 12.0 |
| Chhaimale | | 6.7 | 93.3 | 15 | 10.0 |
| Talku Dudhechour | | 26.7 | 73.3 | 15 | 10.0 |
| Sangla | 16.7 | 22.2 | 61.1 | 18 | 12.0 |
| Sundarijal | 10.5 | 47.4 | 42.1 | 19 | 12.7 |
| **Programme** | | | | | |
| SOP | 7.5 | 26.9 | 65.7 | 67 | 44.7 |
| FSP | 6.0 | 31.3 | 62.7 | 83 | 55.3 |
| **Social status** | | | | | |
| Higher status | 5.9 | 20.6 | 73.5 | 34 | 22.7 |
| Intermediate status | 6.5 | 35.5 | 58.1 | 93 | 62.0 |
| Lower status | 8.7 | 17.4 | 73.9 | 23 | 15.3 |
| **Literacy** | | | | | |
| Illiterate | 2.2 | 26.7 | 71.1 | 90 | 60.0 |
| Can read only | | 12.5 | 87.5 | 8 | 5.3 |
| Can read and write somehow | 8.3 | 38.9 | 52.8 | 36 | 24.0 |
| Can read and write well | 31.3 | 31.3 | 37.5 | 16 | 10.7 |
| **Residential status** | | | | | |
| <1 Year | 4.0 | 40.0 | 56.0 | 25 | 16.7 |
| 1-5 Years | 4.9 | 26.8 | 68.3 | 41 | 27.3 |
| >5 Years | 8.3 | 27.4 | 64.3 | 84 | 56.0 |
| **Major sources of family income** | | | | | |
| 1.Agriculture/vegetable farming | 4.3 | 30.4 | 65.2 | 45 | 33.6 |

| | | | | | |
|---|---|---|---|---|---|
| 2.Wage labour | 1.4 | 31.5 | 67.1 | 63 | 47.0 |
| 3. Business | 36.4 | 27.3 | 36.4 | 9 | 6.7 |
| 4. Other | 15.0 | 20.0 | 65.0 | 17 | 12.7 |
| **Ability to support family** | | | | | |
| Easily | 50.0 | 35.7 | 14.3 | 14 | 9.3 |
| With some difficulty | 4.8 | 51.6 | 43.5 | 62 | 41.3 |
| With great difficulty | | 9.5 | 90.5 | 74 | 49.3 |
| **Membership of community group** | | | | | |
| Yes | 11.1 | 36.1 | 52.8 | 36 | 24.0 |
| No | 5.3 | 27.2 | 67.5 | 114 | 76.0 |

*2.4.2 Ability to pay children's school expenses/fees*

In aggregate, about 71 per cent of the parents reported it to be very difficult, 22 per easy and about 7 per cent very easy to pay children's schooling expenses. The difficulty was particularly expressed by the parents of the FSP areas, by the parents with lower social status, by those with low level of literacy, by those who had been living in the locality for less than five years, by those engaged in wage labour, by those experiencing difficulty in supporting their families and by those who were not members of any community group. The parents of Jorpati, Tinchule, Bhimsengola, Chhaimale and Talku also reported having fulfilled this responsibility with difficulty more than those of the other areas (Table 2.10).

**Table 2.10: Ability to fulfil the responsibility of providing children's school expenses**

| Background characteristics | Ability | | | | |
|---|---|---|---|---|---|
| | Very easily | Easily | With difficulty | N | % |
| | **7.5** | **21.6** | **70.9** | **134** | **100.0** |
| **Area** | | | | | |
| Jorpati | 6.7 | | 93.3 | 15 | 11.2 |
| Gongabu | 11.1 | 22.2 | 66.7 | 18 | 13.4 |
| Tinchule | | | 100.0 | 4 | 3.0 |
| Koteswor | 6.3 | 50.0 | 43.8 | 16 | 11.9 |
| Bhimsengola/Shantinagar | | | 100.0 | 15 | 11.2 |
| Chhaimale | | 6.7 | 93.3 | 15 | 11.2 |
| Talku Dudhechour | | 13.3 | 86.7 | 15 | 11.2 |
| Sangla | 16.7 | 33.3 | 50.0 | 18 | 13.4 |
| Sundarijal | 16.7 | 44.4 | 38.9 | 18 | 13.4 |
| **Programme** | | | | | |
| SOP | 9.1 | 25.8 | 65.2 | 66 | 49.3 |
| FSP | 5.9 | 17.6 | 76.5 | 68 | 50.7 |
| **Social status** | | | | | |
| Higher | 7.1 | 28.6 | 64.3 | 28 | 20.9 |
| Intermediate status | 8.2 | 23.5 | 68.2 | 85 | 63.4 |
| Lower status | 4.8 | 4.8 | 90.5 | 21 | 15.7 |

| | | | | | |
|---|---|---|---|---|---|
| **Literacy** | | | | | |
| Illiterate | 2.6 | 14.1 | 83.3 | 78 | 58.2 |
| Can read only | | 12.5 | 87.5 | 8 | 6.0 |
| Can read and write somehow | 9.4 | 37.5 | 53.1 | 32 | 23.9 |
| Can read and write well | 31.3 | 31.3 | 37.5 | 16 | 11.9 |
| **Residential status** | | | | | |
| <1 Year | 6.3 | 18.8 | 75.0 | 16 | 11.9 |
| 1-5 Years | 2.6 | 21.1 | 76.3 | 38 | 28.4 |
| >5 Years | 10.0 | 22.5 | 67.5 | 80 | 59.7 |
| **Major sources of family income** | | | | | |
| 1.Agriculture/vegetable farming | 6.7 | 28.9 | 64.4 | 45 | 33.6 |
| 2.Wage labour | 1.6 | 15.9 | 82.5 | 63 | 47.0 |
| 3. Business | 33.3 | 33.3 | 33.3 | 7 | 5.2 |
| 4. Other | 17.6 | 17.6 | 64.7 | 9 | 6.7 |
| **Ability to support family** | | | | | |
| Easily | 53.8 | 30.8 | 15.4 | 13 | 9.7 |
| With some difficulty | 5.2 | 36.2 | 58.6 | 58 | 43.3 |
| With great difficulty | | 6.3 | 93.7 | 63 | 47.0 |
| **Membership of community group** | | | | | |
| Yes | 14.3 | 34.3 | 51.4 | 35 | 26.1 |
| No | 5.1 | 17.2 | 77.8 | 99 | 73.9 |

*2.4.3 Ability to pay for children's educational materials*

On average, about 66 per cent of the respondents considered it very difficult to pay their children's educational materials, about 26 per cent considered it easy and about 8 per cent considered it very easy. The difficulty was reported by slightly more respondents of FSP than those of SOP. The respondents of lower social status, those who were less illiterate, those who had been living in the area for 1-5 years, those who were wage labour, those who were supporting their families with difficulty and those who were not members of community expressed more difficulty as compared to the other groups of respondents. Geographically speaking, the respondents of Tinchule, Bhimsengola, Chhaimale and Talku considered the difficulty more than those of other areas (Table 2.11).

**Table 2.11: Ability to fulfil the responsibility of providing children's educational materials (percentage)**

| Background characteristics | Ability | | | N | % |
|---|---|---|---|---|---|
| | **Very easily** | **Easily** | **With difficulty** | | |
| | **8.2** | **26.1** | **65.7** | **134** | **100.0** |
| **Area** | | | | | |
| Jorpati | 6.7 | 26.7 | 66.7 | 15 | 11.2 |
| Gongabu | 11.1 | 27.8 | 61.1 | 18 | 13.4 |
| Tinchule | | | 100.0 | 4 | 3.0 |
| Koteswor | 6.3 | 43.8 | 50.0 | 16 | 11.9 |
| Bhimsengola/Shantinagar | | 6.7 | 93.3 | 15 | 11.2 |
| Chhaimale | | 6.7 | 93.3 | 15 | 11.2 |

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| | | | | | |
|---|---|---|---|---|---|
| Talku Dudhechour | | 13.3 | 86.7 | 15 | 11.2 |
| Sangla | 16.7 | 38.9 | 44.4 | 18 | 13.4 |
| Sundarijal | 22.2 | 44.4 | 33.3 | 18 | 13.4 |
| **Programme** | | | | | |
| SOP | 10.6 | 27.3 | 62.1 | 66 | 49.3 |
| FSP | 5.9 | 25.0 | 69.1 | 68 | 50.7 |
| **Social status** | | | | | |
| Higher | 7.1 | 35.7 | 57.1 | 28 | 20.9 |
| Intermediate status | 9.4 | 27.1 | 63.5 | 85 | 63.4 |
| Lower status | 4.8 | 9.5 | 85.7 | 21 | 15.7 |
| **Literacy** | | | | | |
| Illiterate | 3.8 | 19.2 | 76.9 | 78 | 58.2 |
| Can read only | | 12.5 | 87.5 | 8 | 6.0 |
| Can read and write somehow | 9.4 | 40.6 | 50.0 | 32 | 23.9 |
| Can read and write well | 31.3 | 37.5 | 31.3 | 16 | 11.9 |
| **Residential status** | | | | | |
| <1 Year | 6.3 | 25.0 | 68.8 | 16 | 11.9 |
| 1-5 Years | 2.6 | 26.3 | 71.1 | 38 | 28.4 |
| >5 Years | 11.3 | 26.3 | 62.5 | 80 | 59.7 |
| **Major sources of family income** | | | | | |
| 1.Agriculture/vegetable farming | 8.9 | 31.1 | 60.0 | 45 | 33.6 |
| 2.Wage labour | 1.6 | 22.2 | 76.2 | 63 | 47.0 |
| 3. Business | 33.3 | 33.3 | 33.3 | 9 | 6.7 |
| 4. Other | 17.6 | 23.5 | 58.8 | 17 | 12.7 |
| **Ability to support family** | | | | | |
| Easily | 53.8 | 30.8 | 15.4 | 13 | 9.7 |
| With some difficulty | 6.9 | 41.4 | 51.7 | 58 | 43.3 |
| With great difficulty | | 11.1 | 88.9 | 63 | 47.0 |
| **Membership of community group** | | | | | |
| Yes | 17.1 | 34.3 | 48.6 | 35 | 26.1 |
| No | 5.1 | 23.2 | 71.7 | 99 | 73.9 |

*2.4.4 Ability to provide school uniform to children*

In general, about 72 per cent of the respondents considered it very difficult to afford children's school uniform, about 20 per cent considered it easy and about 8 per cent considered it very easy. Generally, the respondents from the FSP areas, those from lower social background, those who were illiterate, those who had been living in the programme communities for less than a year, those were making their living as wage labour, those who had difficulty in supporting their families and those who were not members of any community group were found least able to provide school uniforms for their children. Similarly, more respondents of Jorpati, Tinchule, Bhimsengola, Chhaimale and Talku considered fulfilling this responsibility as compared to those of other areas (Table 2.12).

**Table 2.12: Ability to fulfil the responsibility of providing children's school uniform**

| Background Characteristics | Ability | | | N | % |
|---|---|---|---|---|---|
| | **Very easily** | **Easily** | **With difficulty** | | |
| | **11** | **27** | **97** | **134** | **100** |
| **Area** | 8.2 | 20.1 | 71.6 | - | - |
| Jorpati | 6.7 | 6.7 | 86.7 | 15 | 11.2 |
| Gongabu | 16.7 | 27.8 | 55.6 | 18 | 13.4 |
| Tinchule | 0.0 | | 100 | 4 | 3 |
| Koteswor | 6.3 | 43.8 | 50 | 16 | 11.9 |
| Bhimsengola/Shantinagar | 0.0 | 0.0 | 100 | 15 | 11.2 |
| Chhaimale | 0.0 | 6.7 | 93.3 | 15 | 11.2 |
| Talku Dudhechour | 0.0 | 13.3 | 86.7 | 15 | 11.2 |
| Sangla | 16.7 | 22.2 | 61.1 | 18 | 13.4 |
| Sundarijal | 16.7 | 38.9 | 44.4 | 18 | 13.4 |
| **Programme** | | | | | |
| SOP | 9.1 | 21.2 | 69.7 | 66 | 49.3 |
| FSP | 7.4 | 19.1 | 73.5 | 68 | 50.7 |
| **Social status** | | | | | |
| Higher | 7.1 | 28.6 | 64.3 | 28 | 20.9 |
| Intermediate status | 8.2 | 21.2 | 70.6 | 85 | 63.4 |
| Lower status | 9.5 | 4.8 | 85.7 | 21 | 15.7 |
| **Literacy** | | | | | |
| Illiterate | 3.8 | 12.8 | 83.3 | 78 | 58.2 |
| Can read only | 0.0 | 12.5 | 87.5 | 8 | 6 |
| Can read and write somehow | 6.3 | 40.6 | 53.1 | 32 | 23.9 |
| Can read and write well | 37.5 | 18.8 | 43.8 | 16 | 11.9 |
| **Residential status** | | | | | |
| <1 Year | 6.3 | 12.5 | 81.3 | 16 | 11.9 |
| 1-5 Years | 5.3 | 21.1 | 73.7 | 38 | 28.4 |
| >5 Years | 10 | 21.3 | 68.8 | 80 | 59.7 |
| **Major sources of family income** | | | | | |
| 1.Agriculture/vegetable farming | 6.7 | 24.4 | 68.9 | 45 | 33.6 |
| 2.Wage labour | 1.6 | 14.3 | 84.1 | 63 | 47 |
| 3. Business | 44.4 | 33.3 | 22.2 | 7 | 6.7 |
| 4. Other | 17.6 | 23.5 | 58.8 | 9 | 12.7 |
| **Ability to support family** | | | | | |
| Easily | 53.8 | 30.8 | 15.4 | 13 | 9.7 |
| With some difficulty | 6.9 | 34.5 | 58.6 | 58 | 43.3 |
| With great difficulty | | 4.8 | 95.2 | 63 | 47 |
| **Membership of community group** | | | | | |
| Yes | 17.1 | 25.7 | 57.1 | 35 | 26.1 |
| No | 5.1 | 18.2 | 76.8 | 99 | 73.9 |

## 2.5 Inspiring person

The respondents who had who ranked children's education within the 1-4 major expenditure items were further asked who were the persons inspiring them in this respect. There were 68 respondents in this category[2].

In this context, the knowledge coming from the life experience of respondents (42%), enhanced by reading books/newspapers and listening to news, was the main source of inspiration. This was followed by schoolteachers (34%), relatives/neighbours (31%), friends (30%), community members (8%), NGO personnel (5%) and others such as health volunteers. By area, the respondents of Jorpati considered relatives/neighbours and schoolteachers as the important inspiring persons. Self-awareness was the major source of inspiration for the respondents of Gongabu and Tinchule, whereas friends were the major source for the respondents of Koteswor (Table 2.13).

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[2] A non-response case was excluded from analysis.

**Table 2.13: Person giving inspiration o children's education (percentage)**

| Background characteristics | Inspiring person | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Self** | **School teachers** | **Relative/neighbour** | **Friends** | **Community members** | **NGO person** | **Others** | **N** |
| **Total respondents (N)** | **28** | **23** | **21** | **20** | **5** | **3** | **7** | **67** |
| **Area** | **41.8** | **34.3** | **31.3** | **29.9** | **7.5** | **4.5** | **10.4** | **100.0** |
| Jorpati | 0.0 | 66.7 | 100.0 | 66.7 | | | | 3 |
| Gongabu | 81.8 | 18.2 | 9.1 | 45.5 | | | | 11 |
| Tinchule | 100.0 | | | | | | | 1 |
| Koteswor | 28.6 | 14.3 | 28.6 | 42.9 | | 21.4 | 7.1 | 14 |
| Bhimsengola/Shantinagar | 40.0 | 20.0 | 60.0 | | | | | 5 |
| Chhaimale | 33.3 | 16.7 | 16.7 | 16.7 | | | 33.3 | 6 |
| Talku Dudhechour | | | 33.3 | 33.3 | | | 33.3 | 3 |
| Sangla | 47.1 | 58.8 | 23.5 | | 23.5 | | 5.9 | 17 |
| Sundarijal | 28.6 | 71.4 | 57.1 | 71.4 | 14.3 | | 28.6 | 7 |
| **Programme** | | | | | | | | |
| SOP | 36.4 | 48.5 | 30.3 | 21.2 | 15.2 | | 18.2 | 33 |
| FSP | 47.1 | 20.6 | 32.4 | 38.2 | | 8.8 | 2.9 | 34 |
| **Social status** | | | | | | | | |
| Higher | 61.9 | 42.9 | 19.0 | 4.8 | 14.3 | 4.8 | | 21 |
| Intermediate status | 29.4 | 38.2 | 35.3 | 41.2 | 5.9 | 5.9 | 20.6 | 34 |
| Lower status | 41.7 | 8.3 | 41.7 | 41.7 | | | | 12 |
| **Literacy** | | | | | | | | |
| Illiterate | 27.3 | 42.4 | 39.4 | 30.3 | 9.1 | 6.1 | 15.2 | 33 |
| Can read only | 40.0 | 20.0 | 40.0 | 40.0 | | | | 5 |
| Can read and write somehow | 57.9 | 15.8 | 15.8 | 31.6 | | | 5.3 | 19 |
| Can read and write well | 60.0 | 50.0 | 30.0 | 20.0 | 20.0 | 10.0 | 10.0 | 10 |
| **Residential status** | | | | | | | | |
| <1 Year | 50.0 | 16.7 | | 50.0 | | | | 6 |
| 1-5 Years | 47.6 | 14.3 | 38.1 | 19.0 | | 14.3 | | 21 |
| >5 Years | 37.5 | 47.5 | 32.5 | 32.5 | 12.5 | | 17.5 | 40 |
| **Major sources of family income** | | | | | | | | |
| 1. Agriculture/vegetable farming | 28.6 | 57.1 | 33.3 | 28.6 | 14.3 | | 19.0 | 21 |
| 2. Wage labour | 40.0 | 23.3 | 33.3 | 33.3 | | 10.0 | 6.7 | 30 |
| 3. Business | 66.7 | | 16.7 | 16.7 | | | | 6 |
| 4. Other | 60.0 | 40.0 | 30.0 | 30.0 | 20.0 | | 10.0 | 6 |
| **Ability to support family** | | | | | | | | |
| Easily | 33.3 | 66.7 | 50.0 | 66.7 | 16.7 | | | 6 |
| With some difficulty | 45.7 | 31.4 | 22.9 | 34.3 | 11.4 | 8.6 | 5.7 | 35 |
| With great difficulty | 38.5 | 30.8 | 38.5 | 15.4 | | | 19.2 | 26 |
| **Membership of community group** | | | | | | | | |
| Yes | 28.6 | 57.1 | 33.3 | 23.8 | 19.0 | | 19.0 | 21 |
| No | 47.8 | 23.9 | 30.4 | 32.6 | 2.2 | 6.5 | 6.5 | 46 |

Percentage adds up to more than 100 due to multiple responses.

## 2.6 Community Development

### 2.6.1 Membership of community programme

As regards membership of community groups, only 24 per cent of the 150 respondents were members of community groups. Membership was higher in the SOP area (46%), particularly in Sangla, Sundarijal and Chhaimale, than in the FSP area. Membership of community groups was relatively high among the higher social groups (29.4%), among the relatively literate groups (44%), among those who had been living in the community for more than 5 years (38%), among those with agriculture/vegetable farming as the major occupation (52%) and among those who were able to support their families easily (36%) (Table 2.14).

Those who were members of community groups were further asked about the community development priorities of groups or programmes to which they were members. In this regard, it was found that about 61 per cent were member of Women Development Group, about 22 per cent of Savings and Credit Group, about 19 per cent of Forest User Group and the remaining respondent member of groups such as income generation, Bisheshor Among the Poor, *Dalit* Trust, etc (Table 2.14).

**Table 2.14: Membership of respondents by community programmes/groups**
**(in percentage)**

| Background characteristics | Membership of programme | | | Type of programme | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | N | FUG | S&C | WDG | AG | IGG | GSB | Other | N |
| | | | | | | | | | | | |
| **Total respondents (N)** | **36** | **114** | **150** | **7** | **8** | **22** | **1** | **1** | **2** | **2** | **36** |
| **Percentage** | **24.0** | **76.0** | **100.0** | **19.4** | **22.2** | **61.1** | **2.8** | **2.8** | **5.6** | **5.6** | **100.0** |
| **Area** | | | | | | | | | | | |
| Jorpati | 6.7 | 93.3 | 15 | | 100.0 | | | | | | 1 |
| Gongabu | 0.0 | 100.0 | 18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Tinchule | 7.1 | 92.9 | 14 | 0.0 | | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | 1 |
| Koteswor | 11.1 | 88.9 | 18 | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | | 2 |
| Bhimsengola/Shantinagar | 5.6 | 94.4 | 18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 1 |
| Chhaimale | 46.7 | 53.3 | 15 | 85.7 | 0.0 | 42.9 | 0.0 | 14.3 | 0.0 | 0.0 | 7 |
| Talku Dudhechour | 20.0 | 80.0 | 15 | 33.3 | 0.0 | 66.7 | 0.0 | 0.0 | 0.0 | 0.0 | 3 |
| Sangla | 55.6 | 44.4 | 18 | 0.0 | 10.0 | 90.0 | 10.0 | 0.0 | 20.0 | 0.0 | 10 |
| Sundarijal | 57.9 | 42.1 | 19 | 0.0 | 45.5 | 54.5 | 0.0 | 0.0 | 0.0 | 0.0 | 11 |
| **Programme** | | | | | | | | | | | |
| SOP | 46.3 | 53.7 | 67 | 22.6 | 19.4 | 64.5 | 3.2 | 3.2 | 6.5 | 0.0 | 31 |
| FSP | 6.0 | 94.0 | 83 | | 40.0 | 40.0 | 0.0 | 0.0 | 0.0 | 40.0 | 5 |
| **Social status** | | | | | | | | | | | |
| Higher | 29.4 | 70.6 | 34 | | 10.0 | 80.0 | 10.0 | 0.0 | 20.0 | 20.0 | 10 |
| Intermediate status | 25.8 | 74.2 | 93 | 29.2 | 25.0 | 54.2 | 0.0 | 4.2 | 0.0 | 0.0 | 24 |
| Lower status | 8.7 | 91.3 | 23 | | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2 |
| **Literacy** | | | | | | | | | | | |
| Illiterate | 21.1 | 78.9 | 90 | 21.1 | 26.3 | 47.4 | 0.0 | 0.0 | 0.0 | 5.3 | 19 |
| Can read only | 12.5 | 87.5 | 8 | 100.0 | | 100.0 | 0.0 | 0.0 | 0.0 | | 1 |
| Can read and write somehow | 25.0 | 75.0 | 36 | 22.2 | | 77.8 | 0.0 | 11.1 | 22.2 | 11.1 | 9 |
| Can read and write well | 43.8 | 56.3 | 16 | | 42.9 | 71.4 | 14.3 | 0.0 | 0.0 | | 7 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Residential status** | | | | | | | | | | | |
| <1 Year | 4 | 96.0 | 25 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 |
| 1-5 Years | 7.3 | 92.7 | 41 | 0.0 | 0.0 | 66.7 | 0.0 | 0.0 | 0.0 | 66.7 | 3 |
| >5 Years | 38.1 | 61.9 | 84 | 21.9 | 25.0 | 59.4 | 3.1 | 3.1 | 6.3 | 0.0 | 32 |
| **Major sources of family income** | | | | | | | | | | | |
| 1.Agriculture/vegetable farming | 52.2 | 47.8 | 46 | 29.2 | 20.8 | 54.2 | 0.0 | 4.2 | 4.2 | 0.0 | 24 |
| 2.Wage labour | 8.2 | 91.8 | 73 | 0.0 | 16.7 | 66.7 | 0.0 | 0.0 | 0.0 | 16.7 | 6 |
| 3. Business | 9.1 | 90.9 | 11 | 0.0 | 100.0 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 | 1 |
| 4. Other | 25.0 | 75.0 | 20 | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 20.0 | 20.0 | 5 |
| **Ability to support family** | | | | | | | | | | | |
| Easily | 35.7 | 64.3 | 14 | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5 |
| With some difficulty | 29.0 | 71.0 | 62 | 22.2 | 22.2 | 66.7 | 5.6 | 5.6 | 11.1 | 0.0 | 18 |
| With great difficulty | 17.6 | 82.4 | 74 | 23.1 | 23.1 | 46.2 | 0.0 | 0.0 | 0.0 | 15.4 | 13 |

Note: FUG = Forest User Group, S&C = Saving and Credit Group, WDG = Women Development Group, AG = Agriculture Group, IGG = Income Generating Group, GSB = Garib Sanga Biseswar, Other = Dalit Guthi Samuha, Children Group and Elderly Housing Group.

*2.6.2 Group priorities in community development*

The 36 respondents who were members of community group were further asked about the priorities of their group in the development of their community. Out of the total 36 respondents, majority (69%) reported income generation as the major priority of their groups. This was followed by social mobilization programmes (33%) and agricultural and infrastructure development (19 per cent each). In the programme area of SOP, income generation, agriculture and infrastructure were the first three major group priorities whereas in that of FSP the first three such priorities were income generation, social mobilization and provision of help to single poor women (Table 2.15).

**Table 2.15: Priorities of group for community development (in percentage)**

| Priorities | SOP | | FSP | | Total | |
|---|---|---|---|---|---|---|
| | **N** | **%** | **N** | **%** | **N** | **%** |
| Respondents surveyed | | | | | | |
| 1. Help the lonely poor women in the group | 0 | 0.0 | 2 | 40.0 | 2 | 5.6 |
| 2. Income generation | 21 | 67.7 | 4 | 80.0 | 25 | 69.4 |
| 3. Social mobilization | 9 | 29.0 | 3 | 60.0 | 12 | 33.3 |
| 4. Alternative fuel | 4 | 12.9 | 0 | 0.0 | 4 | 11.1 |
| 5. Agriculture related | 7 | 22.6 | 0 | 0.0 | 7 | 19.4 |
| 6. Infrastructure development (road/drinking water) | 6 | 19.4 | 1 | 20.0 | 7 | 19.4 |
| 7. Education | 1 | 3.2 | 0 | 0.0 | 1 | 2.8 |
| 8. Forest conservation | 6 | 19.4 | 0 | 0.0 | 6 | 16.7 |
| 9. Electricity | 1 | 3.2 | 0 | 0.0 | 1 | 2.8 |
| **Total** | **31** | **100.0** | **5** | **100.0** | **36** | **100.0** |

Percentage adds up to more than 100 due to multiple responses.

*2.6.3 Individual priorities in community development*

When the 150 respondents were asked to name their individual priorities in community development, about 54 per cent named infrastructure development (drinking water, road and electricity), about 31 per cent improvement in education, about 15 per cent income generation, about 13 per cent agriculture and the rest skill development, social mobilization, social equity and school building, as their priorities. It was also found that among the respondents of SOP area, infrastructure development, as reported by 64 per cent of them, was a major priority, but in the FSP 43 per cent of them indicated infrastructure development as their priority. In that area, another 43 per cent named improvement in education as the major priority. About 28 per cent of the respondents in the SOP area and about 43 per cent in the FSP area had no idea in this matter (Table 2.16).

**Table 2.16: Priorities for community development (in percentage)**

| Individual priorities | SOP | | FSP | | Total | |
|---|---|---|---|---|---|---|
| Respondents surveyed | N | % | N | % | N | % |
| Total (N) | 67 | 100.0 | 83 | 100.0 | 150 | 100.0 |
| 1.Infrastructure development (drinking water, road, electricity) | 45 | 67.2 | 36 | 43.4 | 81 | 54.0 |
| 2. Improvement in educational system | 18 | 26.9 | 29 | 34.9 | 47 | 31.3 |
| 3 Income generation | 16 | 23.9 | 6 | 7.2 | 22 | 14.7 |
| 4. Agricultural development | 15 | 22.4 | 4 | 4.8 | 19 | 12.7 |
| 4. Social mobilization | 3 | 4.5 | 4 | 4.8 | 7 | 4.7 |
| 5. Provision for skill development | 4 | 6.0 | 6 | 7.2 | 10 | 6.7 |
| 6. Social justice (equity) | 2 | 3.0 | 3 | 3.6 | 5 | 3.3 |
| 7. School building | 0 | 0.0 | 4 | 4.8 | 4 | 2.7 |
| 9. Don't know | 19 | 28.4 | 36 | 43.4 | 55 | 36.7 |

Percentage adds up to more than 100 due to multiple responses.

## 2.7 Ideal persons

It is generally assumed that social ideals can influence one's attitude and social life. To a query if they had some ideal persons, 48 per cent of the respondents stated that they did have one. About 55 per cent of the respondents from the SOP area and about 42 per cent from the FSP area had ideal persons. Those who had social ideals were those who had higher social status (53%); were relatively literate (75%); had been living in the community for more than five years (52%); relied on agriculture as the major source of income (61%); were experiencing some difficulty in supporting family (66%); and belonged to community groups (69%). From the geographical standpoint, more respondents of Jorpati, Koteswor, Sangla and Sundarijal had ideal persons than those of other areas, particularly Talku (Table 2.17).

**Table 2.17: Existence of ideal person (in percentage)**

| Background characteristics | Ideal person | | | |
|---|---|---|---|---|
| | Yes | | No | |
| | N | % | N | % |
| **Respondents surveyed** | | | | |
| **Total respondents (N)** | **72** | **48.0** | **78** | **52.0** |
| **Area** | | | | |
| Jorpati | 11 | 73.3 | 4 | 26.7 |
| Gongabu | 2 | 11.1 | 16 | 88.9 |
| Tinchule | 2 | 14.3 | 12 | 85.7 |
| Koteswor | 15 | 83.3 | 3 | 16.7 |
| Bhimsengola/Shantinagar | 5 | 27.8 | 13 | 72.2 |
| Chhaimale | 4 | 26.7 | 11 | 73.3 |
| Talku Dudhechour | 1 | 6.7 | 14 | 93.3 |
| Sangla | 15 | 83.3 | 3 | 16.7 |
| Sundarijal | 17 | 89.5 | 2 | 10.5 |
| **Programme** | | | | |
| SOP | 37 | 55.2 | 30 | 44.8 |
| FSP | 35 | 42.2 | 48 | 57.8 |
| **Social status** | | | | |
| Higher | 18 | 52.9 | 16 | 47.1 |
| Intermediate status | 45 | 48.4 | 48 | 51.6 |
| Lower status | 9 | 39.1 | 14 | 60.9 |
| **Literacy** | | | | |
| Illiterate | 43 | 47.8 | 47 | 52.2 |
| Can read only | 1 | 12.5 | 7 | 87.5 |
| Can read and write somehow | 16 | 44.4 | 20 | 55.6 |
| Can read and write well | 12 | 75.0 | 4 | 25.0 |
| **Residential status** | | | | |
| <1 Year | 12 | 48.0 | 13 | 52.0 |
| 1-5 Years | 16 | 39.0 | 25 | 61.0 |
| >5 Years | 44 | 52.4 | 40 | 47.6 |
| **Major sources of family income** | | | | |
| 1. Agriculture/vegetable farming | 28 | 60.9 | 18 | 39.1 |
| 2. Wage labour | 31 | 42.5 | 42 | 57.5 |
| 3. Business | 2 | 18.2 | 9 | 81.8 |
| 4. Other | 11 | 55.0 | 9 | 45.0 |
| **Ability to support family** | | | | |
| Easily | 7 | 50.0 | 7 | 50.0 |
| With some difficulty | 41 | 66.1 | 21 | 33.9 |
| With great difficulty | 24 | 32.4 | 50 | 67.6 |
| **Membership of community group** | | | | |
| Yes | 25 | 69.4 | 11 | 30.6 |
| No | 47 | 41.2 | 67 | 58.8 |

Percentage adds up to more than 100 due to multiple responses.

The 72 respondents who did have ideal persons were further asked the reasons for considering them ideal. The responses were: they were educated (56%), they taught them good things (50%), they were helpful (40%), they were social workers (35%), they made good income (11%), they

were group members (10%), they were heads of the community (10%) and they were successful in politics (7%). Generally, the respondents of Jorpati and Talku considered helpful attitude as the major reason for considering a person as ideal, while those of Sundarijal considered good education and social work as the main reasons (Table 2.18).

**Table 2.18 Reasons for considering ideal (in percentage)**

| Background characteristics | Reasons | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Is educated | Makes good money | Is successful in politics | Is a social worker | Is a group member | Is helpful | Is head of community | Teaches good things | Respected family member |
| N | 40 | 8 | 5 | 25 | 7 | 29 | 7 | 36 | 7 |
| N % | 55.6 | 11.1 | 6.9 | 34.7 | 9.7 | 40.3 | 9.7 | 50.0 | 9.7 |
| **Area** | | | | | | | | | |
| Jorpati | 36.4 | 18.2 | | 9.1 | | 100.0 | | 72.7 | 27.3 |
| Gongabu | 100.0 | | | | | | | | |
| Tinchule | | | | | | 50.0 | | 50.0 | 50.0 |
| Koteswor | 86.7 | 33.3 | | 6.7 | | 40.0 | | 60.0 | 13.3 |
| Bhimsengola/Shantinagar | 60.0 | 20.0 | | 40.0 | | 20.0 | | 20.0 | 20.0 |
| Chhaimale | 25.0 | | | 25.0 | | 75.0 | | | |
| Talku Dudhechour | | | | | | 100.0 | | | |
| Sangla | 73.3 | | | 40.0 | 26.7 | 26.7 | | 40.0 | |
| Sundarijal | 35.3 | | 29.4 | 82.4 | 17.6 | 11.8 | 41.2 | 64.7 | |
| **Programme** | | | | | | | | | |
| SOP | 48.6 | | 13.5 | 56.8 | 18.9 | 27.0 | 18.9 | 45.9 | |
| FSP | 62.9 | 22.9 | | 11.4 | | 54.3 | | 54.3 | 20.0 |
| **Social status** | | | | | | | | | |
| Higher | 72.2 | 5.6 | | 33.3 | 16.7 | 33.3 | | 55.6 | 5.6 |
| Intermediate status | 48.9 | 11.1 | 11.1 | 37.8 | 8.9 | 44.4 | 15.6 | 51.1 | 8.9 |
| Lower status | 55.6 | 22.2 | | 22.2 | | 33.3 | | 33.3 | 22.2 |
| **Literacy** | | | | | | | | | |
| Illiterate | 62.8 | 16.3 | | 30.2 | 9.3 | 44.2 | 7.0 | 55.8 | 4.7 |
| Can read only | | | | | | | | | 100.0 |
| Can read and write somehow | 43.8 | | 12.5 | 43.8 | | 37.5 | 12.5 | 56.3 | 6.3 |
| Can read and write well | 50.0 | 8.3 | 25.0 | 41.7 | 25.0 | 33.3 | 16.7 | 25.0 | 25.0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Residential status** | | | | | | | | | |
| <1 Year | 66.7 | 25.0 | 0.0 | 8.3 | 0.0 | 50.0 | 0.0 | 75.0 | 16.7 |
| 1-5 Years | 62.5 | 25.0 | | 18.8 | 0.0 | 43.8 | 0.0 | 37.5 | 12.5 |
| >5 Years | 50.0 | 2.3 | 11.4 | 47.7 | 15.9 | 36.4 | 15.9 | 47.7 | 6.8 |
| **Major sources of family income** | | | | | | | | | |
| 1. Agriculture/vegetable farming | 42.9 | | 17.9 | 60.7 | 17.9 | 25.0 | 25.0 | 57.1 | 0.0 |
| 2. Wage labour | 61.3 | 19.4 | 0.0 | 19.4 | 0.0 | 58.1 | 0.0 | 51.6 | 16.1 |
| 3. Business | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| 4. Other | 72.7 | 9.1 | 0.0 | 18.2 | 18.2 | 27.3 | 0.0 | 36.4 | 18.2 |
| **Ability to support family** | | | | | | | | | |
| Easily | 71.4 | | 14.3 | 42.9 | 14.3 | 28.6 | | 42.9 | 14.3 |
| With some difficulty | 51.2 | 12.2 | 9.8 | 34.1 | 12.2 | 43.9 | 12.2 | 56.1 | 9.8 |
| Difficulty | 58.3 | 12.5 | | 33.3 | 4.2 | 37.5 | 8.3 | 41.7 | 8.3 |
| **Membership of community group** | | | | | | | | | |
| Yes | 56.0 | 8.0 | 16.0 | 56.0 | 24.0 | 32.0 | 28.0 | 40.0 | 4.0 |
| No | 55.3 | 12.8 | 2.1 | 23.4 | 2.1 | 44.7 | | 55.3 | 12.8 |

# CHAPTER THREE

## Demography and Schooling of Children

This chapter first gives information on the demographic characteristics of children based on the analysis of household rosters. It then casts light on the patterns of birth registration and the schooling of children.

### 3.1 Basic demographic information

According to the household roster, there were a total of 295 children, 6-14-year-old, in the 150 families/parents selected for the survey. The percentage of female children was higher than that of male children in the SOP area, whereas that of male children was slightly higher than that of female children in the FSP area (Table 3.1).

**Table 3.1: Average number of children and distribution by sex**

| Indicator | SOP | | FSP | | Total (N) | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | Col % |
| **Total children in the family** | **135** | **45.8** | **160** | **54.2** | **295** | **100.0** |
| **Sex** | | | | | | |
| Male | 64 | 47.4 | 86 | 53.7 | 150 | 50.8 |
| Female | 71 | 52.6 | 74 | 46.3 | 145 | 59.2 |

### 3.2 Birth registration

On the question of official registration of the births of children, the births of about 45 per cent of the children were registered. The births of about 38 per cent of the children in the SOP area and that of about 51 per cent of the children in the FSP area were not officially registered (Table 3.2).

**Table 3.2: Percentage of children with and without birth registration**

| | SOP | | FSP | | Total (N) | |
|---|---|---|---|---|---|---|
| **Birth registered** | N | % | N | % | N | % |
| Yes | 76 | 56.3 | 68 | 42.5 | 144 | 44.8 |
| No | 51 | 37.8 | 81 | 50.6 | 132 | 44.7 |
| Don't know | 8 | 5.9 | 11 | 6.9 | 19 | 6.5 |

As regards the rate of birth registration by geographic area and children's sex, it was slightly higher among male than among female children. Female birth registration was higher (40%) only in Talku Dudhechaur and relatively low in Bhimsengola/Shantibasti (Table 3.3).

**Table 3.3 Variations in birth registration by programme areas and sex of children**

| Programme area | Female | | | Male | | |
|---|---|---|---|---|---|---|
| | Yes | No | Do not know | Yes | No | Do not know |
| Jorpati | 26.1 | 4.3 | 17.4 | 34.8 | 13.0 | 4.3 |
| Gongabu | 20.0 | 28.6 | 0.0 | 22.9 | 25.7 | 2.9 |
| Tinchule | 12.5 | 20.8 | 16.7 | 29.2 | 16.7 | 4.2 |
| Koteswor | 35.1 | 29.7 | 0.0 | 21.6 | 13.5 | 0.0 |
| Bhimsengola/Shantinagar | 7.3 | 46.3 | 0.0 | 12.2 | 34.1 | 0.0 |
| Chhaimale | 36.7 | 6.7 | 3.3 | 30.0 | 13.3 | 10.0 |
| Talku Dudhechour | 40.0 | 8.6 | 2.9 | 31.4 | 8.6 | 8.6 |
| Sangla | 23.1 | 20.5 | 0.0 | 28.2 | 28.2 | 0.0 |
| Sundarijal | 12.9 | 35.5 | 0.0 | 22.6 | 29.0 | 0.0 |
| **Total** | **23.7** | **23.7** | **3.4** | **25.1** | **21.0** | **3.1** |

## 3.3 Current enrolment

Of the 295 children, only 81 (27%) went to school. The remaining 214 (73%) didn't go to school. Those not currently going to school were slightly more in the FSP than in the SOP area and among the respondents that experienced difficulty in supporting families (Table 3.4).

**Table 3.4: Current school enrolment by background characteristics**
**(in percentage)**

| Background characteristics | Currently enrolled | | | |
|---|---|---|---|---|
| | Yes | | No | |
| | N | % | N | % |
| **Total response (N)** | **81** | **27.5** | **214** | **72.5** |
| **Area** | | | | |
| Jorpati | 2 | 8.7 | 21 | 91.3 |
| Gongabu | 16 | 45.7 | 19 | 54.3 |
| Tinchule | 6 | 25.0 | 18 | 75.0 |
| Koteswor | 6 | 16.2 | 31 | 83.8 |
| Bhimsengola/Shantinagar | 11 | 26.8 | 30 | 73.2 |
| Chhaimale | 7 | 23.3 | 23 | 76.7 |
| Talku Dudhechour | 4 | 11.4 | 31 | 88.6 |
| Sangla | 18 | 46.2 | 21 | 53.8 |
| Sundarijal | 11 | 35.5 | 20 | 64.5 |

| Programme | | | | |
|---|---|---|---|---|
| SOP | 40 | 29.6 | 95 | 70.4 |
| FSP | 41 | 25.6 | 119 | 74.4 |
| **Social status** | | | | |
| Higher | 24 | 34.8 | 45 | 65.2 |
| Intermediate status | 40 | 23.0 | 134 | 77.0 |
| Lower status | 17 | 32.7 | 35 | 67.3 |
| **Literacy** | | | | |
| Illiterate | 42 | 22.8 | 142 | 77.2 |
| Can read only | 8 | 44.4 | 10 | 55.6 |
| Can read and write somehow | 21 | 30.9 | 47 | 69.1 |
| Can read and write well | 10 | 40.0 | 15 | 60.0 |
| **Residential status** | | | | |
| <1 Year | 4 | 10.5 | 34 | 89.5 |
| 1-5 Years | 25 | 29.4 | 60 | 70.6 |
| >5 Years | 52 | 30.2 | 120 | 69.8 |
| **Major sources of family income** | | | | |
| Agriculture/vegetable farming | 30 | 31.9 | 64 | 68.1 |
| Wage labour | 29 | 21.0 | 109 | 79.0 |
| Business | 6 | 35.3 | 11 | 64.7 |
| Others | 16 | 34.8 | 30 | 65.2 |
| **Ability to support family** | | | | |
| Easily | 9 | 40.9 | 13 | 59.1 |
| With some difficulty | 42 | 33.6 | 83 | 66.4 |
| Difficulty | 30 | 20.3 | 118 | 79.7 |
| **Membership of community group** | | | | |
| Yes | 25 | 30.9 | 56 | 69.1 |
| No | 56 | 26.2 | 158 | 73.8 |

## 3.4 Ever enrolment of children

Of the 214 children currently not going to school, only 71 (33%) were ever enrolled in school. This means, the remaining 143 children (67%) were never enrolled in school (Table 3.5).

**Table 3.5: Ever enrolment of children**

| Schooling status | SOP | | FSP | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| **Ever enrolled** | | | | | | |
| Yes | 8 | 8.4 | 63 | 52.9 | 71 | 33.2 |
| No | 87 | 91.4 | 56 | 47.1 | 143 | 66.8 |

## 3.5 Reasons for never attending regular school

The major reasons for children never attending regular school were: poverty, long distance to school, unavailability of school uniform, over-age of children and children's interest in playing rather than in studies. (Table 3.6)

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**Table 3.6: Reasons for never attending school by selected background characteristics (in percentage)**

| Reasons | Sex of child | | Age of child | | Distance to mother school (minutes) | | Programme | | Social status of parents | | | Total N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | 6-8 | 9-14 | 0-30 | 30+ | SOP | FSP | H | I | L | |
| Total N | 78 | 65 | 103 | 40 | 111 | 32 | 87 | 56 | 27 | 103 | 13 | 143 |
| N % | 54.5 | 45.5 | 72.0 | 28.0 | 77.6 | 22.4 | 60.8 | 39.2 | 18.9 | 72.0 | 9.1 | 100.0 |
| 1. Poverty | 46.2 | 36.9 | 35.0 | 60.0 | 45.0 | 31.3 | 33.3 | 55.4 | 33.3 | 46.6 | 23.1 | 60 |
| 2. School is far | 23.1 | 32.3 | 35.9 | 5.0 | 21.6 | 46.9 | 41.4 | 5.4 | 33.3 | 28.2 | 7.7 | 39 |
| 3. School uniform is not provided | 19.2 | 24.6 | 23.3 | 17.5 | 18.0 | 34.4 | 19.5 | 25.0 | 18.5 | 19.4 | 46.2 | 31 |
| 4.Child is over-age | 16.7 | 13.8 | 20.4 | 2.5 | 18.9 | 3.1 | 25.3 | 0.0 | 48.1 | 8.7 | 0.0 | 22 |
| 5. Child prefers play to study | 12.8 | 18.5 | 19.4 | 5.0 | 14.4 | 18.8 | 24.1 | 1.8 | 0.0 | 21.4 | 0.0 | 22 |
| 6. Child does not like to study | 7.7 | 7.7 | 9.7 | 2.5 | 7.2 | 9.4 | 11.5 | 1.8 | 0.0 | 10.7 | 0.0 | 11 |
| 7. Free educational materials are not provided | 2.6 | 9.2 | 6.8 | 2.5 | 4.5 | 9.4 | 6.9 | 3.6 | 3.7 | 4.9 | 15.4 | 8 |
| 8.Scholarship money is not provided | 3.8 | 7.7 | 7.8 | 0.0 | 5.4 | 6.3 | 8.0 | 1.8 | 0.0 | 6.8 | 7.7 | 8 |
| 9. Education is unnecessary | 2.6 | 3.1 | 1.0 | 7.5 | 0.0 | 12.5 | 4.6 | 0.0 | 0.0 | 3.9 | 0.0 | 4 |
| 10. Physical facilities are poor | 2.6 | 3.1 | 2.9 | 2.5 | 3.6 | 0.0 | 4.6 | 0.0 | 0.0 | 3.9 | 0.0 | 4 |
| 11.Child has to work for a living | 2.6 | 1.5 | 1.9 | 2.5 | 2.7 | 0.0 | 1.1 | 3.6 | 7.4 | 0.0 | 7.7 | 3 |
| 12. We cannot prepare meal in time | 2.6 | 1.5 | 1.9 | 2.5 | 2.7 | 0.0 | 3.4 | 0.0 | 0.0 | 2.9 | 0.0 | 3 |
| 13. Free meals are not provided | 1.3 | 1.5 | 1.9 | 0.0 | 1.8 | 0.0 | 2.3 | 0.0 | 0.0 | 1.9 | 0.0 | 2 |
| 14. It is not good to send girls to school as they eventually become members of another family | 1.3 | 1.5 | 1.0 | 2.5 | 1.8 | 0.0 | 0.0 | 3.6 | 0.0 | 1.0 | 7.7 | 2 |
| 15.Security situation is bad | 1.3 | 1.5 | 1.0 | 2.5 | 1.8 | 0.0 | 2.3 | 0.0 | 0.0 | 1.9 | 0.0 | 2 |
| 16. Road to school is very bad | 1.3 | 1.5 | 1.0 | 2.5 | 1.8 | 0.0 | 0.0 | 3.6 | 0.0 | 1.9 | 0.0 | 2 |
| 17. Teaching is not good | 0.0 | 1.5 | 1.0 | 0.0 | 0.0 | 3.1 | 1.1 | 0.0 | 0.0 | 1.0 | 0.0 | 1 |
| 18. Classmates misbehave with the child | 1.3 | 0.0 | 1.0 | 0.0 | 0.9 | 0.0 | 1.1 | 0.0 | 0.0 | 1.0 | 0.0 | 1 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Percentage adds up to more than 100 due to multiple responses.

The major reasons for children never attending regular school by geographic areas were: poverty and lack of school uniform. Poverty was cited as the major reason by the respondents of Jorpati, Koteswor, Bhimsengola and Talku, and lack of school uniform by the respondents of Tinchule, Gongabu and Chhaimale. The respondents of Sangla cited over-age of children whereas those of Sangla cited remoteness of school as the major reason (Table 3.7).

**Table 3.7: Major reasons for never attending school by area (in percentage)**

| Reasons | Jorpati | | Gongabu | | Tinchule | | Koteswor | | Bhimsengola | | Chhaimale | | Talku Dudhechour | | Sangla | | Sundarijal | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Poverty | 11 | 91.7 | 5 | 35.7 | 1 | 25.0 | 6 | 75.0 | 8 | 44.4 | 5 | 23.8 | 19 | 67.9 | 4 | 20.0 | 1 | 5.6 | 60 | 42.0 |
| 2. School is far | 0 | 0.0 | 3 | 21.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 8 | 38.1 | 2 | 7.1 | 9 | 45.0 | 17 | 94.4 | 39 | 27.3 |
| 3. School uniform is not provided | 1 | 8.3 | 6 | 42.9 | 3 | 75.0 | 1 | 12.5 | 3 | 16.7 | 9 | 42.9 | 2 | 7.1 | 1 | 5.0 | 5 | 27.8 | 31 | 21.7 |
| 4. Child is over-age | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 2 | 7.1 | 16 | 80.0 | 3 | 16.7 | 22 | 15.4 |
| 5. Child prefers play to study | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 | 2 | 9.5 | 10 | 35.7 | 0 | 0.0 | 9 | 50.0 | 22 | 15.4 |
| 6. Child does not like to study | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 | 0 | 0.0 | 3 | 10.7 | 0 | 0.0 | 7 | 38.9 | 11 | 7.7 |
| 7. Free educational materials are not provided | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 12.5 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 2 | 10.0 | 4 | 22.2 | 8 | 5.6 |
| 8. Scholarship money is not provided | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.0 | 6 | 33.3 | 8 | 5.6 |
| 9. Education is unnecessary | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 14.3 | 0 | 0.0 | 0 | 0.0 | 4 | 2.8 |
| 10. Physical facilities are poor | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 14.3 | 0 | 0.0 | 0 | 0.0 | 4 | 2.8 |
| **All** | **12** | **100.0** | **14** | **100.0** | **4** | **100.0** | **8** | **100.0** | **18** | **100.0** | **21** | **100.0** | **28** | **100.0** | **20** | **100.0** | **18** | **100.0** | **143** | **100.0** |

Percentage adds up to more than 100 due to multiple responses.

## 3.6 Dropout rates of children and reasons for dropout

As already described, 71 (33%) of the 214 children were dropout children, ie those children who were once enrolled in school but were not going to school at the time of the survey. The problem of dropout among children was more severe in the FSP than in the SOP area, more in the families of the illiterate than literate, more in the families of wage labourers than in the families with other occupations, and more in those families that were not members of any community group (Table 3.8).

**Table 3.8: Distribution of dropout children by background characteristics (in percentage)**

| Background characteristics | N | % |
|---|---|---|
| **All** | **71** | **100.0** |
| **Area** | | |
| Jorpati | 9 | 12.7 |
| Gongabu | 5 | 7.0 |
| Tinchule | 14 | 19.7 |
| Koteswor | 23 | 32.4 |
| Bhimsengola/Shantinagar | 12 | 16.9 |
| Chhaimale | 2 | 2.8 |
| Talku Dudhechour | 3 | 4.2 |
| Sangla | 1 | 1.4 |
| Sundarijal | 2 | 2.8 |
| **Programme** | | |
| SOP | 8 | 11.3 |
| FSP | 63 | 88.7 |
| **Social status** | | |
| Higher | 18 | 25.4 |
| Intermediate status | 31 | 43.7 |
| Lower status | 22 | 31.0 |
| **Literacy** | | |
| Illiterate | 50 | 70.4 |
| Can read only | 1 | 1.4 |
| Can read and write somehow | 17 | 23.9 |
| Can read and write well | 3 | 4.2 |
| **Residential status** | | |
| <1 Year | 16 | 22.5 |
| 1-5 Years | 32 | 45.1 |
| >5 Years | 23 | 32.4 |
| **Major sources of family income** | | |
| Agriculture/vegetable farming | 7 | 9.9 |
| Wage labour | 50 | 70.4 |
| Business | 3 | 4.2 |
| Other | 11 | 15.5 |

| Ability to support family | | |
|---|---|---|
| Easily | 3 | 4.2 |
| With some difficulty | 32 | 45.1 |
| Difficulty | 36 | 50.7 |
| **Membership of community group** | | |
| Yes | 13 | 18.3 |
| No | 58 | 81.7 |

The major reasons cited for children dropping out of school were: poverty, unwillingness of the child to go to school, distance to school and migration (Table 3.9). Next to poverty as the cause of dropout was the unwillingness of children (Table 3.9).

**Table 3.9: Reasons for dropout by selected background characteristics (in percentage)**

| Reasons | Programme | | Age of child | | Distance to mother school (minutes) | | Sex of children | | Social status of parents | | | Total N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SOP | FSP | 6-8 | 9-14 | 0-30 | 30+ | M | F | H | I | L | |
| **Total N** | **8** | **63** | **31** | **40** | **17** | **54** | **68** | **3** | **18** | **31** | **22** | **71** |
| **N %** | **11.3** | **88.7** | **43.7** | **56.3** | **23.9** | **76.1** | **95.8** | **4.2** | **25.4** | **43.7** | **31.0** | **100.0** |
| 1. We are poor | 12.5 | 50.8 | 45.2 | 47.5 | 47.1 | 46.3 | 48.5 | 0.0 | 61.1 | 25.8 | 63.6 | 33 |
| 2. Child does not like to go to school | 50.0 | 15.9 | 12.9 | 25.0 | 29.4 | 16.7 | 19.1 | 33.3 | 11.1 | 22.6 | 22.7 | 14 |
| 3. School is far | 50.0 | 3.2 | 9.7 | 7.5 | 11.8 | 7.4 | 4.4 | 100.0 | 0.0 | 19.4 | 0.0 | 6 |
| 4. We were displaced from our previous settlement | 0.0 | 8.1 | 9.7 | 6.0 | 5.9 | 7.4 | 7.5 | 0.0 | 5.6 | 10.9 | 5.0 | 5 |
| 5. Child needs to work at home for a living | 0.0 | 6.3 | 6.5 | 5.0 | 5.9 | 5.6 | 5.9 | 0.0 | 5.6 | 9.7 | 0.0 | 4 |
| 6. Child does not understand what teachers teach | 0.0 | 3.2 | 3.2 | 2.5 | 5.9 | 1.9 | 2.9 | 0.0 | 0.0 | 6.5 | 0.0 | 2 |
| 7. Child cannot stay long in school | 25.0 | 0.0 | 3.2 | 2.5 | 5.9 | 1.9 | 2.9 | 0.0 | 0.0 | 6.5 | 0.0 | 2 |
| 8. Scholarship money is not provided | 0.0 | 3.2 | 0.0 | 5.0 | 5.9 | 1.9 | 2.9 | 0.0 | 0.0 | 3.2 | 4.5 | 2 |
| 9. Child is working | 0.0 | 3.2 | 3.2 | 2.5 | 0.0 | 3.7 | 2.9 | 0.0 | 11.1 | 0.0 | 0.0 | 2 |
| 10. I am illiterate | 0.0 | 3.2 | 0.0 | 5.0 | 5.9 | 1.9 | 2.9 | 0.0 | 0.0 | 6.5 | 0.0 | 2 |
| 11. Classmates misbehave with the child | 12.5 | 0.0 | 3.2 | 0.0 | 5.9 | 0.0 | 0.0 | 33.3 | 0.0 | 3.2 | 0.0 | 1 |
| 12. No time to send the child to school | 12.5 | 0.0 | 0.0 | 2.5 | 0.0 | 1.9 | 1.5 | 0.0 | 0.0 | 3.2 | 0.0 | 1 |
| 13. Due to sickness | 0.0 | 1.6 | 3.2 | 0.0 | 0.0 | 1.9 | 1.5 | 0.0 | 5.6 | 0.0 | 0.0 | 1 |
| **Total** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** |

Percentage adds up to more than 100 due to multiple responses.

By area, the major reasons underlying children's dropping out of school were the involvement of children in domestic chores (Jorpati), poverty (Gongabu, Bhimsengola, Tinchule, Koteswor and Sangla), migration of family (Koteswor), long distance to school (Chhaimale), lack of interest of children to go to school (Talku) and long distance to school and lack of interest of child to go to school (Sundarijal) (Table 3.10).

**Table 3.10: Major reasons for dropout by area (in percentage)**

| Reasons | Jorpati | | Gongabu | | Tinchule | | Koteswor | | Bhimsengola | | Chhaimale | | Talku Dudhechour | | Sangla | | Sundarijal | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. We are poor | 2 | 22.2 | 5 | 100.0 | 11 | 78.6 | 9 | 39.1 | 5 | 41.7 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 33 | 46.5 |
| 2. Child does not like to go to school | 2 | 22.2 | 0 | 0.0 | 1 | 7.1 | 4 | 17.4 | 3 | 25.0 | 0 | 0.0 | 2 | 66.7 | 0 | 0.0 | 2 | 100.0 | 14 | 19.7 |
| 3. School is far | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 8.7 | 0 | 0.0 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 | 2 | 100.0 | 6 | 8.5 |
| 4. We were displaced from our previous settlement | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 26.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 8.5 |
| 5. Child needs to work at home for a living | 3 | 33.3 | 0 | 0.0 | 0 | 0.0 | 2 | 8.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 5 | 7.0 |
| 6. Child does not understand what teachers teach | 0 | 0.0 | 0 | 0.0 | 2 | 14.3 | 2 | 8.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 5.6 |
| 7. Child cannot stay long in school | 2 | 22.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.8 |
| 8. Scholarship money is not provided | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 66.7 | 0 | 0.0 | 0 | 0.0 | 2 | 2.8 |
| All | 9 | 100.0 | 5 | 100.0 | 14 | 100.0 | 23 | 100.0 | 12 | 100.0 | 2 | 100.0 | 3 | 100.0 | 1 | 100.0 | 2 | 100.0 | 71 | 100.0 |

Percentage adds up to more than 100 due to multiple responses

### 3.7 Schooling pattern of children selected in SOP and FSP

Out of the selected 198 students selected for participation in the SOP and FSP, 7 per cent were currently attending school and the remaining 93 per cent were not attending school (Table 3.11). On average, 31 per cent of the children were dropouts, but the problem of dropout was more severe in the FSP (53%) than in the SOP (4%) area. Similarly, the problem of never attending school was more serious in the SOP (96%) than the FSP (47%) area.

**Table 3.11: Schooling pattern of children selected in the programme**

| Status | SOP | | FSP | | Total * | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 1. Currently attending | 2 | 2.4 | 12 | 10.3 | 14 | 7.1 |
| 2. Not currently attending | 80 | 97.6 | 104 | 89.7 | 184 | 92.9 |
| **Total** | **82** | **100.0** | **116** | **100.0** | **198 *** | **100.0** |
| 3. Drop-out | 3 | 3.8 | 55 | 52.9 | 58 | 31.5 |
| 4. Never went to school | 77 | 96.3 | 49 | 47.1 | 126 | 68.5 |
| **Total** | **80** | **100.0** | **104** | **100.0** | **184 *** | **100.0** |

* Note: In some areas, there were more than 20 children listed for the programme. Thus, N is more than 180.

# CHAPTER FOUR

## Parental Knowledge, Attitude and Practices in the Issues of Child Education

This chapter first describes the parents' awareness/knowledge of different aspects of SOP and FSP. It also describes their knowledge of different child rights issues and the sources of knowledge of those issues. It then describes the parents' attitudes or perceptions of several aspects of children's education in general and SOP and FSP in particular. It finally describes the practices or behaviour of parents relating to children's education in general and SOP and FSP in particular.

## A. Knowledge

### 4.1 Knowledge of ASP Programme

About 77 per cent of the 150 respondents had knowledge of one or the other schooling programme for those children who were not going to school. The existence of this knowledge was higher in the SOP (84%) than in the FSP (72%) areas. Similarly, it was higher among intermediate social groups, those who could read and write well, those experiencing some difficulty in supporting their families, those having agriculture/vegetable farming as their major source of income and those having membership of community groups (Table 4.1). This knowledge was high in all areas, except Gongabu and Bhimsengola.

**Table 4.1: Knowledge of parents of alternative schooling programmes**

| Background characteristics | Knowledge of programmes for children not going to school | | | |
|---|---|---|---|---|
| | Yes | | No | |
| | N | % | N | % |
| **Total respondents (N)** | 116 | 77.3 | 34 | 22.7 |
| **Area** | | | | |
| Jorpati | 15 | 100.0 | 0 | 0.0 |
| Gongabu | 11 | 78.6 | 3 | 21.4 |
| Tinchule | 10 | 55.6 | 8 | 44.4 |
| Koteswor | 18 | 94.7 | 1 | 5.3 |
| Bhimsengola/Shantinagar | 17 | 94.4 | 1 | 5.6 |
| Chhaimale | 2 | 11.1 | 16 | 88.9 |
| Talku Dudhechour | 14 | 93.3 | 1 | 6.7 |
| Sangla | 14 | 93.3 | 1 | 6.7 |
| Sundarijal | 15 | 83.3 | 3 | 16.7 |

| Programme | | | | |
|---|---|---|---|---|
| SOP | 56 | 83.6 | 11 | 16.4 |
| FSP | 60 | 72.3 | 23 | 27.7 |
| **Social status** | | | | |
| Higher | 22 | 64.7 | 12 | 35.3 |
| Intermediate status | 81 | 87.1 | 12 | 12.9 |
| Lower status | 13 | 56.5 | 10 | 43.5 |
| **Literacy** | | | | |
| Illiterate | 69 | 76.7 | 21 | 23.3 |
| Can read only | 6 | 75.0 | 2 | 25.0 |
| Can read and write somehow | 28 | 77.8 | 8 | 22.2 |
| Can read and write well | 13 | 81.3 | 3 | 18.8 |
| **Residential status** | | | | |
| <1 Year | 20 | 80.0 | 5 | 20.0 |
| 1-5 Years | 28 | 68.3 | 13 | 31.7 |
| >5 Years | 68 | 81.0 | 16 | 19.0 |
| **Major sources of family income** | | | | |
| Agriculture/vegetable farming | 40 | 87.0 | 6 | 13.0 |
| Wage labour | 55 | 75.3 | 18 | 24.7 |
| Business | 8 | 72.7 | 3 | 27.3 |
| Other | 13 | 65.0 | 7 | 35.0 |
| **Ability to support family** | | | | |
| Easily | 11 | 78.6 | 3 | 21.4 |
| With some difficulty | 53 | 85.5 | 9 | 14.5 |
| With difficulty | 52 | 70.3 | 22 | 29.7 |
| **Membership of community group** | 30 | 83.3 | 6 | 16.7 |
| Yes | 86 | 75.4 | 28 | 24.6 |
| No | 15 | 100.0 | 0 | 0.0 |

## 4.2 Knowledge of basic child rights issues

The 150 parents were asked if they had knowledge of some basic child rights issues such as:
1. It is the right of every child to go to school.
2. It is the right of every girl child as much as that of boys to go to school.
3. Nepalese law prohibits child marriage.
4. It is illegal to send children to labour force.
5. Handicapped children have the same right as normal child to go to school.
6. Child care is the responsibility of parents.

Of the total 150 respondents, an overwhelming majority had knowledge of such child rights issues. However, the knowledge of the respondents of Sangla was low on all the six child rights issues described above (Table 4.2).

**Table 4.2: Parents' knowledge of child rights issues (in percentage)**

| Background Characteristics | Issues | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1. It is the right of every child to go to school | | 2. It is the right of every girl child as much as that of boys to go to school | | 3. Nepalese law prohibits child marriage | | 4. It is illegal to send children to labour force | | 5. Handicapped children have the same right as normal child to go to school | | 6. Child care is the responsibility of parents | |
| | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N |
| **Total respondent (N)** | **128** | **22** | **134** | **16** | **125** | **25** | **122** | **28** | **131** | **19** | **134** | **16** |
| **N %** | **85.3** | **14.7** | **89.3** | **10.7** | **83.3** | **16.7** | **81.3** | **18.7** | **87.3** | **12.7** | **89.3** | **10.7** |
| **Area** | | | | | | | | | | | | |
| Jorpati | 80.0 | 20.0 | 86.7 | 13.3 | 93.3 | 6.7 | 86.7 | 13.3 | 100.0 | 0.0 | 100.0 | 0.0 |
| Gongabu | 92.9 | 7.1 | 92.9 | 7.1 | 92.9 | 7.1 | 78.6 | 21.4 | 85.7 | 14.3 | 85.7 | 14.3 |
| Tinchule | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| Koteswor | 84.2 | 15.8 | 84.2 | 15.8 | 73.7 | 26.3 | 63.2 | 36.8 | 84.2 | 15.8 | 89.5 | 10.5 |
| Bhimsengola/Shanti nagar | 100.0 | 0.0 | 100.0 | 0.0 | 94.4 | 5.6 | 83.3 | 16.7 | 94.4 | 5.6 | 100.0 | 0.0 |
| Chhaimale | 94.4 | 5.6 | 100.0 | 0.0 | 83.3 | 16.7 | 100.0 | 0.0 | 94.4 | 5.6 | 100.0 | 0.0 |
| Talku Dudhechour | 60.0 | 40.0 | 86.7 | 13.3 | 73.3 | 26.7 | 73.3 | 26.7 | 80.0 | 20.0 | 73.3 | 26.7 |
| Sangla | 53.3 | 46.7 | 53.3 | 46.7 | 40.0 | 60.0 | 46.7 | 53.3 | 46.7 | 53.3 | 53.3 | 46.7 |
| Sundarijal | 94.4 | 5.6 | 94.4 | 5.6 | 94.4 | 5.6 | 94.4 | 5.6 | 94.4 | 5.6 | 94.4 | 5.6 |
| **Programme** | | | | | | | | | | | | |
| SOP | 76.1 | 23.9 | 82.1 | 17.9 | 73.1 | 26.9 | 71.6 | 28.4 | 79.1 | 20.9 | 80.6 | 19.4 |
| FSP | 92.8 | 7.2 | 95.2 | 4.8 | 91.6 | 8.4 | 89.2 | 10.8 | 94.0 | 6.0 | 96.4 | 3.6 |
| **Social status** | | | | | | | | | | | | |
| Higher | 97.1 | 2.9 | 97.1 | 2.9 | 97.1 | 2.9 | 94.1 | 5.9 | 94.1 | 5.9 | 100.0 | 0.0 |
| Intermediate status | 77.4 | 22.6 | 83.9 | 16.1 | 75.3 | 24.7 | 73.1 | 26.9 | 81.7 | 18.3 | 83.9 | 16.1 |
| Lower status | 100.0 | 0.0 | 100.0 | 0.0 | 95.7 | 4.3 | 95.7 | 4.3 | 100.0 | 0.0 | 95.7 | 4.3 |
| **Literacy** | | | | | | | | | | | | |
| Illiterate | 84.4 | 15.6 | 87.8 | 12.2 | 82.2 | 17.8 | 76.7 | 23.3 | 85.6 | 14.4 | 88.9 | 11.1 |
| Can read only | 62.5 | 37.5 | 62.5 | 37.5 | 50.0 | 50.0 | 50.0 | 50.0 | 62.5 | 37.5 | 62.5 | 37.5 |
| Can read and write somehow | 86.1 | 13.9 | 94.4 | 5.6 | 86.1 | 13.9 | 91.7 | 8.3 | 94.4 | 5.6 | 91.7 | 8.3 |
| Can read and write well | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 | 93.8 | 6.3 | 100.0 | 0.0 |
| **Residential status** | | | | | | | | | | | | |
| <1 Year | 92.0 | 8.0 | 92.0 | 8.0 | 96.0 | 4.0 | 84.0 | 16.0 | 96.0 | 4.0 | 96.0 | 4.0 |
| 1-5 Years | 95.1 | 4.9 | 97.6 | 2.4 | 90.2 | 9.8 | 92.7 | 7.3 | 95.1 | 4.9 | 100.0 | 0.0 |
| >5 Years | 78.6 | 21.4 | 84.5 | 15.5 | 76.2 | 23.8 | 75.0 | 25.0 | 81.0 | 19.0 | 82.1 | 17.9 |
| **Major sources of family income** | | | | | | | | | | | | |
| Agriculture/vegetable farming | 78.3 | 21.7 | 84.8 | 15.2 | 76.1 | 23.9 | 71.7 | 28.3 | 82.6 | 17.4 | 82.6 | 17.4 |
| Wage labour | 86.3 | 13.7 | 89.0 | 11.0 | 86.3 | 13.7 | 84.9 | 15.1 | 89.0 | 11.0 | 91.8 | 8.2 |
| Business | 90.9 | 9.1 | 100.0 | 0.0 | 90.9 | 9.1 | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| Other | 95.0 | 5.0 | 95.0 | 5.0 | 85.0 | 15.0 | 80.0 | 20.0 | 85.0 | 15.0 | 90.0 | 10.0 |
| **Ability to support family** | | | | | | | | | | | | |
| Easily | 100.0 | 0.0 | 100.0 | 0.0 | 78.6 | 21.4 | 85.7 | 14.3 | 85.7 | 14.3 | 100.0 | 0.0 |
| With some difficulty | 85.5 | 14.5 | 88.7 | 11.3 | 83.9 | 16.1 | 80.6 | 19.4 | 88.7 | 11.3 | 90.3 | 9.7 |
| With difficulty | 82.4 | 17.6 | 87.8 | 12.2 | 83.8 | 16.2 | 81.1 | 18.9 | 86.5 | 13.5 | 86.5 | 13.5 |
| **Membership of community group** | | | | | | | | | | | | |
| Yes | 91.7 | 8.3 | 91.7 | 8.3 | 80.6 | 19.4 | 80.6 | 19.4 | 91.7 | 8.3 | 91.7 | 8.3 |
| No | 83.3 | 16.7 | 88.6 | 11.4 | 84.2 | 15.8 | 81.6 | 18.4 | 86.0 | 14.0 | 88.6 | 11.4 |

## 4.3 Sources of knowledge of basic child rights issues

A great majority of the respondents named mass media, like radio, newspapers and television, followed by friends, neighbours and relatives as the major sources of knowledge of the six child rights issues. However, the major source of knowledge of the statement 'child care is the responsibility of parents' was inner self and life experience. (Table 4.3)

**Table 4.3: Source of knowledge of child rights issues (in percentage)**

| Issues | Sources | SOP | | FSP | | Total | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | Col % |
| **1. It is the right of every child to go to school** | 1. Mass media | 36 | 70.6 | 34 | 44.2 | 70 | 54.7 |
| | 2. Friends, 3. Neighbours, relatives | 7 | 13.7 | 21 | 27.3 | 28 | 21.9 |
| | 4. Inner self and experience | 0 | 0 | 9 | 11.7 | 9 | 7 |
| | 5. Elite of community | 2 | 3.9 | 5 | 6.5 | 7 | 5.5 |
| | 6. School teachers | 2 | 3.9 | 5 | 6.5 | 7 | 5.5 |
| | 7. NGO persons | 3 | 5.9 | 1 | 1.3 | 4 | 3.1 |
| | 8. Schoolchildren | 1 | 2 | 2 | 2.6 | 3 | 2.3 |
| | | | | | | | |
| **2. It is the right of every girl child as much as boys to go to school** | 1. Mass media | 31 | 56.4 | 42 | 53.2 | 73 | 54.5 |
| | 2. Friends, neighbours, relatives | 13 | 23.6 | 16 | 20.3 | 29 | 21.6 |
| | 3. School teachers | 6 | 10.9 | 5 | 6.3 | 11 | 8.2 |
| | 4. NGO persons | 4 | 7.3 | 4 | 5.1 | 8 | 6 |
| | 5. Inner self and experience | 1 | 1.8 | 7 | 8.9 | 8 | 6 |
| | 6. Schoolchildren | 0 | 0 | 2 | 2.5 | 2 | 1.5 |
| | 7. Elite of community | 0 | 0 | 2 | 2.5 | 2 | 1.5 |
| | 8. Schoolteachers | 0 | 0 | 1 | 1.3 | 1 | 0.7 |
| | | | | | | | |
| **3. Nepalese law prohibits child marriage** | 1. Mass media | 40 | 81.6 | 46 | 60.5 | 86 | 68.8 |
| | 2. Friends, neighbours, relatives | 5 | 10.2 | 16 | 21.1 | 21 | 16.8 |
| | 3. Inner self and experience | 1 | 2 | 8 | 10.5 | 9 | 7.2 |
| | 4. NGO persons | 3 | 6.1 | 3 | 3.9 | 6 | 4.8 |
| | 5. Elite of community | 0 | 0 | 3 | 3.9 | 3 | 2.4 |
| | | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **4. It is illegal to send children to labour force** | 1. Learnt from mass media | 40 | 83.3 | 38 | 51.4 | 78 | 63.9 |
| | 2. Heard from friends, neighbours, relatives | 3 | 6.3 | 18 | 24.3 | 21 | 17.2 |
| | 3.Learnt from inner self and experience | 0 | 0 | 14 | 18.9 | 14 | 11.5 |
| | 4. Heard from NGO persons | 2 | 4.2 | 3 | 4.1 | 5 | 4.1 |
| | 5.Heard from school teacher | 3 | 6.3 | 0 | 0 | 3 | 2.5 |
| | 6.Heard from elite of community | 0 | 0 | 1 | 1.4 | 1 | 0.8 |
| | | | | | | | |
| **5. Handicapped children have the same right as normal child to go to school** | 1. Heard from friends, neighbours, relatives | 5 | 9.4 | 11 | 14.1 | 16 | 12.2 |
| | 2.Learnt from mass media | 35 | 66 | 45 | 57.7 | 80 | 61.1 |
| | 3. Learnt from inner self and experience | 1 | 1.9 | 17 | 21.8 | 18 | 13.7 |
| | 4. Heard from NGO persons | 5 | 9.4 | 4 | 5.1 | 9 | 6.9 |
| | 5.Heard from school teacher | 5 | 9.4 | 1 | 1.3 | 6 | 4.6 |
| | 6. Heard from school teacher | 2 | 3.8 | 0 | 0 | 2 | 1.5 |
| | | | | | | | |
| **6. Child care is the responsibility of parents** | 1. Learnt from inner self and experience | 15 | 27.8 | 39 | 48.8 | 54 | 40.3 |
| | 2. Learnt from mass media | 21 | 38.9 | 25 | 31.3 | 46 | 34.3 |
| | 3. Heard from friends, neighbours, relatives | 7 | 13 | 13 | 16.3 | 20 | 14.9 |
| | 4. Heard from NGO persons | 4 | 7.4 | 2 | 2.5 | 6 | 4.5 |
| | 5. Heard from school teacher | 4 | 7.4 | 1 | 1.3 | 5 | 3.7 |
| | 6. Heard from school teacher | 2 | 3.7 | 0 | 0 | 2 | 1.5 |
| | 7. Heard from elite of community | 1 | 1.9 | 0 | 0 | 1 | 0.7 |

Percentage ads up to more than 100 due to multiple response.

## B. Attitude

### 4.4 Attitude of parents to child rights and education issues

*4.4.1 General attitudes towards child rights issues*
All the respondents reported their agreement with the six child rights issues. There was no variation in the level of agreement by the respondents' background characteristics. (Table 4.4)

**Table 4.4: Percentage of respondents hearing and agreeing with the child rights statements**

| Statements | Heard | | Unheard | | Agreeing From heard group | Agreeing from unheard group |
|---|---|---|---|---|---|---|
| | N | % | N | % | % | % |
| 1. It is the right of every child to go to school | 128 | 85.3 | 22 | 14.7 | 100.0 | 0.0 |
| 2. It is the right of every girl child to go to school as much as boys | 134 | 89.3 | 16 | 10.7 | 100.0 | 0.0 |
| 3. Nepalese law prohibits child marriage | 125 | 83.3 | 25 | 16.7 | 100.0 | 0.0 |
| 4. It is illegal to send children to labour force | 122 | 81.3 | 28 | 18.7 | 100.0 | 0.0 |
| 5. Handicapped children have the same right as normal child to go to school | 131 | 87.3 | 19 | 12.7 | 100.0 | 0.0 |
| 6. Child care is the responsibility of parents | 134 | 89.3 | 16 | 10.7 | 100.0 | 0.0 |

## 4.4.2 Value of education

Of the 69 respondents who had graded children's education in the 1-4 expenditure rank, explaining the reason for their ranking, about 75 per cent said that education could ensure the future of their children so they could become independent later. The remaining respondents valued education in many other ways. (Table 4.5)

**Table 4.5: Reasons for giving importance to education (percentage)**

| Background characteristics | Reasons | | | | | N |
|---|---|---|---|---|---|---|
| | Makes future secure/self-reliant | Can earn livelihood | Can read newspaper/letter | Can become good citizen/get social prestige | Others (can do business, take care of parents, get job, will get good opportunities) | |
| Total respondents by reasons (N) | 52 | 9 | 8 | 4 | 8 | 69 |
| N % | 75.4 | 13.0 | 11.6 | 5.8 | 11.6 | 100.0 |
| **Area** | | | | | | |
| Jorpati | 100 | 33.3 | 0 | 33.3 | 66.7 | 3 |
| Gongabu | 75 | 25 | 8.3 | 8.3 | 25 | 12 |
| Tinchule | 100 | 0 | 0 | 0 | 0 | 1 |
| Koteswor | 64.3 | 7.1 | 35.7 | 0 | 7.1 | 14 |
| Bhimsengola/Shantinagar | 80 | 0 | 20 | 0 | 0 | 5 |
| Chhaimale | 66.7 | 0 | 16.7 | 0 | 16.7 | 6 |
| Talku Dudhechour | 75 | 0 | 0 | 25 | 0 | 4 |
| Sangla | 76.5 | 17.6 | 0 | 0 | 5.9 | 17 |
| Sundarijal | 85.7 | 14.3 | 0 | 14.3 | 0 | 7 |
| **Programme** | | | | | | |
| SOP | 76.5 | 11.8 | 2.9 | 5.9 | 5.9 | 34 |
| FSP | 74.3 | 14.3 | 20 | 5.7 | 17.1 | 35 |

| Social status | | | | | | |
|---|---|---|---|---|---|---|
| Higher | 81 | 14.3 | 0 | 4.8 | 9.5 | 21 |
| Intermediate status | 74.3 | 14.3 | 14.3 | 8.6 | 8.6 | 35 |
| Lower status | 69.2 | 7.7 | 23.1 | 0 | 23.1 | 13 |
| **Literacy** | | | | | | |
| Illiterate | 74.3 | 14.3 | 14.3 | 2.9 | 14.3 | 35 |
| Can read only | 60 | 0 | 20 | 20 | 20 | 5 |
| Can read and write somehow | 73.7 | 21.1 | 10.5 | 5.3 | 5.3 | 19 |
| Can read and write well | 90 | 0 | 0 | 10 | 10 | 10 |
| **Residential status** | | | | | | |
| <1 Year | 66.7 | 0 | 50 | 0 | 0 | 6 |
| 1-5 Years | 72.7 | 9.1 | 18.2 | 4.5 | 18.2 | 22 |
| >5 Years | 78 | 17.1 | 2.4 | 7.3 | 9.8 | 41 |
| **Major sources of family income** | | | | | | |
| 1.Agriculture/vegetable farming | 71.4 | 14.3 | 4.8 | 4.8 | 9.5 | 21 |
| 2.Wage labour | 77.4 | 12.9 | 16.1 | 0 | 12.9 | 31 |
| 3. Business | 71.4 | 14.3 | 0 | 28.6 | 28.6 | 7 |
| 4. Other | 80 | 10 | 20 | 10 | 0 | 10 |
| **Ability to support family** | | | | | | |
| Easily | 85.7 | 14.3 | 28.6 | 14.3 | 0 | 7 |
| With some difficulty | 66.7 | 16.7 | 11.1 | 8.3 | 16.7 | 36 |
| With great difficulty | 84.6 | 7.7 | 7.7 | 0 | 7.7 | 26 |
| **Membership of community group** | | | | | | |
| Yes | 72.7 | 4.5 | 9.1 | 9.1 | 9.1 | 22 |
| No | 76.6 | 17 | 12.8 | 4.3 | 12.8 | 47 |

Percentage adds up to more than 100 due to multiple responses.

## 4.4.3 Responsibility to educate children

When the 150 respondents were asked to name the person or institution they thought responsible for providing education for children, about 59 per cent identified parents or guardians, about 54 per cent identified the government and about 12 per cent identified the school and teachers.

When data were disaggregated by area, a large percentage of respondents from Sundarijal and Jorpati named schools and teachers as the responsible institutions and persons for providing education for children. In contrast, a large percentage of respondents from Sundarijal, Bhimsengola and Shantinagar named government as the major institution responsible for providing education for children (Table 4.6).

**Table 4.6 Responsibility to educate children (in percentage)**

| Background characteristics | Responsible person or institution | | | | | | N |
|---|---|---|---|---|---|---|---|
| | 1. Guardians & family | 2. School and teacher | 3. Society | 4. Government | 5 Do not know | 6 Other (leaders, social organisations) | |
| **Respondents surveyed (N)** | **88** | **18** | **4** | **81** | **9** | **5** | **150** |
| | 58.7 | 12.0 | 2.7 | 54.0 | 6.0 | 3.6 | 100.0 |
| **Area** | | | | | | | |
| Jorpati | 100.0 | 93.3 | 20.0 | 46.7 | 0.0 | 20.0 | 15 |
| Gongabu | 94.4 | 72.2 | 0.0 | 22.2 | 0.0 | 5.6 | 18 |
| Tinchule | 78.6 | 57.1 | 7.1 | 42.9 | 14.3 | 7.1 | 14 |
| Koteswor | 88.9 | 38.9 | 11.1 | 38.9 | 5.6 | 5.6 | 18 |
| Bhimsengola/S hantinagar | 94.4 | 50.0 | 50.0 | 88.9 | 5.6 | 11.1 | 18 |
| Chhaimale | 86.7 | 33.3 | 20.0 | 60.0 | 6.7 | | 15 |
| Talku Dudhechour | 60.0 | 26.7 | 0.0 | 60.0 | 26.7 | | 15 |
| Sangla | 88.9 | 55.6 | 0.0 | 27.8 | 0.0 | 5.6 | 18 |
| Sundarijal | 100.0 | 94.7 | 0.0 | 94.7 | 0.0 | | 19 |
| **Programme** | | | | | | | |
| SOP | 85.1 | 55.2 | 4.5 | 61.2 | 7.5 | 1.5 | 67 |
| FSP | 91.6 | 61.4 | 18.1 | 48.2 | 4.8 | 9.6 | 83 |
| **Social status** | | | | | | | |
| Higher | 88.2 | 58.8 | 14.7 | 44.1 | 2.9 | 11.8 | 33 |
| Intermediate status | 88.2 | 61.3 | 7.5 | 54.8 | 8.6 | 4.3 | 84 |
| Lower status | 91.3 | 47.8 | 26.1 | 65.2 | 0.0 | 4.3 | 23 |
| **Literacy** | | | | | | | |
| Illiterate | 85.6 | 61.1 | 10.0 | 51.1 | 7.8 | 5.6 | 90 |
| Can read only | 87.5 | 37.5 | 12.5 | 37.5 | 12.5 | | 8 |
| Can read and write somehow | 94.4 | 47.2 | 13.9 | 58.3 | 2.8 | 5.6 | 36 |
| Can read and write well | 93.8 | 81.3 | 18.8 | 68.8 | 0.0 | 12.5 | 16 |
| **Residential status** | | | | | | | |
| <1 Year | 84.0 | 48.0 | 8.0 | 36.0 | 4.0 | 16.0 | 25 |
| 1-5 Years | 95.1 | 65.9 | 24.4 | 53.7 | 2.4 | 9.8 | 41 |
| >5 Years | 86.9 | 58.3 | 7.1 | 59.5 | 8.3 | 1.2 | 84 |
| **Major sources of family income** | | | | | | | |
| Agriculture/veg etable farming | 87.0 | 60.9 | 6.5 | 63.0 | 6.5 | 2.2 | 46 |
| Wage labour | 89.0 | 56.2 | 15.1 | 50.7 | 5.5 | 9.6 | 73 |
| Business | 90.9 | 90.9 | 0.0 | 45.5 | 0.0 | | 11 |
| Others | 90.0 | 45.0 | 20.0 | 50.0 | 10.0 | 5.0 | 20 |
| **Ability to support family** | | | | | | | |
| Easily | 92.9 | 57.1 | 7.1 | 50.0 | 7.1 | | 14 |
| With some difficulty | 91.9 | 64.5 | 9.7 | 50.0 | 1.6 | 6.5 | 62 |
| With difficulty | 85.1 | 54.1 | 14.9 | 58.1 | 9.5 | 6.8 | 74 |
| **Membership of community group** | | | | | | | |
| Yes | 91.7 | 61.1 | 13.9 | 63.9 | 0.0 | 2.8 | 36 |
| No | 87.7 | 57.9 | 11.4 | 50.9 | 7.9 | 7.0 | 114 |

Percentage adds up to more than 100 due to multiple responses.

*4.4.4 Need for non-formal education and willingness to participate*

To a question if alternative schooling programmes were necessary for the children who did not go to school, an overwhelming majority (n=144; 96%) expressed the view that it was necessary. Regarding their willingness to send their children to such programmes if they were introduced in the community, a great majority (76%) expressed that they were very willing to send them, about 23 per cent somewhat willing and about 1 per cent little willing. (Table 4.7)

No significant variation in the need for such programmes was found to exist by background characteristics of respondents. But as far as the degree of willingness is concerned, it was relatively low among the respondents of the SOP areas, except for those of Sundarijal. Generally, the respondents who were from the higher and lower social strata, who could read and write well, who had been living in the area for less than a year, who were in business and who could support their families easily expressed high level of willingness to send their children to the ASP if they were introduced in the community. (Table 4.7)

**Table 4.7: Necessity and degree of willingness for ASP by background characteristics**

| Background characteristics | Need of ASP[3] | | | | Degree of willingness for ASP (%) | | |
|---|---|---|---|---|---|---|---|
| | Yes | | Don't Know | | | | |
| | N | % | N | % | VW | W | LW |
| **Total** | **144** | **96.0** | **6** | **4.0** | **76.0** | **23.3** | **0.7** |
| **Area** | | | | | | | |
| Jorpati | 15 | 100.0 | 0 | 0.0 | 80.0 | 20.0 | 0.0 |
| Gongabu | 18 | 100.0 | 0 | 0.0 | 88.9 | 11.1 | 0.0 |
| Tinchule | 14 | 100.0 | 0 | 0.0 | 85.7 | 14.3 | 0.0 |
| Koteswor | 17 | 94.4 | 1 | 5.6 | 83.3 | 16.7 | 0.0 |
| Bhimsengola/Shantinagar | 17 | 94.4 | 1 | 5.6 | 83.3 | 16.7 | 0.0 |
| Chhaimale | 13 | 86.7 | 2 | 13.3 | 66.7 | 33.3 | 0.0 |
| Talku Dudhechour | 13 | 86.7 | 2 | 13.3 | 46.7 | 46.7 | 6.7 |
| Sangla | 18 | 100.0 | 0 | 0.0 | 61.1 | 38.9 | 0.0 |
| Sundarijal | 19 | 100.0 | 0 | 0.0 | 84.2 | 15.8 | 0.0 |
| **Programme** | | | | | | | |
| SOP | 63 | 94.0 | 4 | 6.0 | 65.7 | 32.8 | 1.5 |
| FSP | 81 | 97.6 | 2 | 2.4 | 84.3 | 15.7 | 0.0 |
| **Social status** | | | | | | | |
| Higher | 34 | 100.0 | 0 | 0.0 | 82.4 | 17.6 | 0.0 |
| Intermediate status | 87 | 93.5 | 6 | 6.5 | 69.9 | 29.0 | 1.1 |
| Lower status | 23 | 100.0 | 0 | 0.0 | 91.3 | 8.7 | 0.0 |
| **Literacy** | | | | | | | |
| Illiterate | 86 | 95.6 | 4 | 4.4 | 76.7 | 22.2 | 1.1 |
| Can read only | 6 | 75.0 | 2 | 25.0 | 62.5 | 37.5 | 0.0 |
| Can read and write somehow | 36 | 100.0 | 0 | 0.0 | 72.2 | 27.8 | 0.0 |
| Can read and write well | 16 | 100.0 | 0 | 0.0 | 87.5 | 12.5 | 0.0 |

---

[3] There were no responses under no category.

| Residential status | | | | | | | |
|---|---|---|---|---|---|---|---|
| <1 Year | 24 | 96.0 | 1 | 4.0 | 88.0 | 12.0 | 0.0 |
| 1-5 Years | 41 | 100.0 | 0 | 0.0 | 78.0 | 22.0 | 0.0 |
| >5 Years | 79 | 94.0 | 5 | 6.0 | 71.4 | 27.4 | 1.2 |
| **Major sources of family income** | | | | | | | |
| Agriculture/vegetable farming | 45 | 97.8 | 1 | 2.2 | 71.7 | 28.3 | 0.0 |
| Wage labour | 69 | 94.5 | 4 | 5.5 | 76.7 | 23.3 | 0.0 |
| Business | 11 | 100.0 | 0 | 0.0 | 90.9 | 9.1 | 0.0 |
| Other | 19 | 95.0 | 1 | 5.0 | 75.0 | 20.0 | 5.0 |
| **Ability to support family** | | | | | | | |
| Easily | 14 | 100.0 | 0 | 0.0 | 85.7 | 14.3 | 0.0 |
| With some difficulty | 61 | 98.4 | 1 | 1.6 | 75.8 | 24.2 | 0.0 |
| With difficulty | 69 | 93.2 | 5 | 6.8 | 74.3 | 24.3 | 1.4 |
| **Membership of community group** | | | | | | | |
| Yes | 36 | 100.0 | 0 | 0.0 | 77.8 | 22.2 | 0.0 |
| No | 108 | 94.7 | 6 | 5.3 | 75.4 | 23.7 | 0.9 |

**Code: VW = very willing, W = willing, LW = less willing.**

*4.4.5 Reason for willingness to send children to ASP*

The respondents who expressed that they were very willing and somewhat willing to send their children to ASP were further asked about the reasons for such willingness. As summarized in Table 4.8, about 49 per cent of them expressed that if children were sent to such programme, it would make their future bright. The same percentage of respondents expressed that children would be wise, about 45 per cent expressed that they would learn good things, about 33 per cent expressed that they would be clever, about 31 per cent expressed that they could study near their house, about 13 per cent expressed that they could upgrade their arithmetic skills, and about 10 per cent expressed that they could study in convenient time (Table 4.8).

**Table 4.8: Reasons for very and somewhat willing to send children to ASP (in percentage)**

| Background characteristics | 1. Makes future bright | 2. Child becomes wise | 3. Child learns good things | 4. Child gets good opportunity | 5. Child can be clever | 6. Child can earn money | 7. Child can study near house | 8. Child can get free books | 9. Child can upgrade arithmetic skill | 10. Do not know | 11. Child develops skill | 12. Child can get respect | 13. Child can study in convenient time | 14. child can develop comunity | 15. Can go abroad | 16. Can get education in local language | 17. Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Respondents (N)** | **73** | **73** | **68** | **67** | **49** | **48** | **46** | **35** | **19** | **17** | **14** | **12** | **15** | **10** | **4** | **3** | **3** |
| **N %** | **48.7** | **48.7** | **45.3** | **44.7** | **32.7** | **32** | **30.7** | **23.3** | **12.7** | **11.3** | **9.3** | **8** | **10** | **6.7** | **2.7** | **2** | **2** |
| **Area** | | | | | | | | | | | | | | | | | |
| Jorpati | 66.7 | 33.3 | 46.7 | 73.3 | 73.3 | 53.3 | | | | | 20 | 26.7 | | 6.7 | 13.3 | | |
| Gongabu | 66.7 | 5.6 | 38.9 | 61.1 | 16.7 | 16.7 | 50 | 11.1 | | | 33.3 | | 11.1 | | | | 5.6 |
| Tinchule | 71.4 | 71.4 | 85.7 | 28.6 | 50 | 35.7 | | | 7.1 | | 7.1 | 21.4 | 7.1 | | | | |
| Koteswor | 38.9 | 61.1 | 77.8 | 72.2 | 16.7 | 11.1 | 16.7 | 22.2 | 5.6 | | | 11.1 | 11.1 | 11.1 | | | |
| Bhimsengola/Shantinagar | 33.3 | 66.7 | 5.6 | 22.2 | 33.3 | 61.1 | 38.9 | 27.8 | 33.3 | | 5.6 | | 16.7 | 22.2 | 5.6 | 11.1 | |
| Chhaimale | 13.3 | 73.3 | 13.3 | 26.7 | 6.7 | | 60.0 | 26.7 | | 6.7 | | | 6.7 | 26.7 | | | |
| Talku Dudhechour | 14.3 | 92.9 | 28.6 | 21.4 | 7.1 | 21.4 | | | 7.1 | | 14.3 | | | 7.1 | | | |
| Sangla | 38.9 | 16.7 | 22.2 | 72.2 | 38.9 | 5.6 | 61.1 | 100 | 16.7 | | | | 11.1 | | | 5.6 | 88.9 |
| Sundarijal | 89.5 | 36.8 | 89.5 | 21.1 | 52.6 | 78.9 | 36.8 | 10.5 | 36.8 | | 5.3 | 10.5 | 5.3 | 10.5 | 5.3 | | |
| **Programme** | | | | | | | | | | | | | | | | | |
| SOP | 42.4 | 51.5 | 40.9 | 36.4 | 28.8 | 28.8 | 40.9 | 36.4 | 16.7 | 1.5 | 4.5 | 4.5 | 10.6 | 4.5 | 1.5 | 1.5 | 24.2 |
| FSP | 54.2 | 47 | 49.4 | 51.8 | 36.1 | 34.9 | 22.9 | 13.3 | 9.6 | | 13.3 | 10.8 | 9.6 | 8.4 | 3.6 | 2.4 | 1.2 |
| **Social status** | | | | | | | | | | | | | | | | | |
| Higher | 44.1 | 35.3 | 29.4 | 64.7 | 29.4 | 20.6 | 41.2 | 44.1 | 14.7 | | 11.8 | 5.9 | 14.7 | 8.8 | 2.9 | | 32.4 |
| Intermediate status | 48.9 | 54.3 | 48.9 | 39.1 | 35.9 | 35.9 | 26.1 | 17.4 | 9.8 | 1.1 | 7.6 | 7.6 | 9.8 | 5.4 | 3.3 | 1.1 | 6.5 |
| Lower status | 56.5 | 47.8 | 56.5 | 39.1 | 26.1 | 34.8 | 34.8 | 17.4 | 21.7 | | 13 | 13 | 4.3 | 8.7 | | 8.7 | |
| **Literacy** | | | | | | | | | | | | | | | | | |
| Illiterate | 48.3 | 50.6 | 47.2 | 41.6 | 36 | 34.8 | 31.5 | 23.6 | 13.5 | | 6.7 | 9 | 9 | 7.9 | 2.2 | 1.1 | 9 |
| Can read only | 12.5 | 50 | 25 | 37.5 | 12.5 | 37.5 | 37.5 | 12.5 | 12.5 | 12.5 | | | 37.5 | | | 12.5 | |
| Can read and write somehow | 50 | 44.4 | 41.7 | 44.4 | 33.3 | 27.8 | 30.6 | 19.4 | 11.1 | | 13.9 | 11.1 | 8.3 | 2.8 | 2.8 | | 13.9 |
| Can read and write well | 68.8 | 50 | 56.3 | 68.8 | 25 | 25 | 25 | 37.5 | 12.5 | | 18.8 | | 6.3 | 12.5 | 6.3 | 6.3 | 25 |
| **Residential status** | | | | | | | | | | | | | | | | | |
| <1 Year | 52 | 52 | 68 | 52 | 32 | 24 | 16 | 12 | 8 | | 12 | 12 | 4 | 8 | 4 | 4 | |
| 1-5 Years | 56.1 | 43.9 | 39 | 51.2 | 43.9 | 41.5 | 24.4 | 12.2 | 7.3 | | 17.1 | 9.8 | 9.8 | 9.8 | 4.9 | 2.4 | 2.4 |
| >5 Years | 44.6 | 50.6 | 42.2 | 39.8 | 27.7 | 30.1 | 38.6 | 32.5 | 16.9 | 1.2 | 4.8 | 6 | 12 | 4.8 | 1.2 | 1.2 | 19.3 |
| **Major sources of family income** | | | | | | | | | | | | | | | | | |
| Agriculture/vegetable farming | 47.8 | 54.3 | 50 | 30.4 | 26.1 | 37 | 39.1 | 23.9 | 17.4 | 2.2 | 2.2 | 6.5 | 8.7 | 6.5 | 2.2 | | 13 |
| Wage labour | 46.6 | 45.2 | 39.7 | 47.9 | 34.2 | 34.2 | 27.4 | 21.9 | 6.8 | | 12.3 | 11 | 12.3 | 6.8 | 4.1 | | 9.6 |
| Business | 45.5 | 27.3 | 45.5 | 63.6 | 27.3 | 18.2 | 45.5 | 9.1 | 18.2 | | 36.4 | | 9.1 | | | | |
| Other | 63.2 | 63.2 | 57.9 | 57.9 | 47.4 | 21.1 | 15.8 | 36.8 | 21.1 | | | 5.3 | 5.3 | 10.5 | | 15.8 | 21.1 |
| **Ability to support family** | | | | | | | | | | | | | | | | | |
| Easily | 64.3 | 28.6 | 57.1 | 57.1 | 57.1 | 28.6 | 21.4 | 14.3 | 14.3 | | 14.3 | 7.1 | 14.3 | | | | 14.3 |
| With some difficulty | 45.2 | 53.2 | 51.6 | 46.8 | 24.2 | 30.6 | 24.2 | 21 | 11.3 | | 12.9 | 9.7 | 9.7 | 3.2 | 4.8 | 1.6 | 9.7 |
| With difficulty | 49.3 | 49.3 | 38.4 | 41.1 | 35.6 | 34.2 | 38.4 | 27.4 | 13.7 | 1.4 | 5.5 | 6.8 | 9.6 | 11 | 1.4 | 2.7 | 12.3 |
| **Membership of community group** | | | | | | | | | | | | | | | | | |
| Yes | 44.4 | 61.1 | 52.8 | 50 | 33.3 | 25 | 38.9 | 38.9 | 19.4 | | 2.8 | 2.8 | 8.3 | 5.6 | 2.8 | | 22.2 |
| No | 50.4 | 45.1 | 43.4 | 43.4 | 32.7 | 34.5 | 28.3 | 18.6 | 10.6 | 0.9 | 11.5 | 9.7 | 10.6 | 7.1 | 2.7 | 2.7 | 8 |

Percentage adds up to more than 100 due to multiple response

Note: Since only one respondent expressed unwillingness to send child to ASP, analysis of the things to be done for motivating parents to send their children cannot be made in view of this statistical limitation.

*4.4.6 Willingness to continue formal schooling*

Asked if they were willing to continue the study of their children after they completed the ASP, about 93 per cent of the respondents expressed that they were willing and 7 per cent expressed that they were unwilling. No variation was found in the willingness or unwillingness of parents to do so by their background characteristics (Table 4.8).

Those who responded that they were willing to continue the study were further asked about the degree of their willingness. About 67 per cent of them reported that they were very willing, about 31 reported that they were somewhat willing and only 2 per cent reported that they were less willing. The respondents from Sundarijal and Gongabu expressed high level of willingness, while those of the remaining areas, particularly Jorpati, relatively low level of willingness (Table 4.9).

**Table 4.9: Willingness to continue schooling (in percentage)**

| Background characteristics | Willing | | Not willing | | Degree of willingness | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | Much willing | | Average willing | | Less willing | |
| **Total (N)** | **140** | **93.3** | **10** | **6.7** | **94** | **67.1** | **43** | **30.7** | **3** | **2.1** |
| **Area** | | | | | | | | | | |
| Jorpati | 13 | 86.7 | 2 | 13.3 | 4 | 30.8 | 9 | 69.2 | 0 | 0.0 |
| Gongabu | 18 | 100.0 | 0 | 0.0 | 15 | 83.3 | 3 | 16.7 | 0 | 0.0 |
| Tinchule | 14 | 100.0 | 0 | 0.0 | 8 | 57.1 | 6 | 42.9 | 0 | 0.0 |
| Koteswor | 16 | 88.9 | 2 | 11.1 | 11 | 68.8 | 5 | 31.3 | 0 | 0.0 |
| Bhimsengola/Shantinagar | 18 | 100.0 | 0 | 0.0 | 13 | 72.2 | 5 | 27.8 | 0 | 0.0 |
| Chhaimale | 11 | 73.3 | 4 | 26.7 | 7 | 63.6 | 2 | 18.2 | 2 | 18.2 |
| Talku Dudhechour | 13 | 86.7 | 2 | 13.3 | 7 | 53.8 | 5 | 38.5 | 1 | 7.7 |
| Sangla | 18 | 100.0 | 0 | 0.0 | 13 | 72.2 | 5 | 27.8 | 0 | 0.0 |
| Sundarijal | 19 | 100.0 | 0 | 0.0 | 16 | 84.2 | 3 | 15.8 | 0 | 0.0 |
| **Programme** | | | | | | | | | | |
| SOP | 61 | 91.0 | 6 | 9.0 | 43 | 70.5 | 15 | 24.6 | 3 | 4.9 |
| FSP | 79 | 95.2 | 4 | 4.8 | 51 | 64.6 | 28 | 35.4 | 0 | 0.0 |
| **Social status** | | | | | | | | | | |
| Higher | 33 | 97.1 | 1 | 2.9 | 27 | 81.8 | 6 | 18.2 | 0 | 0.0 |
| Intermediate status | 84 | 90.3 | 9 | 9.7 | 53 | 63.1 | 28 | 33.3 | 3 | 3.6 |
| Lower status | 23 | 100.0 | 0 | 0.0 | 14 | 60.9 | 9 | 39.1 | 0 | 0.0 |
| **Literacy** | | | | | | | | | | |
| Illiterate | 83 | 92.2 | 7 | 7.8 | 50 | 60.2 | 31 | 37.3 | 2 | 2.4 |
| Can read only | 7 | 87.5 | 1 | 12.5 | 5 | 71.4 | 1 | 14.3 | 1 | 14.3 |
| Can read and write somehow | 34 | 94.4 | 2 | 5.6 | 25 | 73.5 | 9 | 26.5 | 0 | 0.0 |
| Can read and write well | 16 | 100.0 | 0 | 0.0 | 14 | 87.5 | 2 | 12.5 | 0 | 0.0 |
| **Residential status** | | | | | | | | | | |
| <1 Year | 24 | 96.0 | 1 | 4.0 | 18 | 75.0 | 6 | 25.0 | 0 | 0.0 |
| 1-5 Years | 38 | 92.7 | 3 | 7.3 | 24 | 63.2 | 14 | 36.8 | 0 | 0.0 |
| >5 Years | 78 | 92.9 | 6 | 7.1 | 52 | 66.7 | 23 | 29.5 | 3 | 3.8 |

| Major sources of family income | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture/vegetable farming | 42 | 91.3 | 4 | 8.7 | 31 | 73.8 | 8 | 19.0 | 3 | 7.1 |
| Wage labour | 69 | 94.5 | 4 | 5.5 | 39 | 56.5 | 30 | 43.5 | 0 | 0.0 |
| Business | 10 | 90.9 | 1 | 9.1 | 8 | 80.0 | 2 | 20.0 | 0 | 0.0 |
| Other | 19 | 95.0 | 1 | 5.0 | 16 | 84.2 | 3 | 15.8 | 0 | 0.0 |
| **Ability to support family** | | | | | | | | | | |
| Easily | 14 | 100.0 | 0 | 0.0 | 11 | 78.6 | 3 | 21.4 | 0 | 0.0 |
| With some difficulty | 59 | 95.2 | 3 | 4.8 | 41 | 69.5 | 16 | 27.1 | 2 | 3.4 |
| With difficulty | 67 | 90.5 | 7 | 9.5 | 42 | 62.7 | 24 | 35.8 | 1 | 1.5 |
| **Membership of community group** | | | | | | | | | | |
| Yes | 34 | 94.4 | 2 | 5.6 | 27 | 79.4 | 6 | 17.6 | 1 | 2.9 |
| No | 106 | 93.0 | 8 | 7.0 | 67 | 63.2 | 37 | 34.9 | 2 | 1.9 |

There were ten respondents who were not willing to continue the education of their children in formal school after the completion of ASP. When asked to give the reasons for their unwillingness, these respondents cited poverty as the major reason. This was followed by distant location of school (Table 4.10).

**Table 4.10: Reasons for unwillingness of parents to send children to school after completion of ASP (in percentage)**

| Suggestions | SOP | | FSP | | All | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| **Respondents surveyed** | | | | | | |
| 1. Economic problems/poverty | 6 | 100 | 3 | 75 | 9 | 90 |
| 2 School is far | 4 | 66.7 | 0 | 0 | 4 | 40 |
| 3. Non-formal (ASP) education alone is sufficient | 3 | 50 | 3 | 75 | 6 | 60 |
| 4. Cannot afford to send child because family members are very few | 0 | 0 | 1 | 25 | 1 | 10 |
| 5. The child is already educated enough for making a living | 0 | 0 | 1 | 25 | 1 | 10 |
| **Total** | **6** | **100** | **4** | **100** | **10** | **100** |

Percentage adds up to more than 100 due to multiple responses

*4.4.7 Willingness to participate in the activities of SOP/FSP*
When asked if they were willing to participate in the various activities of the SOP/FSP programme, about 53 per cent of the respondents expressed their willingness to sit in the class management committee (CMC), about 39 per cent to contribute cash, about 37 per cent to contribute educational materials and about 92 per cent to contribute labour, about 81 per cent to provide their time for meetings, about 51 per cent to participate in exposure visits, about 47 per cent to monitor the programme, about 53 per cent to help the selection of education volunteer, about 67 per cent to participate in mass campaign, about 53 per cent to participate in the

selection of eligible children for new sessions and about 72 per cent to participate in orientation meetings (Table 4.11). To sum up, most responses pertained to contributing labour, followed by participating in general and orientation meetings.

**Table 4.11: Willingness to participate in different activities of SOP/FSP (in percentage)**

| Activities | All | | SOP | | | | | | FSP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Respondents surveyed | Yes only | | Yes | | No | | Don't know | | Yes | | No | | Don't know | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Class management committee (CMC) | 80 | 53.3 | 39 | 58.2 | 8 | 11.9 | 20 | 29.9 | 41 | 49.4 | 13 | 15.7 | 29 | 34.9 |
| 2. Contribute cash | 58 | 38.7 | 23 | 34.3 | 37 | 55.2 | 7 | 10.4 | 35 | 42.2 | 36 | 43.4 | 12 | 14.5 |
| 3. Contribute educational materials | 56 | 37.3 | 33 | 49.3 | 21 | 31.3 | 13 | 19.4 | 23 | 27.7 | 36 | 43.4 | 24 | 28.9 |
| 4. Contribute labour | 138 | 92.0 | 63 | 94.0 | 1 | 1.5 | 3 | 4.5 | 75 | 90.4 | 4 | 4.8 | 4 | 4.8 |
| 5. Give time to meetings | 121 | 80.7 | 54 | 80.6 | 9 | 13.4 | 4 | 6.0 | 67 | 80.7 | 4 | 4.8 | 12 | 14.5 |
| 6. Participate in exposure visits | 76 | 50.7 | 31 | 46.3 | 10 | 14.9 | 26 | 38.8 | 45 | 54.2 | 14 | 16.9 | 24 | 28.9 |
| 7. Monitor the programme | 71 | 47.3 | 27 | 40.3 | 11 | 16.4 | 29 | 43.3 | 44 | 53.0 | 14 | 16.9 | 25 | 30.1 |
| 8. Help identify education volunteers | 60 | 40.0 | 31 | 46.3 | 10 | 14.9 | 26 | 38.8 | 29 | 34.9 | 22 | 26.5 | 32 | 38.6 |
| 9. Participate in mass campaigns | 100 | 66.7 | 36 | 53.7 | 10 | 14.9 | 21 | 31.3 | 64 | 77.1 | 7 | 8.4 | 12 | 14.5 |
| 10. Help identify students for next batch | 80 | 53.3 | 40 | 59.7 | 4 | 6.0 | 23 | 34.3 | 40 | 48.2 | 14 | 16.9 | 29 | 34.9 |
| 11. Participate in orientation meetings | 108 | 72.0 | 52 | 77.6 | 0 | 0.0 | 15 | 22.4 | 56 | 67.5 | 9 | 10.8 | 18 | 21.7 |

# C. Practice

## 4.5 Practices of Parents Regarding Child Education

### 4.5.1 Encouragement to study

About 84 per cent of the 150 respondents encouraged their children to study. Affirmative response was obtained mostly from the respondents of Koteswor, Bhimsengola/Shantinagar area, from those of higher or lower social status, from those who could and write well, from those who had been living in the area for less than a year, from those in business, from those who could support their families with some difficulty and finally from those who had membership of community groups (Table 4.12).

**Table 4.12: Encouragement towards study (in percentage)**

| Background characteristics | Yes | | No | |
|---|---|---|---|---|
| | **N** | **%** | **N** | **%** |
| **N** | **126** | **84.0** | **24** | **16.0** |
| **Area** | | | | |
| Jorpati | 9 | 60 | 6 | 40 |
| Gongabu | 13 | 92.9 | 1 | 7.1 |
| Tinchule | 17 | 94.4 | 1 | 5.6 |
| Koteswor | 19 | 100.0 | 0 | 0.0 |
| Bhimsengola/Shantinagar | 18 | 100.0 | 0 | 0.0 |
| Chhaimale | 14 | 77.8 | 4 | 22.2 |
| Talku Dudhechour | 12 | 80.0 | 3 | 20.0 |
| Sangla | 8 | 53.3 | 7 | 46.7 |
| Sundarijal | 16 | 88.9 | 2 | 11.1 |
| **Programme** | | | | |
| SOP | 56 | 83.6 | 11 | 16.4 |
| FSP | 70 | 84.3 | 13 | 15.7 |
| **Social status** | | | | |
| Higher status | 32 | 94.1 | 2 | 5.9 |
| Intermediate status | 73 | 78.5 | 20 | 21.5 |
| Lower status/Dalits | 21 | 91.3 | 2 | 8.7 |
| **Literacy of parents** | | | | |
| Illiterate | 72 | 80.0 | 18 | 20.0 |
| Can read only | 5 | 62.5 | 3 | 37.5 |
| Can read and write somehow | 33 | 91.7 | 3 | 8.3 |
| Can read and write well | 16 | 100.0 | 0 | 0.0 |
| **Residential status** | | | | |
| <1 Year | 22 | 88.0 | 3 | 12.0 |
| 1-5 Years | 33 | 80.5 | 8 | 19.5 |
| >5 Years | 71 | 84.5 | 13 | 15.5 |
| **Major sources of family income** | | | | |
| Agriculture/vegetable farming | 41 | 89.1 | 5 | 10.9 |
| Wage labour | 58 | 79.5 | 15 | 20.5 |
| Business | 10 | 90.9 | 1 | 9.1 |
| Other | 17 | 85.0 | 3 | 15.0 |

| Ability of parents to support family | | | | |
|---|---|---|---|---|
| Easily | 13 | 92.9 | 1 | 7.1 |
| With some difficulty | 55 | 88.7 | 7 | 11.3 |
| With difficulty | 58 | 78.4 | 16 | 21.6 |
| **Membership of community group** | | | | |
| Yes | 34 | 94.4 | 2 | 5.6 |
| No | 92 | 80.7 | 22 | 19.3 |

The respondents encouraged their children to study by: encouraging them to go to school (57%); encouraging them to do home assignments (40%); encouraging them to study rather than play (32%); persuading them that they would not be downplayed if they are educated (31%); advising them on the value of education (29%); advising them to avoid bad company (29%) and coaxing them to study (21%). In brief, the most commonly followed methods of encouragement were persuading them to go to school and to do homework (Table 4.13).

**Table 4.13: Types of encouragements made by parents to ensure the study of children**

| | SOP | | FSP | | Total | |
|---|---|---|---|---|---|---|
| **Type of encouragement** | **N** | **%** | **N** | **%** | **N** | **%** |
| 1. Encourage child to go to school | 41 | 73.2 | 45 | 64.3 | 86 | 68.3 |
| 2. Encourage child to do home work | 31 | 55.4 | 29 | 41.4 | 60 | 47.6 |
| 3. Encourage child to study rather than play | 14 | 25.0 | 34 | 48.6 | 48 | 38.1 |
| 4. Advise child that s/he will not be downplayed after education | 29 | 51.8 | 18 | 25.7 | 47 | 37.3 |
| 5. Advise child on the value of education | 21 | 37.5 | 23 | 32.9 | 44 | 34.9 |
| 6. Advise child to avoid bad company | 20 | 35.7 | 23 | 32.9 | 43 | 34.1 |
| 7. Coax the child to study | 13 | 23.2 | 18 | 25.7 | 31 | 24.6 |
| 8. Bear cost of education | 16 | 28.6 | 12 | 17.1 | 28 | 22.2 |
| 9. Give child educational materials | 2 | 3.6 | 24 | 34.3 | 26 | 20.6 |
| 10. Promise to buy school uniform | 3 | 5.4 | 16 | 22.9 | 19 | 15.1 |
| 11. Help child to do homework | 5 | 8.9 | 8 | 11.4 | 13 | 10.3 |
| 12. Feed child in time | 4 | 7.1 | 4 | 5.7 | 8 | 6.3 |
| 13. Do household chores ourselves | 1 | 1.8 | 3 | 4.3 | 4 | 3.2 |
| **All** | **56** | **100** | **70** | **100** | **126** | **100** |

Percentage adds up to more than 100 due to multiple responses

*4.5.2 Discussions with children*

About 67 per cent of the respondents discussed with their children their education. In terms of programme, 60 per cent of the respondents from the SOP areas and 74 per cent from the FSP areas discussed this topic. Those discussing more were those who were from the higher and lower social groups, who cold read only and those who could read and write well, who had been living in the community for less than a year, who were in business, who could support their

families easily and who were members of community groups. Geographically speaking, those discussing more were from Gongabu, Tinchule, Koteswor and Sangla. (Table 4.14)

**Table 4.14: Discussions with children (in percentage)**

| Background characteristics | Discussion | | | |
|---|---|---|---|---|
| | Yes | | No | |
| | N | % | N | % |
| **Respondents surveyed** | | | | |
| **Total** | **101** | **67.3** | **49** | **32.7** |
| | | | | |
| **Area** | | | | |
| Jorpati | 5 | 33.3 | 10 | 66.7 |
| Gongabu | 16 | 88.9 | 2 | 11.1 |
| Tinchule | 13 | 92.9 | 1 | 7.1 |
| Koteswor | 17 | 94.4 | 1 | 5.6 |
| Bhimsengola/Shantinagar | 10 | 55.6 | 8 | 44.4 |
| Chhaimale | 7 | 46.7 | 8 | 53.3 |
| Talku Dudhechour | 7 | 46.7 | 8 | 53.3 |
| Sangla | 14 | 77.8 | 4 | 22.2 |
| Sundarijal | 12 | 63.2 | 7 | 36.8 |
| **Programme** | | | | |
| SOP | 40 | 59.7 | 27 | 40.3 |
| FSP | 61 | 73.5 | 22 | 26.5 |
| **Social status** | | | | |
| Higher | 30 | 88.2 | 4 | 11.8 |
| Intermediate status | 51 | 54.8 | 42 | 45.2 |
| Lower status | 20 | 87.0 | 3 | 13.0 |
| **Literacy** | | | | |
| Illiterate | 57 | 63.3 | 33 | 36.7 |
| Can read only | 6 | 75.0 | 2 | 25.0 |
| Can read and write somehow | 26 | 72.2 | 10 | 27.8 |
| Can read and write well | 12 | 75.0 | 4 | 25.0 |
| **Residential status** | | | | |
| <1 Year | 19 | 76.0 | 6 | 24.0 |
| 1-5 Years | 27 | 65.9 | 14 | 34.1 |
| >5 Years | 55 | 65.5 | 29 | 34.5 |
| **Major sources of family income** | | | | |
| Agriculture/vegetable farming | 31 | 67.4 | 15 | 32.6 |

| | | | | |
|---|---|---|---|---|
| Wage labour | 46 | 63.0 | 27 | 37.0 |
| Business | 9 | 81.8 | 2 | 18.2 |
| Other | 15 | 75.0 | 5 | 25.0 |
| **Ability to support family** | | | | |
| Easily | 11 | 78.6 | 3 | 21.4 |
| With some difficulty | 46 | 74.2 | 16 | 25.8 |
| With difficulty | 44 | 59.5 | 30 | 40.5 |
| **Membership of community group** | | | | |
| Yes | 28 | 77.8 | 8 | 22.2 |
| No | 73 | 64.0 | 41 | 36.0 |

The respondents discussed several issues with their children. The issues ranged from the need to study hard (82 per cent), the value of education in improving their personality and capabilities (65 per cent), examinations (32 per cent), school/homework (25 per cent), the qualities of teachers (7 per cent) and the teaching environment in school (6 per cent) (Table 4.15).

# Table 4.15: Topics of discussion with children about education (in percentage)

| Background characteristics | Topics | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Need to study hard | Teaching that education makes a person great, helps get job and makes respected | Teaching environment in school | School homework | Educational materials | Success/failure in examinations | Quality of teachers | Help needed to do school homework |
| **N** | **82** | **66** | **6** | **25** | **5** | **32** | **7** | **1** |
| **N %** | **81.2** | **65.3** | **5.9** | **24.8** | **5.9** | **31.7** | **6.9** | **1.0** |
| **Area** | | | | | | | | |
| Jorpati | 80.0 | 40.0 | 0.0 | 60.0 | 20.0 | 20.0 | 0.0 | 0.0 |
| Gongabu | 87.5 | 56.3 | 0.0 | 25.0 | 12.5 | 37.5 | 37.5 | 0.0 |
| Tinchule | 69.2 | 84.6 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Koteswor | 64.7 | 82.4 | 17.6 | 23.5 | 0.0 | 23.5 | 5.9 | 0.0 |
| Bhimsengola/Shantinagar | 90.0 | 80.0 | 20.0 | 40.0 | 10.0 | 20.0 | 0.0 | 10.0 |
| Chhaimale | 85.7 | 42.9 | 0.0 | 0.0 | 0.0 | 42.9 | 0.0 | 0.0 |
| Talku Dudhechour | 71.4 | 71.4 | 0.0 | 14.3 | 0.0 | 14.3 | 0.0 | 0.0 |
| Sangla | 92.9 | 28.6 | 0.0 | 57.1 | 7.1 | 50.0 | 0.0 | 0.0 |
| Sundarijal | 91.7 | 83.3 | 0.0 | 8.3 | 0.0 | 66.7 | 0.0 | 0.0 |
| **Programme** | | | | | | | | |
| SOP | 87.5 | 55.0 | 0.0 | 25.0 | 2.5 | 47.5 | 0.0 | 0.0 |
| FSP | 77.0 | 72.1 | 9.8 | 24.6 | 6.6 | 21.3 | 11.5 | 1.6 |
| **Social Status** | | | | | | | | |
| Higher status | 80.0 | 53.3 | 6.7 | 50.0 | 6.7 | 46.7 | 10.0 | 3.3 |
| Intermediate status | 80.4 | 68.6 | 3.9 | 13.7 | 5.9 | 31.4 | 3.9 | 0.0 |
| Lower status/Dalits | 85.0 | 75.0 | 10.0 | 15.0 | 0.0 | 10.0 | 10.0 | 0.0 |
| **Literacy of parents** | | | | | | | | |
| Illiterate | 84.2 | 63.2 | 7.0 | 24.6 | 5.3 | 33.3 | 8.8 | 0.0 |
| Can read only | 83.3 | 66.7 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| Can read and write somehow | 69.2 | 69.2 | 3.8 | 19.2 | 3.8 | 19.2 | 0.0 | 3.8 |
| Can read and write well | 91.7 | 66.7 | 8.3 | 50.0 | 8.3 | 41.7 | 16.7 | 0.0 |
| **Residential status** | | | | | | | | |
| <1 Year | 78.9 | 73.7 | 15.8 | 10.5 | 0.0 | 10.5 | 0.0 | 0.0 |
| 1-5 Years | 70.4 | 70.4 | 11.1 | 25.9 | 11.1 | 29.6 | 18.5 | 3.7 |
| >5 Years | 87.3 | 60.0 | 0.0 | 29.1 | 3.6 | 40.0 | 3.6 | 0.0 |
| **Major sources of family income** | | | | | | | | |
| Agriculture/vegetable farming | 87.1 | 58.1 | 3.2 | 19.4 | 3.2 | 54.8 | 3.2 | 0.0 |
| Wage labour | 76.1 | 67.4 | 8.7 | 26.1 | 4.3 | 19.6 | 6.5 | 2.2 |
| Business | 77.8 | 55.6 | 0.0 | 44.4 | 22.2 | 33.3 | 22.2 | 0.0 |
| Other | 86.7 | 80.0 | 6.7 | 20.0 | 0.0 | 20.0 | 6.7 | 0.0 |
| **Ability of parents to support family** | | | | | | | | |
| Easily | 100.0 | 72.7 | 9.1 | 18.2 | 18.2 | 36.4 | 9.1 | 0.0 |
| With some difficulty | 73.9 | 67.4 | 6.5 | 30.4 | 4.3 | 43.5 | 10.9 | 0.0 |
| With difficulty | 84.1 | 61.4 | 4.5 | 20.5 | 2.3 | 18.2 | 2.3 | 2.3 |
| **Membership of community group** | | | | | | | | |
| Yes | 92.9 | 46.4 | 0.0 | 32.1 | 7.1 | 53.6 | 0.0 | 0.0 |
| No | 76.7 | 72.6 | 8.2 | 21.9 | 4.1 | 23.3 | 9.6 | 1.4 |

Percentage adds up to more than 100 due to multiple responses.

*4.5.3 Reasons for not holding discussions*

Out of the 49 respondents who did not discuss with their children their education did so due to their own limited education (55 per cent), lack of time to do so (33 per cent), children needed to work at home (6 per cent) and they had no children of school-going age (6 per cent). By area, majority of respondents of Gongabu, Chhaimale and Sangla reported their own limited education while those of Jorpati reported lack of time to discuss with their children (Table 4.16).

**Table 4.16 Reasons for not holding discussions with children about their education**
**(in percentage)**

| Background characteristics | 1.Have no time | 2.No child of school age | 3. I being illiterate | 4. They have to work at home | N |
|---|---|---|---|---|---|
| **All** | **32.8** | **6.0** | **55.2** | **6.0** | **67** |
| **Area** | | | | | |
| Jorpati | 55.6 | 0 | 44.4 | 0 | 18 |
| Gongabu | 0 | 0 | 100 | 0 | 1 |
| Tinchule | 40 | 0 | 60 | 0 | 5 |
| Koteswor | 15.4 | 30.8 | 46.2 | 7.7 | 13 |
| Bhimsengola /Shantinagar | 0 | 0 | 0 | 0 | 0 |
| Chhaimale | 14.3 | 0 | 71.4 | 14.3 | 7 |
| Talku Dudhechour | 30 | 0 | 70 | 0 | 10 |
| Sangla | 18.2 | 0 | 63.6 | 18.2 | 11 |
| Sundarijal | 100 | 0 | 0 | 0 | 2 |
| **Programme** | | | | | |
| SOP | 22.5 | 10 | 57.5 | 5 | 40 |
| FSP | 21.3 | 0 | 23 | 8.2 | 61 |

Percentage adds up to more than 100 due to multiple responses.

*4.5.4 Other persons held discussions with*

The respondents also discussed their children's education with other persons such as their own family members, neighbours, teachers, etc. Among the persons with whom the respondents held discussions, majority were family members (61%), neighbour/relatives (43 per cent), teachers (21 per cent), social workers (7 per cent) and others (5 per cent) such as health volunteers. Majority of the respondents from Jorpati, Gongabu, Koteswor and Bhimsengola had held discussions with family members, those from Tinchule and Sundarijal with neighbours/relatives and those from Sangla with teachers (Table 4.17).

**Table 4.17: Discussions with family members and others about the education of children (in percentage)**

| Background characteristics | 1. Family members | 2. Neighbours/ relatives | 3. Teachers | 4. Social workers | 5 Others (health volunteer, elders) | 6. No discussion |
|---|---|---|---|---|---|---|
| N | 91 | 64 | 31 | 10 | 8 | 14 |
| N % | **60.7** | **42.7** | **20.7** | **6.7** | **5.3** | **9.3** |
| **Respondents surveyed** | | | | | | |
| **Area** | | | | | | |
| Jorpati | 73.3 | 20.0 | 20.0 | 6.7 | 13.3 | 13.3 |
| Gongabu | 88.9 | 5.6 | 11.1 | 0.0 | 0.0 | 0.0 |
| Tinchule | 28.6 | 71.4 | 7.1 | 21.4 | 7.1 | 14.3 |
| Koteswor | 61.1 | 50.0 | 16.7 | 0.0 | 5.6 | 11.1 |
| Bhimsengola/Shanti nagar | 77.8 | 38.9 | 0.0 | 0.0 | 0.0 | 5.6 |
| Chhaimale | 40.0 | 46.7 | 0.0 | 0.0 | 0.0 | 26.7 |
| Talku Dudhechour | 40.0 | 33.3 | 0.0 | 0.0 | 13.3 | 20.0 |
| Sangla | 44.4 | 22.2 | 88.9 | 0.0 | 5.6 | 0.0 |
| Sundarijal | 78.9 | 94.7 | 31.6 | 31.6 | 5.3 | 0.0 |
| **Programme** | | | | | | |
| SOP | 52.2 | 50.7 | 32.8 | 9.0 | 6.0 | 10.4 |
| FSP | 67.5 | 36.1 | 10.8 | 4.8 | 4.8 | 8.4 |
| **Social status** | | | | | | |
| Higher | 55.9 | 47.1 | 44.1 | 5.9 | 5.9 | 2.9 |
| Intermediate status | 57.0 | 44.1 | 16.1 | 8.6 | 6.5 | 12.9 |
| Lower status | 82.6 | 30.4 | 4.3 | 0.0 | 0.0 | 4.3 |
| **Literacy** | | | | | | |
| Illiterate | 56.7 | 44.4 | 18.9 | 6.7 | 4.4 | 8.9 |
| Can read only | 50.0 | 25.0 | 0.0 | 0.0 | 0.0 | 37.5 |
| Can read and write somehow | 69.4 | 41.7 | 22.2 | 5.6 | 5.6 | 8.3 |
| Can read and write well | 68.8 | 43.8 | 37.5 | 12.5 | 12.5 | 0.0 |
| **Residential status** | | | | | | |
| <1 Year | 64.0 | 40.0 | 8.0 | 8.0 | 4.0 | 8.0 |
| 1-5 Years | 58.5 | 34.1 | 7.3 | 2.4 | 4.9 | 12.2 |
| >5 Years | 60.7 | 47.6 | 31.0 | 8.3 | 6.0 | 8.3 |

| Major sources of family income | | | | | | |
|---|---|---|---|---|---|---|
| Agriculture/vegetable farming | 65.2 | 65.2 | 26.1 | 13.0 | 6.5 | 8.7 |
| Wage labour | 58.9 | 34.2 | 17.8 | 2.7 | 2.7 | 6.8 |
| Business | 72.7 | 18.2 | 9.1 | 0.0 | 9.1 | 9.1 |
| Other | 50.0 | 35.0 | 25.0 | 10.0 | 10.0 | 20.0 |
| **Ability to support family** | | | | | | |
| Easily | 71.4 | 35.7 | 28.6 | 21.4 | 7.1 | 7.1 |
| With some difficulty | 66.1 | 46.8 | 25.8 | 3.2 | 6.5 | 3.2 |
| With difficulty | 54.1 | 40.5 | 14.9 | 6.8 | 4.1 | 14.9 |
| **Membership of community group** | | | | | | |
| Yes | 63.9 | 61.1 | 30.6 | 16.7 | 13.9 | 0.0 |
| No | 59.6 | 36.8 | 17.5 | 3.5 | 2.6 | 12.3 |

Percentage adds up to more than 100 due to multiple responses.

# CHAPTER FIVE

# Suggestions of Parents on SOP/FSP Programmes

This chapter presents the suggestions offered by the parents for the smooth and effective implementation of the SOP and FSP. The suggestions are presented in both disaggregated and aggregated forms.

## 5.1 Suggestions of SOP Respondents

When asked to offer suggestions for the smooth and effective implementation of the SOP, the parents suggested that: tiffin, notebook/books, school uniforms and medicines be provided free of cost; schools be established at convenient locations; qualified teachers be appointed for imparting quality education; infrastructure such as roads, electricity, school buildings, etc be provided; the role of guardians be enhanced in relation of teaching their children about the value of education and monitoring their studies. (Table 5.1)

In this regard, a majority of the respondents from Chhaimale suggested that infrastructure such as electricity and roads should be developed. This was followed by conducting classes at convenient locations and making provision for tiffin, books and notebooks free of cost. Similarly, the majority of the respondents from Talku suggested that provision should be made for school uniforms, followed by provision for tiffin, books and notebooks free of cost. The respondents from Sangla mainly suggested that provision be made for tiffin, books and notebooks free of cost, followed by provision of school uniforms, and educational and classroom materials free of cost. In Sundarijal, a majority of the respondents suggested conducting classes at convenient locations and by qualified facilitators. The suggestions advanced by the parents of the respective SOPs are presented in Table 5.1.

**Table 5.1 Suggestions for effectively implementing SOP (in percentage)**

| Suggestions | Chhaimale | | Talku | | Sangla | | Sundarijal | | SOP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 1. Provide tiffin, books/notebooks free of cost | 6 | 40.0 | 5 | 33.3 | 17 | 94.4 | 0 | 0.0 | 28 | 41.8 |
| 2. Provide school uniforms free of cost | 1 | 6.7 | 7 | 46.7 | 16 | 88.9 | 0 | 0.0 | 24 | 35.8 |
| 3. Conduct classes at convenient locations | 7 | 46.7 | 1 | 6.7 | 0 | 0.0 | 13 | 68.4 | 21 | 31.3 |
| 4. Facilitators should teach properly | 0 | 0.0 | 0 | 0.0 | 4 | 22.2 | 13 | 68.4 | 17 | 25.4 |
| 5. Provide educational materials, like notebooks, stationery and desk/bench, free of cost | 0 | 0.0 | 0 | 0.0 | 14 | 77.8 | 0 | 0.0 | 14 | 20.9 |
| 6. Provide education and medication free of cost | 4 | 26.7 | 4 | 26.7 | 6 | 33.3 | 0 | 0.0 | 14 | 20.9 |
| 7. Guardians should encourage their children towards education | 2 | 13.3 | 0 | 0.0 | 2 | 11.1 | 6 | 31.6 | 10 | 14.9 |

| Suggestion | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 8. Provide electricity and road facilities | 8 | 53.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 8 | 11.9 |
| 9. Guardians should monitor if their children are studying properly | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7 | 36.8 | 7 | 10.4 |
| 10. Construct school building | 5 | 33.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 5 | 7.5 |
| 11. Introduce both games/sports and quality teaching for children's overall growth | 0 | 0.0 | 3 | 20.0 | 0 | 0.0 | 1 | 5.3 | 4 | 6.0 |
| 12. Provide physical facilities like drinking water, toilet, etc | 0 | 0.0 | 1 | 6.7 | 0 | 0.0 | 1 | 5.3 | 2 | 3.0 |
| 13. Community should form an executive committee to define responsibilities | 1 | 6.7 | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 2 | 3.0 |
| 14. Form management committee | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 10.5 | 2 | 3.0 |
| 15. Management committee should monitor regularly | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 10.5 | 2 | 3.0 |
| 16. Person appointed for monitoring should be qualified/honest | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 | 1 | 5.3 | 2 | 3.0 |
| 17. Work honestly | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 10.5 | 2 | 3.0 |
| 18. Conduct classes in the morning | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 10.5 | 2 | 3.0 |
| 19. Do not discontinue the programme halfway | 0 | 0.0 | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 2 | 3.0 |
| 20. Encourage children to study | 0 | 0.0 | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 2 | 3.0 |
| 21. Provide monetary help | 0 | 0.0 | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 2 | 3.0 |
| 22. There should be at least two facilitators | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 1 | 1.5 |
| 23. Conduct classes in the daytime | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.3 | 1 | 1.5 |
| 24. Appoint local facilitators | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.3 | 1 | 1.5 |
| 25. Programme should cover tenth grade | 0 | 0.0 | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 1 | 1.5 |
| 26. Provide education of high quality | 0 | 0.0 | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 1 | 1.5 |
| 27. Government and social workers should give ample time/help to the programme | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.5 |
| **All** | **15** | **100** | **15** | **100** | **18** | **100** | **19** | **100** | **67** | **100** |

Percentage adds up to more than 100 due to multiple responses.

## 5.2 Suggestions of FSP Respondents

The respondents of the FSP offered more diverse suggestions for the successful implementation of the FSP than those of the SOP. The major suggestions included: placing emphasis on the role of guardians in monitoring their children; teaching by qualified facilitators; role of community in monitoring the programme; and continuation of the study programme so that even tenth graders are covered by the programme at the end. (Table 5.2)

By area, the majority of the respondents of Jorpati suggested that the facilitators should be qualified, followed by the encouragement of children by their guardians to study. The majority of the respondents from Gongabu suggested that the children from financially well-off families be not included, followed by the provision of school uniforms, tiffin and books/notebooks free of cost. From Tinchule, a small number of respondents suggested that programmes be regularly monitored by relevant institutions. Majority of the respondents of Koteswor suggested that arrangements be made to include even the tenth grade education, followed by the provision of

education, medication and educational materials free of cost. Similarly, majority of the respondents from Bhimsengola suggested that the community play an important role in the execution of programme, followed by provision of educational and medication facilities free of cost. They also suggested that the government and social workers give ample time to conduct the programme properly. The suggestions made by the parents of the FSP are shown in detail in Table 5.2.

**Table 5.2 Suggestions to improve the KAP of parents in FSP (in percentage)**

| Suggestions | Jorpati | | Gongabu | | Tinchule | | Koteswor | | Bhimsengola | | FSP | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Guardians should encourage their children to study | 7 | 46.7 | 0 | 0.0 | 1 | 7.1 | 0 | 0.0 | 8 | 44.4 | 16 | 19.3 |
| 2. Facilitators should teach properly | 8 | 53.3 | 1 | 5.6 | 0 | 0.0 | 1 | 5.6 | 1 | 5.6 | 11 | 13.3 |
| 3. Community should form an executive committee and decide its responsibilities | 3 | 20.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 33.3 | 9 | 10.8 |
| 4. Expand programme up to tenth grade | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 33.3 | 3 | 16.7 | 9 | 10.8 |
| 5. Provide tiffin, book/ notebook free of cost | 0 | 0.0 | 4 | 22.2 | 0 | 0.0 | 2 | 11.1 | 1 | 5.6 | 7 | 8.4 |
| 6. Provide school uniforms free of cost | 0 | 0.0 | 5 | 27.8 | 0 | 0.0 | 1 | 5.6 | 1 | 5.6 | 7 | 8.4 |
| 7. Do not include children from financially well-off families | 0 | 0.0 | 6 | 33.3 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 7 | 8.4 |
| 8. Provide educational and medication free of cost | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 5 | 27.8 | 0 | 0.0 | 6 | 7.2 |
| 9. Provide educational materials such as notebooks, pens and furniture | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 4 | 22.2 | 0 | 0.0 | 5 | 6.0 |
| 10. Government and social workers should give ample time/help to the programme | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 2 | 11.1 | 2 | 11.1 | 5 | 6.0 |
| 11. Construct school building | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 2 | 11.1 | 1 | 5.6 | 4 | 4.8 |
| 12. Conduct class at daytime | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 3 | 16.7 | 0 | 0.0 | 4 | 4.8 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13. Conduct classes at convenient places | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 2 | 11.1 | 0 | 0.0 | 3 | 3.6 |
| 14. Provide physical facilities such as drinking water and toilet | 0 | 0.0 | 2 | 11.1 | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 3 | 3.6 |
| 15. Programme should not be discontinued halfway through | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 | 2 | 11.1 | 3 | 3.6 |
| 16. Guardians should monitor if their children are studying properly | 1 | 6.7 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.4 |
| 17. Form management committee | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.4 |
| 18. Person appointed for monitoring should be qualified/honest | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.4 |
| 19. Encourage children to study | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.4 |
| 20. Organizing institute should monitor regularly (at least once a month) | 0 | 0.0 | 0 | 0.0 | 2 | 14.3 | 0 | 0.0 | 0 | 0.0 | 2 | 2.4 |
| 21. Programme should be conducted soon | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 11.1 | 0 | 0.0 | 2 | 2.4 |
| 22. Include grown-up children also in the programme | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 | 2 | 2.4 |
| 23. Such programmes should be extended to other places | 0 | 0.0 | 2 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.4 |
| 24. Management committee should monitor regularly | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.2 |
| 25. Should work honestly | 0 | 0.0 | 0 | 0.0 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 1 | 1.2 |
| 26. Provide monetary help | 0 | 0.0 | 0 | 0.0 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 1 | 1.2 |
| 27. Provide quality education | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 | 1 | 1.2 |
| 28. Be consistent with the programme objectives | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 | 1 | 1.2 |
| 29. It should be a genuine programme | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.2 |
| 30. Teaching time should be adequate in each class | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.2 |
| **All** | **15** | **100** | **18** | **100** | **14** | **100** | **18** | **100** | **18** | **100** | **83** | **100** |

Percentage adds up to more than 100 due to multiple responses.

## 5.3 Common Suggestions

The suggestions advanced by the parents of the nine programme areas were, in totality, were largely homogeneous in many respects. The common suggestions offered by the respondents were provision of tiffin, notebooks/books, school uniforms and medication free of cost; teaching by facilitators; monitoring by guardians of their children's education; conducting classes at convenient location and time; and provision of classroom materials. The suggestions when combined are as follows (Table 5.3).

**Table 5.3 Suggestions in aggregate**

| Suggestions | N | Col % |
|---|---|---|
| 2.  Provide tiffin, books/notebooks free of cost | 35 | 23.3 |
| 3.  Provide school uniforms free of cost | 31 | 20.7 |
| 4.  Facilitators should teach properly | 28 | 18.7 |
| 5.  Guardians should encourage their children to study | 26 | 17.3 |
| 6.  Schools should be located at convenient locations | 24 | 16.0 |
| 7.  Provide education and medication free of cost | 20 | 13.3 |
| 8.  Provide educational materials like notebooks, pens and desk/bench free of cost | 19 | 12.7 |
| 9.  Community should form an executive committee and decide the responsibilities of members | 11 | 7.3 |
| 10. Programme should be expanded up to tenth grade | 10 | 6.7 |
| 11. Construct school building | 9 | 6.0 |
| 12. Guardians should check if their children are studying properly | 9 | 6.0 |
| 13. Provide electricity and road facilities | 8 | 5.3 |
| 14. Do not include children from financially well-off families in the programme | 7 | 4.7 |
| 15. Government and social workers should give sufficient time to the programme | 6 | 4.0 |
| 16. Provide physical facilities, like drinking water, toilet, teaching materials | 5 | 3.3 |
| 17. Conduct classes in the daytime | 5 | 3.3 |
| 18. Do not discontinue the programme in the middle | 5 | 3.3 |
| 19. Form management committees | 4 | 2.7 |
| 20. Appoint qualified/honest persons for monitoring | 4 | 2.7 |
| 21. Introduce games along with teaching for children's overall growth | 4 | 2.7 |
| 22. Encourage children to study | 4 | 2.7 |
| 23. Management committee should monitor regularly | 3 | 2.0 |
| 24. Work honestly | 3 | 2.0 |
| 25. Provide monetary help | 3 | 2.0 |
| 26. Organizing institute should monitor regularly (at least once a month) | 2 | 1.3 |
| 27. Implement programme as early as possible | 2 | 1.3 |
| 28. Conduct classes in the morning | 2 | 1.3 |
| 29. Education should be qualitative | 2 | 1.3 |
| 30.  Include grown-up children also in the programme | 2 | 1.3 |
| 31. The programme should be replicated in other places | 2 | 1.3 |
| 32. There should be at least two facilitators | 1 | 0.7 |
| 33. Run programme consistent with its objectives | 1 | 0.7 |
| 34. Provide local facilitators | 1 | 0.7 |
| 35. Programme should be genuine | 1 | 0.7 |
| 36. Sessions should encourage additional hours of teaching | 1 | 0.7 |
| 37. Can't say/don't know | 22 | 14.7 |
| **N** | **150** | **100.0** |

Percentage adds up to more than 100 due to multiple responses.

# CHAPTER SIX

# Conclusion and Recommendations

## 6.1 Conclusion

Structural factors such as social status, literacy, ability or inability to support family and membership of community groups largely influenced the parents' awareness, perceptions and practices of important child rights issues. In other words, the study found the parent's knowledge, perceptions and practices positive when these structural factors were favourable, and *vice versa*.

Another major finding of the study was that, despite child education being considered an important issue by the parents and despite their positive attitude, the number of out-of-school children or dropout children was alarmingly high. In addition to structural factors, intervening factors such as long distance to school, children's dislike for going to school, children's need to work for living and parents' inability to buy school uniforms, were the other crucial determinants of child education.

Suggestions were solicited from the parents on how to successfully implement the SOP and FSP programmes. The suggestions largely consisted of making provision of free snacks, educational materials, school uniforms and medicines; conducting classes at convenient time and location; teaching properly by facilitators; parents motivating their children to go to school and involving community in the programme.

## 6.2 Recommendations

Based on the analysis of findings, the study makes the following major recommendations:
1. Given the fact that the percentage of out-of-school children was very high in the programme communities, the number of classes should be determined in response to this reality.
2. Classes should be conducted at convenient time and locations so that maximum number of children can participate.
3. Since meeting the school's dress code is a major constraint on the educational participation of poor children, the programme should not have such a code.
4. Since a reasonable number of children currently going to school were also selected in the SOP and FSP programmes, priority should be given to the selection of those children who are

poor, belong to Dalit or marginalized ethnic groups and cannot go to school because of their disadvantaged position, socially or economically, or both.

5. The possibility of providing some assistance, such as skill development training for income generation to deprived parents, should be explored, in coordination with other governmental or non-governmental agencies.

6. Education is one of the important child rights. Although the level of knowledge and attitude among the respondents is high, it is a challenge to put their knowledge and attitude in practice. Given that child education was neither the priority of community groups nor that of the parents in community development, the ideals persons, largely educated persons, teachers, social workers and helpful persons, should actively work as pressure groups to influence the practice of parents so that they send their children to school. These persons as catalysts of education development should actively participate in different phases of the programme, most preferably in the community orientation programme, to influence the norms of both parents and society. Schoolteachers are particularly recommended to play significant role for encouraging parents to send their children since they were considered by majority of the respondents as inspiring persons.

7. Since majority of the parents expressed their willingness to enrich the programme, mainly by contributing labour and attending meetings, the programme should capitalize on these opportunities to enrich itself.

8. Countermeasures to the facts that a large number of children need to work at home for a living and that they do not like to study should be explored by involving various stakeholders, including parents, resource persons, teachers, facilitators, community people and NGO/community-based organizations (CBOs).

9. Since many parents from FSP areas were not members of any community group, they should be organized into community groups so that messages on the value of education and need for positive practice can be effectively disseminated to them. On the other hand, since many parents of SOP area were already members of such groups, these groups should be effectively mobilized to reinforce the value of education and to cause positive changes in the behaviour of both parents and children.

10. The practice of birth registration should be encouraged so that children can easily join government schools after the completion of ASP.

11. The programme should be replicated in many areas to ensure that out-of-school children get opportunity for education. And,

12. The programme should be regularly monitored following the principle of participatory monitoring in which stakeholders such as community members, teachers of mother schools, facilitators, resource persons, NGOs, DEO, CASP, NFEC and DoE play important roles.

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**Annex 1: Study Team**

| | |
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**Annex 2: Questionnaires for Parent's Survey**

**Knowledge, Attitude and Practice Survey Under Community Based Alternative Schooling Project (CASP)**
**Institute for Integrated Development Studies (2006)**

**(Do not prompt unless specified in the questionnaires)**

Type of programme**:**  1. School Outreach Program (SOP)
  2. Flexible Schooling Program (FSP)

1. Survey Area  ……………
1. Jorpati 2. Gongabu, Balaju Bus Park 3. Tinchule, Boudha 4. Jadibuti Chok, Koteswor
5. Bhimsengola/Shantinagar (Baneshwor Campus Area)
6. Chhaimale 7. Talku Dudhechour 8. Sangla 9. Sundarijal

2. Ward No._____Village/Tole. _____
3. Name of mother school:_____
4. Ward in which the mother school is located _____
5. Travel time to reach mother school (in minutes) _____
6. Name of parent  _____
7. Sex of parent  1. Male  2. Female
8. Number of family members currently living with you _____
9. Caste/ethnicity  1. Brahmin  2. Chhetri  3. Newar  4. Tamang  5 Magar
  6. Chepang/Praja 7. Gurung  8. Kami/Damai/Sarki 9. Others (specify)……………

10.Literacy of parent 1. Illiterate  2.Can read only 3. Can read and write somehow 4. Can read and write well

11. Comfort level to speak Nepali 1. Can speak easily 2. Speaks only little 3. Cannot speak
12. Length of stay in the tole : _____ month _____year
13. House type  1. *Pakki* 2. Semi *Pakk*i  3.*Kachhi*  4. Others (specify)………….
14. Main source of drinking water  1.Potable  2.Handpump  3.Well/dugwell
  4. Fountain 5. Others
15. Main source of lighting  1.Electricity  2.Kerosene  3.Gobar gas  4. Others (specify)………
16. Does household have toilet?  1.Yes  2.No
17. How easily have you been able to afford the following responsibilities related with your children?

| S.No. | Responsibility | Degree of Affordability 1) Very easily 2) Easily 3) With difficulty |
|---|---|---|
| 1. | Proving health care/medication | |
| 2. | Paying school fees (admission, monthly, exam, etc) | |
| 3. | Providing educational materials (books, stationery, notebook, pen. etc) | |
| 4. | School uniform (Dress, shoes. etc.) | |

18. What is the main sources of your family income?
  1.Agriculture/vegetable farming  2. Wage labour  3. Service 4. Business/industry
  5. Traditional occupation  6. Remittance  7. Other (specify)………….

19. How easily are you able to support your family?
  1. Easily  2. With some difficulty  3. With great difficulty

20. How do you you spend your total income? Please rank them. (*Spell-out the following expenditure items and ask to rank any four)*
  1. Food  . Child education 3. Clothing 4.Transportation  5. Medicine  6. House rent  7. Other (specify)……………

21.Why have you given this much importance to children's education? *(ask Q. 21 if children's education is in the 1-4 ranking. Otherwise go to Q.22)*
……………………………………………………………………………………………………..

22. From whom did you know about the importance of education?
        1. Elite person 2. School teacher 3. Health worker 4. Community member
        5. Friends 6. Neighbour 7. NGO people 8. Others (specify)

23. Do you or any member of the family have membership of any community groups or programmes ?
1.Yes    2.No (*Go to Q.26*)

24. If yes, which group? (*multiple response*)
        1. Forest user group 2. Saving and credit group 3. Women's group
        4. Agriculture group 5. Income generation group 6. Mothers group 7.Others (specify)………………

25 What are the things your group has prioritized for the development of this community? (*three main priorities*)
1. …………….
2. ………………
3. ……………….

26. What are the three things that you consider important for the development of your community? **(***three main priorities***)**
1.……………….
2.……………
3.……………….

27.      *Are there any members in your community whom you consider ideal?*
        1.      Yes              2. No (*Go to Q. 29)*

28.      If yes, why do you consider them ideal? (*multiple response, probe to find if they are group members*)
    1.   Educated
    2.   Rich
    3.   Successful in politics
    4.   Social worker
    5.   Group member
    6.   Is helpful
    7.   Head of community
    8.   Teaches good things
    9.   Respected family member

29. How many children of aged 6-14 years do you have? _____

*Mark (√) before name of children selected for SOP/FSP).*

| S.N | Name of child (1) | Age (2) | .Sex M=1 F=2 (3) | Is child's birth registered? Y=1 N=2 (4) | Does child attend regular school now? Y=1 N=2 (5) | If s/he attends school, current grade? (if 5 =1) (6) | If no, did s/he ever attend school? Y=1, N=2 (If 5 =2) (7) | If yes, why did the child drop out of school? (If 7=1) (8) | If child does not attend regular school, why not? (If 5 =2) (9) |
|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |

(Place tick mark next to name of child selected by program)

Codes for column 8: Reasons for dropout
1. Teacher is rude
2. Teacher discriminates
3. Child needs to work at home for a living
4. Child is little too old to go to school
5. Child is unwilling to attend school
6. The child is already married
7. School is irregular
8. Child does not understand what teachers teach
9. There is no school nearby/school is too far
10. Child cannot give full time to school
11. The physical facilities are poor
12. Classmates do not behave well/discriminate
13. We cannot/could not prepare meal in time
14. Scholarship money is not provided
15. Other (specify) ……..

Codes for column 9: Reasons for not attending regular school
1. Education is not necessary
2. Child does not like to go to school
3. Child is handicapped
4. Child needs to work at home for a living
5. Child is little too old/young to go to school
6. There is no school nearby/school is too far
7. Child likes to play more than study
8. School is irregular
9. It is heard that teachers do not teach well
10. Physical facilities are poor
11. Classmates do not behave well/discriminate
12. Textbooks/stationary are not provided free
13. Free meals are not provided
14. Scholarship money is not provided
15. School uniform is not provided free
16. It is not a good thing to send girls to school as they become member of other family after marriage
17. It is not a good thing to send girls to school as they wind up in kitchen work after they become married
18. Security situation is not good
19. We cannot prepare meal in time
20. Others (specify)………………..

30.     Do you know about programmes to be introduced in this community for those children who do not go to
        regular school?           1. Yes           2. Don't know (*Go to Q.31* )

31. If yes, what are those?
        1. Education for children of age 6-8 years (**SOP**)
        2.Education for children of age 8-14 years (**FSP**)
        3. Others (specify)………………….

32. Please tell us if you had heard the following statements before elated to children previously?

| *(Please read the following statements and select the correct options in the columns on right)* | 1= Heard 2= Not heard | If yes, from which main source did you heard? (use codes provided below) | Do you agree with these statements? 1= Agree 2 = Disagree |
|---|---|---|---|
| It is the right of every child to go to school | 1 2 | | 1 2 |
| It is the right of every girl child to go to school as much as boys | 1 2 | | 1 2 |
| Nepalese law prohibits child marriage | 1 2 | | 1 2 |
| It is illegal to send children to labour force | 1 2 | | 1 2 |
| Handicapped/disabled children have same right as the normal children to go to school | 1 2 | | 1 2 |
| Child care is the responsibility of parents | 1 2 | | 1 2 |

**\* Codes for sources of Knowledge**
1.   Heard from school children
2.   Heard from friends, neighbours and relatives
3.   Heard from elites of community
4.   Heard from health worker
5.   Heard from school teacher
6.   Heard from NGO person
7.   Learnt from mass media (TV, radio, newspaper ,magazine, poster, pamphlets, hoarding board)
8.   Other source (specify)……………..

33.     In your opinion, whose responsibility is it to educate children? (*multiple response*)
        1. Parents and family
        2. Schools and teachers
        3. Community
        4. Social worker and leader
        5. Government
        6. Don't know
        7. Others (specify)……………..

34. Do you think the Alternative Schooling Programmes/Non-formal education programmess are necessary for
        those children who do not go to school?
                1.     Yes           2. No           3. Don't know

35.     How much will you be willing to send your child to these Non-formal Programs (SOP/FSP) if they are
        introduced in this community?
1. Very much willing     2. Somewhat willing     3. Only little willing     4. Not willing (*Go to Q.36*)

36. If very much willing or somewhat willing, why? (multiple response)
1.   Children get good opportunity
2.   They can go abroad
3.   They can learn good things
4.   They help prosperity of country and community

5. Make children's future good
6. Help children to become smart/intelligent
7. They can help develop skill
8. They can help upgrade arithmetic skill
9. They can make children smart enough not to be cheated
10. They can help earn money and get job
11. They can help earn respect
12. Children can study in local language
13. Children can get education near by
14. Children can get education at convenient time
15. Children can get free books/education materials
16. Don't Know
17. Others (Specify)……………..

37. If only little willing or not willing, what provisions should be made so that you would send your children to such programme?
1. If free educational materials is provided
2. If scholarship is provided
3. If school uniform is provided
4. If school meal is provided
5. If classes are run close to home
6. If classes are run in convenient time
7. If teachers take the responsibility
8. If employment opportunity will be provided after education
9. If local language teacher is available
10.Don't know
11.Others (specify)……………..

38. Are you willing to send your children to formal school after completion of such programmes?
     1. Yes              2.No (*Go to Q.39)*

*39.* If yes, how much are you willing to it?
     1. Very much willing      2. Somewhat willing 3. Little willing/not willing

40. If you are little willing or not willing to send your children, what are the reasons?
     1. School is too far
     2. We cannot pay for schooling expenses
     3. Informal education alone is enough
     4. Others (specify)……………..

41. If you are requested to participate in SOP/FSP are you willing to participate in the following activities? *(Read all the activities and mark the appropriate code on the right)*

| Activity | 1=Yes 2=No 3=Don't know |
|---|---|
| 1. Member in Class Management Committee (CMC) | 1 2 3 |
| 2. Contribute in cash | 1 2 3 |
| 3. Contribute in educational materials | 1 2 3 |
| 4. Contribute in labour | 1 2 3 |
| 5. Give time in meeting | 1 2 3 |
| 6. Participate in exposure visits, tours | 1 2 3 |
| 7. Monitor the programmes | 1 2 3 |
| 8. Help identify facilitators | 1 2 3 |
| 9. Participate in mass campaigns | 1 2 3 |
| 10. Help identify students for next batch | 1 2 3 |
| 11. Participate in orientation meeting | 1 2 3 |

42.Do you encourage your child to study educated?
1. Yes          2.No (*Go to Q 43*)

43.If yes, how? (*multiple response*)
1. Send child to school
2. Bear cost of education
3. Encourage child to do home assignments
4. Help child to do home work
5. Motivate child to study than to play
6. Advise child to avoid bad company
7. Feed child in time
8. Provide educational materials to the children
9. Protect child for not being cheated-
10. Coax the child to study
11. Do household chores ourselves
12. Promise to buy school uniform
13. Give example of good persons
14. Others (specify)……………

44. Do you discuss/talk talk with your children about their education?
1.Yes          2.No (*Go to Q. 45)*

45. If yes, what? (*multiple response)*
1. Discussions about need to study hard
2. Teaching that education makes a person great, helps get job and makes respected
3. Discussions about teaching environment in schools
4. Discussions about school homework
5. Discussions about educational materials
6. Discussions about success/failure in examination
7. Discussions about the quality of teachers
9. Others (specify)………………
46. If no, why? (*multiple response)*
1. I do not have time
2. There is no school nearby
3. I have no school-going children
4. I am not educated
5. No other children go to school
6. Don't know
7. Others (specify)…………….
47. With whom else do you discuss about your children's education?
10. Member of household
11. Neighbours, friends, relatives
12. Group members
13. Health workers
14. Social workers
15. Teacher 16. Others (specify)………

48. What would you advice for the smooth implementation of the SOP/FSP programmes that will be introduced soon in this community?
1.……………………………………………………………………………
2 ……………………………………………………………………………
*(Thank the respondent for giving valuable time)*
Time taken for interview:_____
Name of Interviewer:_____
Name of supervisor:_____
Date:_____