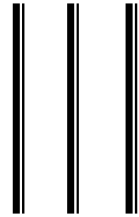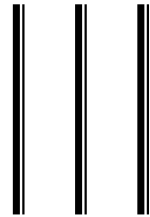# Situation Analysis of SOP and FSP in Dhading and Siraha Districts

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Final Report

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Situation Analysis of SOP and FSP in Dhading and Siraha Districts

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Acknowledgement

LIST OF ABBREVIATIONS

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

Executive Summary

Context of the Study

To provide access of primary education to the out of school children, SOP and FSP has been in operation in Nepal in the name of ASP under Non-formal Education Centre (NFEC). SOP targets children aged 6 – 8 years located in small hamlets and isolated areas, especially in mountain and hill districts, where opening of new schools is not feasible and the existing schools are not serving them due to remoteness. FSP targets the children at the age of 8 -14 who could not join regular schools at the appropriate age due to various reasons. SOP provides schooling facility to the children to accommodate grades 1 to 3 in their own habitation and the students go to regular primary schools for subsequent grades as they grow and can walk from home to schools. The completers of FSP program are expected to join grade 6 after the completion of three year condensed course of primary level.

The effects of alternative schooling program for improving access to formal education have not been examined and analyzed yet. Also, paucity of data related with children's situation after they graduate from the SOP and FSP program is another problem. Moreover, the influential factors behind the completion of SOP and FSP and joining of the regular formal school are little known. Thus, this study is an attempt to collect relevant data on the existing situation of the SOP and FSP program in Dhading and Siraha districts. Similarly, CASP assistance to NFEC in the implementation of the alternative schooling program can be justified through the analysis of the situation related to FSP and SOP.

Objectives of the Study

The main objective of the study is to analyse the existing situation of SOP and FSP so that they can be improved and sustained to ensure equitable access of children to formal education. More specifically, the study is undertaken to accomplish the following objectives:
  a) to identify the existing situation of SOP and FSP graduates
  b) to analyze the positive and negative factors that contributed the children either to remain in the formal school or drop out
  c) to recommend strategic measures to improve the SOP and FSP programs

The main research questions that this study intends to address are as follows:
  (i)   What is the perception of the key stakeholders on the SOP and FSP programs?
  (ii)   How do the SOP and FSP graduates perform in formal school?
  (iii)   What are the major issues and concerns regarding the implementation of the SOP and FSP programs in the districts?
  (iv)   What is the situation of community participation in the SOP and FSP programs?
  (v)   What is the SOP and FSP cycle completion rate in the study districts?
  (vi)   What is the current situation of the SOP and FSP children who:
          a. Completed SOP and FSP cycle and are attending the formal schools?
          b. Completed SOP and FSP cycle, joined formal school but dropped out?
          c. Completed SOP and FSP but did not join the formal schools?
          d. Joined SOP and FSP but did not complete the cycle?
          e. What is the perception of the parents on the SOP and FSP programs in relation to the performance of their children.
  (vii)   What are the influencing factors for access and in-access to SOP and FSP?
  (viii) What are the influencing factors for access and in-access to formal schools after SOP and FSP?
  (ix)   What is the approximate number of children in the study area who did not go to SOP and FSP though the program was there?
  (x)   What are the other non-formal education programs conducted in the study districts by the other organisations?
  (xi)   What are the community development activities conducted by the GOs and NGOs in the study districts?
  (xii)   What are the needs of community on non-formal education?
  (xiii) What strategic measures are needed to improve the SOP and FSP programs?

Population and Sample

The sample of the study was taken from the two CASP districts, Dhading and Siraha, where SOP and FSP are in operation since 2000. The VDCs which conducted the programs in the two districts from the year 2000 to 2003 were included in the sample. Thus, a total of 14 centres (8 FSP and 6 SOP) from Dhading and 8 SOP centres from Siraha were selected for the purpose of the study. The categories of respondents and the sample size drawn are given in the table below:

Sample size and categories of respondents

Districts Respondents	Dhading	Siraha	Total
Facilitators	12	8	20
Children	127	75	202
Parents	124	75	199
Formal Schools	13	8	21
Community Leaders	14	13	27
RPs and Supervisors	7	6	13
Head-teachers and teachers	15	9	24
FSP Centres	7	X	7
SOP Centres	5	8	13

Study Tools

In order to record the responses of the key respondents and collect the factual data of the SOP and FSP centres, the following study tools were developed and piloted in districts other than the sample district and administered in the sample districts:

a) SOP and FSP centre survey form
b) Formal school survey form
c) Interview schedule for Facilitators, School Supervisors and RPs and DEOs, head-teachers and teachers of formal schools (mother school), SOP and FSP children and their parents.

MAJOR FINDINGS AND RECOMMENDATIONS

Major Findings

Based on the discussion of the results, the following findings are derived under relevant headings:

Enrolment and cycle completion of SOP and FSP children:

1. 151 children were enrolled in SOP in Siraha in 2000 and 70 in 2001 whereas it was 98 in Dhading in 2001 with 154 children also enrolled in FSP during the same year. Thus, a total of 473 children were enrolled in FSP and SOP in a period of 2 years i.e. 2000 and 2001 indicating a growing enrolment tendency of children in SOP and FSP programs with a higher concentration in Siraha.
2. The mean age of children at enrolment in the SOP was above 8 years. A wide range in age between enrolment (4 – 14 years) and completion (7 – 17 years) of the SOP program was noticed. Similarly, the mean age of children at enrolment in FSP was above 9 years with the range of 6 – 14 years at enrolment and 9 – 17 years at completion.
3. Of those enrolled in the SOP and FSP program, 75 percent children could complete the SOP and FSP cycle indicating a 25 percent wastage.
4. The number of girls in the SOP and FSP programs is smaller than that of boys. Gender gap in enrolment is, thus, seen wider in Siraha than in Dhading.
5. Children from ethnic groups formed the largest population of the SOP and FSP (52.22%) whereas dalit children formed the lowest group indicating that the SOP and FSP is yet to reach and serve more dalit children.

Physical Facilities and Resources of the SOP and FSP centres:

6. Majority of the SOP and FSP centres did not have real classroom facilities as they were not run in child-friendly places. Classes run in verandah of private houses, public places such as public platform (*chautaro*), public inn (*pati),* club house etc. are such examples.

7. The responses of children and their parents towards the physical facilities resembled very much in that they reported these facilities as being inadequate and inappropriate.
8. As majority of the SOP and FSP centres (80%) were found conducting classes in huts, verandahs of private houses and school buildings, this has created doubt that such bare facilities may negate the learning process of the children.
9. Materials and resources wise, the parents and facilitators reported that majority of the children in the SOP and FSP programs received nearly all the materials from NFEC in time and in adequate number. But still a considerable number of children reported that they did not receive the needed materials in time.

Facilitators of the SOP and FSP Programs:
10. The number of male facilitators doubled their female counterparts. Distribution of age, experience, qualification and training of the facilitators was up to the expectation of the NFEC in that they met the requirements defined for becoming a facilitator.
11. A host of factors as counselling from RP/DEO and VDC personnel followed by the feeling of social service, unemployment and gaining experience motivated the facilitators to join the SOP and FSP programs.
12. The most frequent effort made by the facilitators to attract the children to join SOP and FSP was door to door visit followed by contact with the parents.
13. Both the children and parents, in majority, perceived the facilitators as child-friendly, cooperative and regular. Irregularity of the facilitators was, however, viewed by some children and parents as negative factors of the SOP and FSP programs.

Timing of the SOP and FSP programs:
14. Majority of the SOP and FSP classes were found to have met the defined duration (4 hours/day) for the programs despite variation in shift (timing) from morning to evening.
15. Majority of the facilitators (55%) termed the timing (day time) of the SOP/FSP classes as being inappropriate though they ran these classes in the day time.

Influencing factors for the access/in-access to SOP and FSP programs
16. About 70 percent of the parents received the SOP and FSP related information in time which indicates that the information had been disseminated to a large number of target groups in time.
17. Gender of the facilitators (female), learning environment of the SOP and FSP classes, location of the centre as being near the houses and incentives to the children in terms of free books and stationery support were reported as the major influencing factors for the access to SOP and FSP.
18. Free stationery materials, timing of the classes and free books were found to be the main source of motivation for children to attend the SOP and FSP classes.
19. Lack of awareness among the parents and poor physical facilities such as building, toilets, and playground were found to be the main in-access factors for SOP and FSP classes.

Contribution of SOP and FSP:
20. The main areas that SOP and FSP has contributed to children's learning are socialisation skills (32.67%), cooperativeness (27.23%) and friendliness (17.82%).
21. Parental perception pertaining the performance of their children in the SOP and FSP programs was found satisfactory (fair) so far their academic achievement, participation in co/extra-curricular activities and socialisation are concerned.
22. The study habits of the children have been positively influenced by the SOP and FSP classes and these classes in turn have motivated them to develop study habits (49.01%) both in schools and at home (48.02%).
23. SOP and FSP classes have also been found contributing to children's achievement in general and their language skills such as increased general knowledge, 3 R skills and language transfer in particular.
24. The SOP and FSP classes were found highly contributory to develop children's co/extracurricular activities such as participation in sports (65.84%) followed by singing and dancing (35.64).

25. Cleanliness of house (90.59%) followed by fetching water and collecting firewood and grass (57.43%), cooking and cleaning (34.65%), care of siblings (21.29%) and washing of clothes (7.92%) are the work and humane areas the children learned from the SOP and FSP classes.
26. A large majority of the children (85.64%) were found to have developed their reading and writing skills in Nepali followed by calculating, addition/subtraction (49.01%), recognition of number (40.10%) and recognition of English alphabets (33.63%).
27. The children are also found to have learned moral values such as loving the youngers, respecting the elders and personal cleanliness from the SOP and FSP programs.
28. The graduates' attitude towards learning has been rated very positive i.e. good and fair indicating that the SOP and FSP programs have contributed to the development of positive attitude towards learning.

Enrolment, dropout and repetition of SOP and FSP graduates in formal schools:
29. Majority of the SOP children were found to have enrolled in the desired grades i.e. grade four both in Dhading (73.68%) and Siraha (79.63%). In case of FSP in Dhading, only about 39 percent of the children were found enrolled in the desired grades that is grade six; the other completers (61%) were enrolled in grades 5, 4, 3 and 2. The remaining SOP completers were found enrolled in grades 3 and 2 in regular schools. This indicates that a considerable number of children were still found to have enrolled below the desired grades, especially in the case of FSP children.
30. The grades that the SOP and FSP graduates have enrolled in formal schools ranged from grades two to six.
31. The absentee rate of the SOP and FSP graduates who attended formal school was recorded lower in Dhading (10.53% and 16.30% respectively) than in Siraha (22.76%). The dropout rate was, however, found higher in Dhading (26.32% for SOP and 21.74% for FSP) than in Siraha for SOP (13.82%).
32. The repetition rate and tardiness rate of SOP graduates in formal schools were also found higher in Siraha (11.38% and 31.71%) than in Dhading (8.77 % and 13.74%). In case of FSP graduates, the tardiness rate and repetition rate in Dhading was found 18 and 13 percent respectively.

Differences between SOP and FSP and Formal schools:
33. Teachers' behaviour in formal schools resembled (54.11%) very much with that of the facilitators of the SOP and FSP programs.
34. The learning environment of formal schools was reported to be better than that of the SOP and FSP classes. Also, more teaching materials were found in formal schools than in SOP and FSP classes.
35. Some of the problems of formal schools as reported by children and their parents were less individualised instruction, lack of drinking water facility and the inconvenience caused due to large number of students. Also, individual attention and interaction in the classrooms of formal schools were not as strong as that of SOP and FSP classes.
36. Physical facilities in formal schools were found to be more appropriate than that of the SOP and FSP classes.
37. The parents reported longer class hours in formal schools than that of the SOP and FSP classes.

Influencing factors for the access/in-access to formal schools:
38. The most influencing factors for access to formal schools after SOP and FSP were found to be the learning environment of the schools and the gender of the teachers.
39. The most influential factors for in-access were poor or lack of incentives followed by low level of parental awareness, lack of children's participation, gender of teachers (more male teachers), little toilet facilities and inadequate/inappropriate playground facilities.
40. The formal schools are yet to reach the disadvantaged children such as Darai and Kumal and the dalit children.

Problems of SOP and FSP:
41. Some of the SOP and FSP centres were not run true to the objectives of the SOP and FSP programs as reflected by running of the SOP and FSP classes in school building, sending SOP

and FSP graduates to lower than desired grades, enrolling children in the SOP and FSP programs in the middle of the cycle every year.

42. The SOP and FSP was found serving little, in most cases, the children defined as the target age group (6 – 8 years for SOP and 8 – 14 years for FSP) though more FSP children than the SOP ones were included in the defined age bracket.

43. The main problems of SOP and FSP programs are recorded as:
    - No timely availability of materials
    - Lack of substitute facilitators during the absence of main facilitator
    - Late coming of children (tardiness)
    - Diverse age groups leading to learning difficulty
    - Non-supportive learning environment at home
    - Overage of the children

44. Economic scarcity, tardiness, difficulty in coping with the subject matter in new class, distance of school and over age were found to be the main problems of the SOP and FSP graduates studying in formal schools.

Reasons of dropout from formal schools

45. Poverty stood as the main cause of dropout from the formal school, according to both children and parents, followed by death of parents and sickness of the children. The dropped out children fell between the age range of 11 – 15 years and the main grade of dropout was grade four followed by grade six and five.

46. The main reasons for not joining the schools even after the completion of SOP and FSP are lack of financial resources to meet stationery cost, school uniform (dress) and parental pressure for doing the domestic/household chores.

47. Family support was reported to be the main factor for children to motivate them to join formal schools after the completion of SOP and FSP.

48. Financial support to the dropout children would motivate them to rejoin schools, be that from family or from the DEO or community.

49. In case the children fail to join the school again, they are interested to learn the skills (vocational) such as Computer training, Motor driving, Tailoring, Dancing , Acting or going for employment, in-country or abroad.

50. The number of children who have not attended SOP and FSP in the study area ranges from 90 to 137 in Dhading and 95 to 281 in Siraha.

SOP and FSP in-completers:

51. Proportion of SOP and FSP in-completers was higher in SOP (30.61%) than in FSP (20.13%) in case of Dhading district. The same pattern was observed in district-wise comparison also. In total, about one fifth of the SOP and FSP children were found to have left the SOP and FSP classes without completing the cycle.

52. The dropout ages of the SOP and FSP in-completers have spread over 6,8,9,10,11 and 12 years, the concentration falling on the age group 10 – 12. Level-wise, level 2 and 3 are the main levels the children leave, level three being the major one.

53. Majority of the children were forced to leave SOP and FSP classes in order to look after the siblings at home.

54. The SOP and FSP in-completers are willing to join SOP and FSP classes again upon the approval of their parents and provision of some financial support.

55. In case these children do not rejoin the SOP and FSP classes, they want to learn vocational skills; tailoring, knitting, carpentry and farming being the main.

SOP and FSP graduates not attending formal schools:

56. Though majority of the SOP and FSP graduates are attending formal schools, the ones not attending the formal schools are engaged in domestic work, cattle grazing, helping parents in farm production and some are simply beguiling time doing nothing.

57. Majority of the children want to become teachers in their future, the other professions being doctor, engineer, actors/actress and government service.

Most and least interesting things of SOP and FSP:
58. Recreational activities, receipt of new books and timing of the SOP and FSP classes were rated as the most interesting things by the SOP and FSP children where as the parents rated the near distance from home, good teaching and free education of the SOP and FSP programs as the most interesting things.
59. Strict discipline, late receipt of books and unfriendly behaviour of some facilitators were the least interesting things for children where as the parents did not like the poor physical facilities of the SOP and FSP centres.

Measures to be adopted to improve the SOP and FSP Programs:
60. To make the SOP and FSP more contributory to children's learning, 70 percent of the facilitators reported that their parents should be encouraged to visit the SOP and FSP classes and interact with the facilitators about their wards' performance.
61. The facilitators have demanded age grouping techniques (65%) and need-based instructional support (65%) and further training on SOP and FSP (35%).
62. The extent of cooperation between the SOP/FSP and the community has been found satisfactory with more possibility of its extension for the optimum result.
63. The facilitators were satisfied with the trainers and the outcome of the SOP and FSP programs but they rated supervisory support and salary as being poor.
64. The respondents expected the facilitators to be more positive towards the children with continuation of SOP and FSP programs for bringing positive impact in the literacy rate by providing access for dalit and ethnic children to education.
65. The salary of the facilitators was found to be less than that of the primary teachers and the respondents have demanded a reasonable increment in the future.
66. To improve the SOP and FSP programs, the major suggestions supplied by the respondents are:
    - Continuity of the program for its intended benefit
    - Need-based and demand driven program based on need identification before the introduction of the SOP and FSP programs
    - Increment of the salary of the facilitators to meet the salary level of a primary teacher
    - Regular participatory monitoring and supervision of the program at the local and district level with immediate feedback
    - Transparency of the program in operation
    - Appropriate classroom and furniture
    - Primary focus on target groups
    - Increased stationery support to children
    - Extended duration of training from 15 days to 30 days
    - Integrated supervision
    - Parental incentive or support for income generation
    - Availability of basic physical facilities
    - Maintenance scholarship to the students

Socio-economic background of the parents:
67. Of the responding parents of the SOP and FSP children from both districts, a huge majority (87.94%) were males. Similarly, majority of the parents were found to have fallen in the age bracket between 30 t0 55 years from both the districts.
68. Majority of the parents (66.83%) from both districts were ethnic and dalit people with low level of education.
69. It was found that the average family size of both districts was 6.20 members with Siraha having slightly larger family size (6.36%) than that of Dhading (6.10%).
70. Majority of the parents in Dhading and Siraha had an annual income bracket of up to Rs. 10,000 with their almost no or little engagement in social work. It seems that there is an inverse relation between the level of income of a family and its association with social work.
71. Majority of people from both districts had thatched or *kachhi* houses, traditional type of cooking stove, open field for toileting purpose and firewood as the main fuel for cooking.
72. The main source of drinking water in Dhading was piped water whereas it was dugout well and tube well in Siraha.

73. Radio was the most commonly available household facility in the families of both the districts followed by electricity, bicycle in Siraha only and motorcycle in Dhading and Siraha.
74. Majority of the families in both districts do not have sufficient land for food production and the sufficiency of food lasts only for a period of 3 to 6 months rendering them as food deficit families.
75. The distance from home to service locations such as post office, health post, and agricultural office in the districts was not less than two hours for majority of the households.
76. Fetching water was not as time consuming as visiting a post office or health post for majority of the households of both the districts.

Community development and non-formal activities:

77. Some organisations, both NGOs and INGOs, were found to have conducted community development activities in the study area such as adult literacy program, forestry conservation, drinking water (tap/well) and toilets construction.
78. The non-formal education activities run in the districts are adult education, women education, community learning centres and income generation activities through functional literacy.
79. The non-formal education needs identified in the study area are construction of buildings for the SOP and FSP programs, continuation of the SOP and FSP program in renewed form, supply of furniture and additional facilities such as incentive to poor students, public awareness campaign on NFE and local supervision by the community.

5.2. Recommendations

Based on the findings of the study, the following recommendations are made to address the situation of the SOP and FSP children:

1. As the number of children in the SOP and FSP program is growing as evidenced by the overcrowded centres, especially in Siraha, and the number of out of school children is still large, it is strongly recommended that there has to be more SOP and FSP centres in the vicinity of the children.
2. Since gender gap in enrolment is seen wider in both the districts, comprehensive support package to increase girls' enrolment is recommended.
3. As evidenced by the study, the number of dalit children in the SOP and FSP programs is still not up to the expectation, therefore, dalit focused program should be extended to the un-reached areas.
4. It is observed that the overage of the SOP and FSP children has resulted in incompletion rate both in SOP and FSP and formal schools with a tendency of not joining the formal schools. The following specific measures are, therefore, recommended for adoption:
    a. Revisit the defined age brackets,
    b. Prepare age specific non-formal primary education materials,
    c. Integrate literacy skills with vocational skills specially in the FSP programs
5. Considering the poor physical facilities of the SOP and FSP classes such as inappropriate/inadequate classrooms, lack of toilet facilities specially for girls, inadequate and inappropriate playground and the absence of furniture, which were also the main in-access factors for the SOP and FSP, minimum basic physical facilities should be specified and ensured before conducting the SOP and FSP programs in the target areas.
6. The NFE materials have reached almost all the SOP and FSP centres but their distribution to the centres has to be made in time with the needed quantity.
7. To ensure access to the SOP and FSP classes particularly of the girl child, recruitment of the female facilitators should be given high priority.
8. The efforts made by the facilitators through door-to-door visit and parental contact have been commendable and therefore, they should be continued to reach the yet unreached children.
9. As the majority of the SOP and FSP classes were found running during the day time like regular school hours, flexibility in the time to suit the needs of the children at the local level is recommended.
10. The low level of education of the majority of the parents mainly from dalit background with corresponding low enrolment of their children necessitates the running of parental awareness

programs and functional literacy classes along with the provision of parental incentives to motivate them to send their children to the SOP and FSP programs.

11. The targeted groups of the SOP and FSP programs are wage earning people with low annual income, insufficient land for food production, low social participation and household facilities implying that income generating activities are to be launched through self-help organisations for their socio-economic benefits.

12. To make the SOP and FSP programs more contributory to children's learning, parents should be encouraged to visit the SOP and FSP classes so as to interact with the facilitators about their children's performance through parent linkage program such as participation of parents in centre, organising cultural activities and launching cleaning campaign, plantation of trees and health awareness program.

13. To keep up with the current spirit of the government regarding the management transfer of the schools to the community, the SOP and FSP programs should be brought directly under the operation of the community and community schools so that a close monitoring of the SOP and FSP programs from the community is made possible with technical backstopping from the DEO.

14. To address the needs of facilitators to have professional support and more training, the following measures are to be adopted:
    a. Increase the duration of pre-service training from 15 days to 30 days,
    b. Deliver in-service training in the form of follow-up program of the pre-service training,
    c. Revise the existing training packages to include more teaching techniques such as grouping techniques with also the provision of related reference materials.
    d. Make a senior and qualified head-teacher/teacher of the mother school, with defined incentives, responsible for monitoring the SOP and FSP programs and providing professional support with necessary feedback to the facilitators.

15. The head-teachers of mother schools should be provided with school management training with a focus on dealing with the SOP and FSP graduates enrolled in their schools.

16. Educate the parents through parents education to help create suitable learning environment for their children at home as well as involve the community to create conducive learning environment in the SOP and FSP classes in cooperation with both the facilitators and mother schools.

17. To address the problem of dropout children from both the SOP and FSP classes and formal schools, financial support should be provided to the parents so that they would not engage their children in domestic chores and household businesses.

18. As the NGOs/INGOs were found to have conducted community development programs including non-formal education, partnership with these organisations should be initiated and strengthened at the local grassroots level.

19. Based on the suggestions supplied by the respondents, the following measures are to be adopted to improve the SOP and FSP programs;
    - Continuity of the program with the suggested change
    - Need-based and demand driven program based on need identification before the introduction of the SOP and FSP programs
    - Increment of the salary of facilitator to meet the salary level of a primary teacher
    - Regular participatory monitoring and supervision of the program at the local and district level with necessary feedback
    - Transparency of the program in operation
    - Appropriate and adequate classroom and furniture
    - Primary focus on target groups
    - Increased stationery support to children
    - parental incentive or support for income generation
    - Integrated supervision
    - Availability of basic physical facilities
    - Maintenance scholarship to the students

20. In order to carry out an impact assessment study of the programs like the SOP and FSP, a baseline survey of the proposed program implementation area is recommended to create a database.

5.3. Implications

The study has drawn the following implications:

1. The existing materials prepared for the SOP and FSP programs address the needs of defined target age group children i.e. 6 – 8 years for SOP and 8 – 14 years for FSP. The present study found that the overage enrolment in the SOP and FSP programs prevails visibly. In this context, the existing materials need to be reviewed to specifically address the learning needs of diverse age group children. Therefore, a study needs to be conducted to assess the existing SOP and FSP materials with a focus on identifying their inadequacies and inappropriateness.

2. The presence of female teachers in schools and facilitators in the SOP and FSP centres is associated with high enrolment of girls especially from the disadvantaged communities. Therefore, recruitment of female facilitators in the SOP and FSP programs especially from the disadvantaged community is expected to contribute to the increment of girls' enrolment from the target group.

3. The enrolment rate of children in the SOP and FSP classes in Siraha was found extremely high. In some communities, the enrolment in the SOP and FSP programs increases every year. This indicates that more SOP and FSP centres need to be opened in such communities where the number of children is likely to increase every year.

4. As the debate of the nature of SOP program is on, it has strong implication over the permanent or temporary nature of the SOP and FSP program. Thus, redefinition of SOP is needed when it is treated as an alternative form of the formal school (in places where SOP enrolment is almost regular every year, Siraha).

5. According to the present provision of SOP and FSP, all the children need to complete three year cycle in order to go to formal school. Some children who are overage and can complete the course in shorter period of time will have to wait until the cycle is completed. Should everyone wait until the cycle is complete or an alternative arrangement be made for those children who complete the course before time and are over age? This is one of the questions that need to be addressed by NFEC.

6. In the present SOP and FSP mechanism, student tracking system was found to be non-existent. In order to assess the effectiveness of the program, student tracking system need to be established through mother schools.

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CHAPTER 1. INTRODUCTION

1.1. Context of the Study

To ensure equitable access to primary education to the children out of the reach of formal schools, alternative schooling program has been in operation in different parts of the country under the umbrella institution called Non-formal Education Centre (NFEC). 'Education for All' and 'Everyone for Education' is now a collective commitment towards the EFA goals (MOES/UNESCO/N, 2003). The current Alternative Schooling Program (ASP) is a renewed commitment of the government to this end. The ASP consists of two programs: School Outreach Program (SOP) and Flexible Schooling Program (FSP). The former program targets children aged 6 – 8 years located in small hamlets and isolated areas, especially in mountain and hill districts, where opening of new schools is not feasible and the existing schools are not serving them due to remoteness. It provides schooling facility to the children to accommodate grade 1 to 3 in their own habitation and send them to regular primary schools for subsequent grades as they grow and can walk from home to schools. The latter targets the children at the age of 8-14 who could not join regular schools at the appropriate age due to various reasons. This especially targets the children who are living in urban, suburban and industrial areas where child labourers are prevalent. Both the programs have a duration of three-years.

The recently updated and revised Guidelines for the Implementation of Non-formal Education and Literacy Campaign Program (NFEC, 2004) has placed the ASP in the centre-stage of non-formal education program. The ASP operated in the form of SOP and FSP is a need-based and demand driven educational program that targets mainly the out of school girl children, the disadvantaged children and child labourers falling in two age brackets i.e. 6 – 8 years and 8 – 14 years respectively. The completers of SOP program are expected to join grade 4 of primary school whereas the completers of the condensed intensive FSP program are supposed to join grade 6 of lower secondary school of the formal education system.

The ASP (SOP and FSP) has been in operation since 2000. It is already the time that the effects of alternative schooling program for improving the access to formal education should be

examined and analyzed. Especially, there is paucity of data related with children's situation after they graduate from the SOP and FSP program. Moreover, the influential factors behind the completion of SOP and FSP and joining of the regular formal school are little known. Thus, this study is an attempt to collect data on the existing situation of the SOP and FSP program in Dhading and Siraha districts. CASP's assistance to NFEC in the implementation of the alternative schooling program can also be justified through the analysis of the situation related to FSP and SOP. Hence this study is carried out to address the above issues.

1.2. Objectives of the Study

The main objective of the study is to analyse the existing situation of SOP and FSP so that both the SOP and FSP can be improved and sustained to ensure equitable access of children to formal education facilities. More specifically, the study is undertaken to accomplish the following objectives:

a) to identify the existing situation of SOP and FSP graduates
b) to analyze the positive and negative factors that contributed the children either to remain in the formal school or drop out
c) to recommend strategic measures to improve the SOP and FSP programs

The main research questions that this study intends to address are as follows:

(i)   What is the perception of the key stakeholders on the SOP and FSP programs?
(ii)   How is the situation of the SOP and FSP graduates in terms of their performance in formal school?
(iii) What are the major issues and concerns regarding the implementation of the SOP and FSP programs in the districts?
(iv)   What is the situation of community participation in the SOP and FSP programs?
(v)   What is the SOP and FSP cycle completion rate in the study districts?
(vi)   What is the current situation of the SOP and FSP children who:
    a. Completed SOP and FSP cycle and are attending the formal schools?
    b. Completed SOP and FSP cycle, joined formal school but dropped out?
    c. Completed SOP and FSP but did not join the formal schools?
    d. Joined SOP and FSP but did not complete the cycle?

(vii) What is the perception of the parents on the SOP and FSP programs in relation to the performance of their children who:

    a. Completed SOP and FSP cycle and are attending the formal schools?

    b. Completed SOP and FSP cycle, joined formal school but dropped out?

    c. Completed SOP and FSP but did not join the formal schools?

    d. Joined SOP and FSP but did not complete the cycle?

(viii) What are the influencing factors for access and in-access to SOP and FSP?

(ix) What are the influencing factors for access and in-access to formal schools after SOP and FSP?

(x) What is the approximate number of children in the study area who did not go to SOP and FSP though the program was there?

(xi) What are the other non-formal education programs conducted in the study districts by the other organisations?

(xii) What are the community development activities conducted by the GOs and NGOs in the study districts?

(xiii) What are the needs of community on non-formal education?

(xiv) What strategic measures are needed to improve the SOP and FSP program?

The study, thus, has made an attempt to find answers to the above questions through the responses of the key informants in Siraha and Dhading districts.

1.3. Study Profile

In order to carry out this study, the two pilot districts of CASP, Dhading and Siraha, were selected as the sample districts. Dhading is a hilly district located in the central development region whereas Siraha is a plain Terai district situated in the eastern development region of the country. A brief profile of each of these two districts is presented below:

Dhading:

Located west of Kathmandu at a distance of 90 kilometres with 50 VDCs in the district, Dhading has a total population of 338,658 (Population Census, 2001) with 42 percent literacy

(SIP, 2061 BS). The district has a total of 63663 students enrolled in primary schools (DEO, 2060 B.S.). The demographic composition of population of this district shows the unique and diverse character. The ethnic and dalit population of the district is characterised by a dominant presence of Tamangs, Magars, Prajas (Chepangs) and other disadvantaged and marginalised population groups. The district started SOP and FSP program with a total of 8 FSP centres and 6 SOP centres in year 2001. Since then, the targeted children of the district are making themselves avail of this opportunity of non-formal education made possible through the effort of NFEC under JICA/CASP assistance.

Siraha:

Siraha lies in the eastern plain Terai, east of the capital city of Kathmandu, at a distance of 450 kilometres with a total of 106 VDCs and 2 municipalities. The total population of the district stands at 569,880 (Population Census, 2001) with nearly 50 percent female and with a literacy rate of 42.12 percent. The NER is 66.05 percent at primary level (DEO, Siraha, 2060 B.S.). The number of students in primary school reached 70723 in 2060 B. S. with 26048 students enrolled in grade one. Demographic characteristics of the district show a concentration of Tharus, Chaudharis, Yadavs and Mahatos with also a remarkable presence of Dalits:Dom, Mushahar, Kami, Sonar, Chamar, Pasawan, Khatwe, Sadaya and Meche. The primary school population ratio is 1:1865, being one of the highest in the country. A wide gap between the NER, pass rate and cycle completion rate is also evident (Devkota and Shrestha, 2003). The district initiated SOP as the pilot program of SOP and FSP with 4 centres in 2000 and another 4 centres in 2001. Similarly, the FSP program is also in operation in the district for the last two years.

CHAPTER 2. REVIEW OF RELATED STUDIES/DOCUMENTS

Research studies and reports in the area of SOP and FSP are few and far between, especially in the case of Nepal, as the concept has not been in operation for a long time. Recording of the impact of SOP and FSP upon students' achievement has been little done to establish its effects on the over all achievement of the students in particular and on the learning environment of the school where these students were enrolled after the completion of the SOP and FSP program. A quick review of the related studies, reports and documents is briefly presented in the following paragraphs.

Non-formal primary education, popularly known as FSP and SOP, was implemented on pilot basis as an attempt to cover all out of school children through the provision of 'temporary centres and facilitators' with the assumption that all the students in the centres will be prepared for integration into regular schools (ILO Home Page). Both the SOP and FSP came into being as a response to the failure of the present OSP program to cover all out of school children.

The question how can alternative school environment reengage students who have failed to succeed in mainstream schooling was partly answered by a research with the finding that right environment and support increase the attendance and retention rates of these students in any school and that the relationship between the students and their teachers as well as an understanding by teachers of what is happening in their lives outside school is the most important factor in supporting the education of these students (Murtagh, 2004).

Alternative schooling/education, though relatively new to Nepal, is not a new concept to the western world. Whatever part of the globe, alternative school is needed because every student can learn and therefore the student should have the opportunity to learn and to achieve quality of life as desired. To provide equal access to education for all students, alternative schooling is needed. The effectiveness of alternative schooling in keeping students in schools has been established and such schools have been found successful in reducing truancy, improving attitudes toward school and reducing behaviour problems (Cash, 2004).

The Millennium Development Goals progress report (2002) pointed out 1.3. percent primary enrolment rate of growth between 1990 and 1999, only 50 percent primary education completion rate in the same period and majority of the primary education completers taking more than five years to complete the first cycle of education (MDG, 2002). This situation definitely calls for the application of alternative schooling facilities to address the problem of the educationally un-reached population.

A UNESCO study (1984) on dropout situation in primary education in six countries of the Asia-Pacific region recognised drop out as a particular problem to the attainment of universal primary education and as the most critical form of wastage.

A study on the causes of primary school dropout in rural Nepal (CERID, 1987) pointed out factors as people's attitude towards girls' education, poor quality and delivery of classroom instruction, financial constraints, engagement in household chores, ineffective school management and absence of linkage between primary education and monetary/social gains as causative factors behind the dropout. It can be naturally expected that alternative school facilities, when run in tune to the interest of the children, do not only encourage the children to join the mainstream education but also help make their learning meaningful.

Another survey on the status of non-formal education in four districts of Nepal (Devkota and Shrestha, 2003) revealed that the real impact of non-formal education was almost non-existent on long term basis and a poor monitoring and documentation mechanism marred its effectiveness. The survey warranted immediate concern from the stakeholders to address the problems of high dropout rate of grade one and low primary cycle completion rate. This further suggests that non-formal education facilities need to be improved if the desired impact is to be achieved.

The EFA Global Monitoring Report 2002, pointing out 140 million illiterate youth in the world in 2000, makes it clear that there are still many more children who are out of school and of those who are in school, a large number of them remain illiterate despite their school education.

Such a stark reality necessitates the provision of alternative school to supplement the inadequacy resulting from poor schooling.

Mainstreaming out-of- school children, especially the disadvantaged and deprived children, has been one of the major initiatives of the government to meet the goals of Education for All. Alternative schooling as it has the specific aim of bringing the out-of-school children, mainly the deprived, dalits and the disadvantaged, into the regular system of education, is, therefore, perceived as an appropriate educational strategy to address this issue. As poverty of households is a great hindrance toward universalization of primary education as pointed out by a thematic report, alternative schooling is considered to be a solution to this problem (MOES, 2003).

Alternative schooling under the Non-formal Education program can offer a rare opportunity to learn a new vocabulary of possibility by opening up a new world beyond the immediate existence of people, particularly girls, women and the disadvantaged, and their families. Therefore, the alternative schooling program is scaled up to open opportunity to higher education and other academic courses for large number of out of school children (NFEC, 2004).

Alternative schooling is also an opportunity for many to seriously address the issue of drop-out which is rather negatively defined as a staggering loss without going into the depth of the causes behind it. Why does drop out mostly occur at primary level, not so much at secondary level, is mostly due to poverty and ignorance, which in turn worked as a pushing factor to give birth to the concept of alternative schooling. This could indeed be an effective strategy to curb the wastage resulting from both repetition and dropout. The causes behind this wastage are identified though their nature is still continuing (UNESCO, 1984).

The progress report on Millennium Development Goals (2002) Nepal has raised concern regarding the attainment of the MDG pertaining the access to primary education as the severity of income poverty among a significant proportion of households still remains a key challenge. Alternative schooling not only provides an option to such households but also intends to meet the opportunity cost of the children. The intended benefits from the SOP and FSP can be assured only when the needs of the target communities are met.

A report on the status of Non-formal education in four districts i.e. Bardiya, Dhading, Sindhupalchowk and Siraha, pointed out the lack of data on SOP and FSP rendering the prediction on the input of SOP and FSP on school enrolment difficult (Devkota and Shrestha, 2003). However, the report assumed that about 90 percent of the SOP and FSP graduates attend primary school education and the proportion of girl enrolment being 10 – 15 percent less than that of boys.

A recently conducted formative research study has raised pertinent issues in relation to the concept of alternative schooling program. The issues raised are: whether alternative schooling is an alternative path to achieve primary education or it is a comparative stream to formal schooling; is SOP and FSP a part of NFE implemented to improve literary situation or a strategy to improve living standard of the disadvantaged through life skills; is it a strategy to improve access to and equity in primary schooling or an instrument to meet the learning needs of all children; and should ASP be linked with formal school or should it be established as a parallel self-contained program (CERID, 2004)?

A study on literacy situation in Nepal (2002) has critically pointed out illiteracy as continuing challenge in Nepal as the average literacy level of six years and above is low and women as well as the other disadvantaged population groups have still lower average literacy level. This suggests that literacy upliftment in rural and remote areas and among disadvantaged groups requires a concerted policy and action focus for which the NFE program like the ASP should immediately address the urgent needs of these groups (NFEC, 2002)

A Survey Report on Dropout Children of Dhading and Siraha Districts (TESON, 2004) has revealed that though most of the dropout children are from illiterate families, they would like to go back to school once again provided they are given the opportunity to rejoin school. This strongly indicates that ASP in particular has to revamp its strategies to reach the unreached people in order to bring them into the mainstream education system.

The review of the above studies obviously makes its clear that the SOP and FSP is in a state of transition in Nepal demanding a smooth transfer to the existing education system by giving it a reorientation in so far as the intended beneficiaries are concerned. The need and necessity of ASP has gone unchallenged so far but its functionality will be questioned if some strategic changes are not made regarding its concept and operational modalities. This study is aptly an effort to draw implications for the improvement of the SOP and FSP program in order to consolidate its gains to address the specific needs of the target population i.e. the out of school children mainly from the marginalised and disadvantaged groups.

CHAPTER 3. METHODS AND PROCEDURES OF THE STUDY

The main purpose of this study is to analyse the situation of the SOP and FSP children in Dhading and Siraha districts under the Alternative Schooling Program of the Non-formal Education System. The study, to meet this objective, has employed both qualitative and quantitative methods to collect the required data in these two programs. The methods and procedures adopted by the study are described briefly in the paragraphs below.

3.1. Population and Sample

The sample of the study was taken from the two CASP districts, Dhading and Siraha where SOP and FSP are in operation since 2000. The VDCs which conducted the said programs in the two districts from the year 2000 to 2003 were included in the sample. Thus, a total of 14 centres (8 FSP and 6 SOP) from Dhading and 8 SOP centres from Siraha were selected for the purpose of the study.

As the exact data of the number of children who attended the SOP and FSP and their parents in the study districts were not available before this study, their sample size was drawn on the basis of the enrolment provision that each of these centres has in the form of the quota approved by the DEO. The categories of respondents and the sample size drawn are given in the table below:

Table 3.1.

Sample size and categories of respondents

Respondents	Dhading		Siraha		Total	
	Expected	Collected	Expected	Collected	Expected	Collected
Facilitators	14	**12**	8	**8**	22	**20**
Children	140	**127**	80	**75**	220	**202**
Parents	140	**124**	80	**75**	220	199
Formal School	14	**13**	8	**8**	22	**21**
Community Leaders	14	**14**	8	**13**	22	**27**
RPs and Supervisors	4	**7**	4	**6**	8	**13**
Head-teachers and teachers	14	**15**	8	**9**	22	**24**
FSP Centres	8	**7**	X	**X**	8	**7**
SOP Centres	6	**5**	8	**8**	14	**13**

As the table indicates, a total of 202 children, 199 parents, 27 community leaders from 22 SOP and FSP centres, 21 formal schools, 24 head-teachers/teachers and 13 Supervisors and RPs were included in the sample. There is a slight difference between the numbers of expected sample and actually collected sample. In case of SOP and FSP centres, facilitators, children, parents and formal schools, the number slightly decreased due to the in-accessibility of one centre in Dhading i.e. Dhusha. The number of community leaders, RPs and Supervisors, Head-teachers and teachers slightly increased in the sample due to the availability of the respondents in the study area during the field visit which could supplement the above data.

The SOP and FSP Centres included in the sample from these two districts are given in the table below:

Table 3.2.

SOP and FSP centres included in the sample

District	Program	VDC	Remarks
Siraha	SOP	Dhodana	
	SOP	Bisnupurkatti, Dabar	
	SOP	Bisnupurkatti, Sarreambas	
	SOP	Tenuapatti	
	SOP	Mahadwaportaha – 7, Mirjapur	
	SOP	Jamadaha - 6	
	SOP	Bisnupurkatti – 2, Laxmipurdabar	
	SOP	Raghopur, Sisbani	
Dhading	SOP	Baireni- - .2	
	SOP	Pinda- - 6	
	SOP	Sunaulabazar- - .4	
	SOP	Muralibhanjyang- - .7	
	SOP	Sangkos- - .3	
	SOP	Dhuwakot- - 8	Included only in the case study
	FSP	Naubise- - .4	
	FSP	Kiranchok- - 1	
	FSP	Kiranchok – 6	
	FSP	Dhusa- - .4	Could not be visited
	FSP	Sunaulabazar- - .6	
	FSP	Nalang - 3	
	FSP	Nalang - 7	
	FSP	Salyantar- - 8	

(List of the SOP and FSP Centres visited and their associated formal schools is given in Appendix IV)

In addition to the centres above, two running centres (1 SOP and 1 FSP) from each district were also included in the sample to record the current status of the program.

3.2. Study Tools

In order to record the responses of the key respondents and collect the factual data of the SOP and FSP centres, the following study tools were developed, piloted and administered in the sample districts:

 a) SOP and FSP centre survey form

 b) formal school survey form

 c) Interview schedule for facilitators

 d) Interview schedule for School Supervisors and RPs and DEOs

 e) Interview schedule for head-teachers and teachers of formal schools (mother school)

 f) Interview schedule for SOP and FSP children

 g) Interview schedule for SOP and FSP children's parents

 h) Interview schedule for community leaders of SOP and FSP centres

A brief description of the tools and the type of information expected from each tool is given in the sections below. The complete set of the study tools used in this study is given in Appendix I.

3.2.1. SOP and FSP centre survey form

This form was used in order to collect some factual information of the SOP and FSP centres in areas such as the profile of the SOP and FSP centres, profile of SOP and FSP children, enrolment of the students at the beginning of the SOP and FSP program, age-wise enrolment of the students and dropout pattern of the SOP and FSP children in the last three years.

3.2.2. Formal school survey form

In order to record the performance of the SOP and FSP graduates in the formal school, this form was developed. The information sought through this form was a comparative picture between the SOP and FSP graduates and the children from formal schools with reference to their

academic achievement, involvement in extra/co-curricular activities, socialisation, study habit, tardiness rate, success and failures in exam and dropout and repetition rate.

3.2.3. Interview schedules

In order to record the opinion of the different key stakeholders on the SOP and FSP programs, interview schedules were developed for SOP and FSP facilitators, school supervisors/ RPs/ DEOs, head-teachers/teachers, SOP and FSP children, parents of the SOP and FSP children and community leaders. The focus of these schedules was on the self evaluation of the programs, influential factors for access and in-access to SOP and FSP and formal school after SOP and FSP, facilities and resources provided for SOP and FSP, cooperation between SOP and FSP and the community, problems faced by the children in SOP and FSP and suggestions for the improvement of the SOP and FSP programs.

In addition to the collection of above information, different other respondents were also approached for their observation in some specific areas as per their role in the SOP and FSP programs. The community leaders were asked to make their observation on the functions of the community organisations in their respective VDCs, non-formal activities conducted by other GOs and NGOs and different community development activities carried out by GOs, NGOs and INGOs. The interview questionnaire for children focused on the adequacy and appropriacy of the facilities and materials provided to them, regularity and performance of the facilitators and teachers of formal schools, relevance of education they received from SOP and FSP, learning environment, comparison of SOP and FSP facilities with those of the schools, their academic achievement in SOP and FSP and formal schools, and problems faced by them. The parents were asked to make their responses on their family and socio-economic background, involvement in setting up and operation of SOP and FSP centres, children's performance, problems observed and suggestions to overcome them. Similarly, the head-teachers/teachers, facilitators and school supervisors/RPs/DEOs were asked to make their responses in the areas mentioned above.

The study team developed the above study tools in line with the TOR supplied by JICA/CASP Office to the team. The drafts of the tools were discussed with the CASP/JICA team and shared

with the technical team members of NFEC for their comments. The revised drafts were then thoroughly discussed in the Study Steering Committee meeting and finalised after the discussion. The final version of the tools was then pre-tested and feedback from the pre-test was incorporated. Thus, the tools in the final form were printed for their administration in the field.

3.3. Data Collection Process

Prior to the collection of the data from the field, two educationists (one each) visited the two sample districts in order to assess the existing situation and develop a plan for field work. These visits proved to be highly useful to streamline the field work during data collection period. The visits brought various useful information such as the location and distance of the centres from the district headquarters, prevailing security situation, list of the facilitators and their availability, information on the records available in the district, contact persons at the DEO and favourable time for the field visit.

Based on the information collected in the planning visit, a comprehensive plan was prepared for the field visit and it was discussed in the Steering Committee meeting. The study team prepared Field Study Guidelines (Appendix II) and conducted field orientation sessions for the field team prior to the field visit. Then two teams each led by an Educationist left for the field. The team went to the DEO office, presented the plan and proceeded to the field for the collection of the data as planned with their full approval and support.

As the field enumerators were recruited in consultation with the DEO, in each district, the field team visited the centres (FSP and SOP) and approached the facilitators for their interview. It was with the help of the facilitators that the children, their parents and the head-teachers/teachers of the formal school were interviewed and the responses were recorded accordingly. The community leaders were also interviewed with the help of the enumerators and facilitators as these leaders represented the centres studied.

In case of Siraha, the field work went as planned and some of the centres which were considered inaccessible during the planning visit were accessed by the field researchers to

collect the necessary data. However, in case of Dhading, some of the centres were reported to be inaccessible during the field visit time. Thus, another visit to those areas had to be made to try to collect the required data. Even during the second visit, one centre was found to be inaccessible. Thus, one centre (Dhusha) from Dhading had to be dropped from the study and only 13 centres could be visited out of the expected 14 centres.

After the field work, the field team organised district level workshop in order to share the collected information and validate it. The participants of the workshop were the representatives of the respondents and district level stakeholders. List of the participants who attended the district level workshop is given in Appendix III.

3.4. Data Analysis Process

The study team along with the field researchers first assigned codes to the responses collected from the field. The codes assigned to the responses were then ready for computer entry. The codes along with the data were processed using the SPSS package. In order to give meaning to the results obtained through the data, cross tables, figures and charts were developed and interpreted under appropriate headings in the relevant sections. Quantitative information was analyzed using the SPSS package and qualitative information was analysed and interpreted in descriptive form. The field data were thus analysed both quantitatively and qualitatively. Some special and unique information collected from the field were developed as the cases for the study.

CHAPTER 4. ANALYSIS AND DISCUSSION OF THE RESULTS

This chapter presents analysis and discussion of the results drawn from the field. The data obtained from the field were initially computer processed and eventually, cross tables, figures and charts were derived to give meaning to the data. Through these results, attempt has been made to describe and analyse the situation of SOP and FSP as perceived by the key respondents. The respondents as the key informants provided their response in relation to the situation of the SOP and FSP centres, performance of SOP and FSP graduates in formal schools, factors influencing access and in-access to SOP and FSP, and in-access to formal schools after SOP and FSP, problems observed in SOP and FSP and suggestions to improve the SOP and FSP programs. Some unique and special observations have been presented in the form of cases. Finally, the major issues and concerns emerged during the study period have also been recorded. The sections below present the analysis and interpretation of these information collected mainly from the field survey.

4.1. Situation of SOP and FSP in the Study Area (Dhading and Siraha)

SOP and FSP programs have been in operation in different districts of Nepal since 2000. In the fiscal year 2000, there were 165 FSP centres and 332 SOP centres in 18 and 22 districts respectively. The programs were launched in those districts which are remotely located and have scattered settlements where the children do not have easy access to formal school in their vicinity. In Siraha, 4 SOP centres were provided in the year 2000 and 4 additional centres in the year 2001. Thus, a total of 8 SOP centres were conducted in Siraha. In Dhading district, 8 FSP centres and 6 SOP centres were provided in the year 2001. The table below presents the enrolment of the SOP and FSP children in Dhading and Siraha districts.

Table 4.1

Enrolment of children in SOP and FSP centres

Enrolment Year/Districts	SOP		FSP		Total (ASP)		Total
	Dhading	Siraha	Dhading	Siraha	Dhading	Siraha	
056/57 (2000)	--	151	--	--	--	151	151
057/58 (2001)	98	70	154	--	252	70	322
Total	98	221	154	--	252	221	473

As the table indicates, a total of 151 children were enrolled in SOP in Siraha in the year 2000 followed by 70 in the year 2001. Similarly, 252 children were enrolled in Dhading in the same year. In Siraha, 221 children were in SOP and no FSP program was conducted there in those years. In Dhading, 98 children were enrolled in SOP in 2001 and 154 children in FSP in the same year. Thus, a total of 473 children were enrolled in the SOP and FSP in Siraha and Dhading in these two years time. FSP is also in operation in Siraha for the last two years and the cycle will be complete towards the end of the current academic year.

The district-wise enrolment scenario as discussed in the preceding paragraphs has also been presented in the bar diagram below.

Figure 1 Enrolment of children in SOP and FSP

	SOP(Dhading)	FSP(Dhading)	SOP(Siraha)
■ 2000	0	0	151
□ 2001	98	154	70
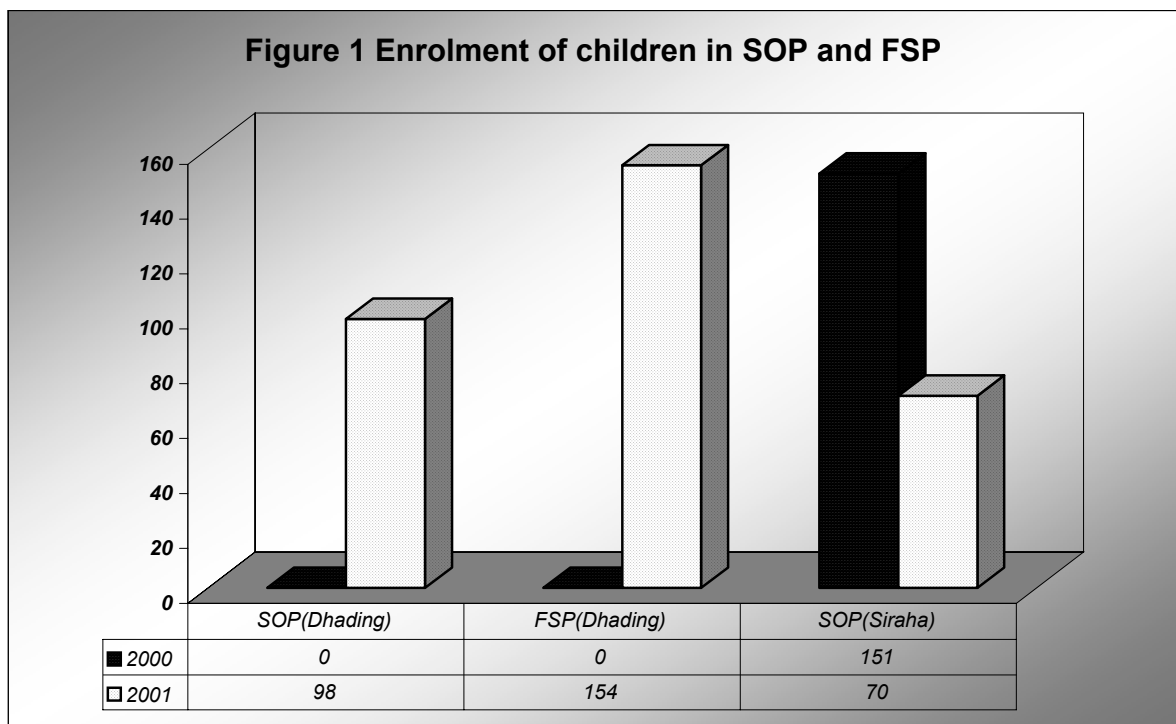
4.2. SOP and FSP Children

The SOP and FSP children under the SOP and FSP are expected to join the defined grades i.e. grade four for SOP graduates and grade six for FSP graduates in formal schools after the completion of the three year study in the SOP and FSP centres. A brief analysis of the enrolment and completion rate of the children in the SOP and FSP program is presented below.

4.2.1. Enrolment in the SOP and FSP Program

As mentioned earlier, the enrolment of children in the SOP and FSP program in the year 2000 and 2001 in the two study districts has reached 473. This figure is bigger than what was expected. Theoretically, 20 children each in a SOP and a FSP centre are expected. This would then make a total enrolment of 440 children in 22 centres. But in reality the enrolment figures in these centres has crossed the expected number reaching the total of 473. This is indicative of the fact that the number of children is growing in the SOP and FSP program. This is supported by the bar diagram below:

Figure 2 Enrolment of children in SOP and FSP

	SOP(Dhading)	FSP(Dhading)	SOP(Siraha)
■ 2000	0	0	151
□ 2001	98	154	70
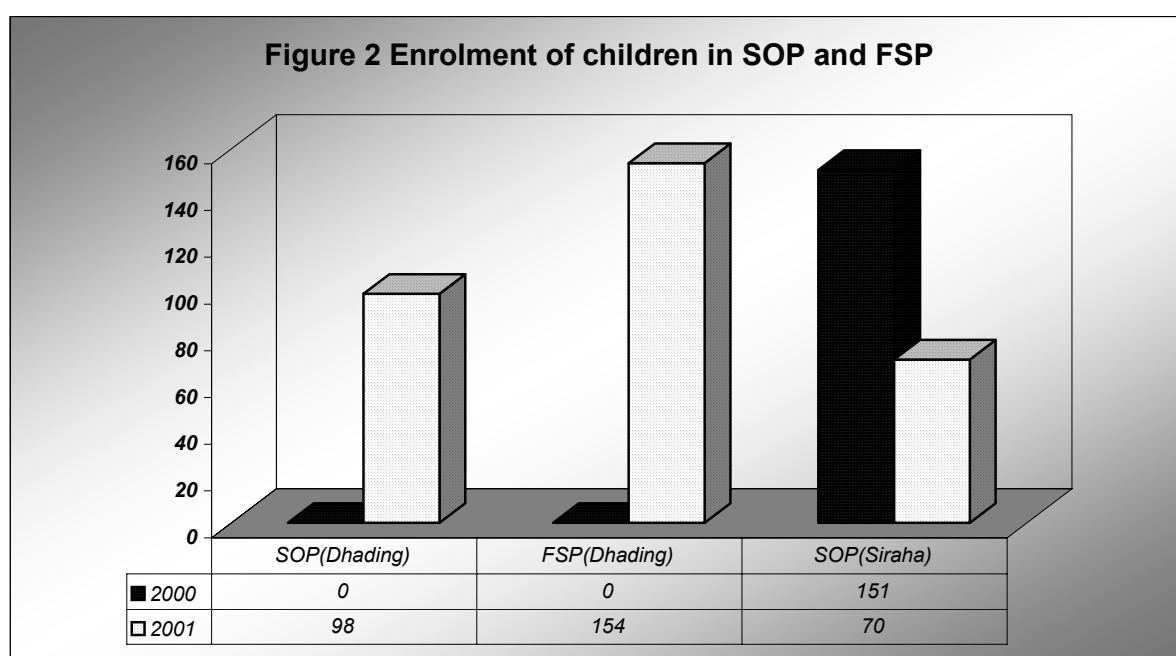
The distribution of the SOP and FSP children in the districts in terms of gender, caste, ethnicity is given in the following tables and bar diagrams.

Table 4.2

Distribution of children by gender

Programs	Dhading		Siraha		Total		Grand total
	Male	Female	Male	Female	Male	Female	
SOP	50	48	140	81	190	129	319
FSP	87	67	--	--	87	67	154
Total	137	115	140	81	277	196	473

Gender-wise, the number of female students in both SOP and FSP is smaller than that of boys. However, the comparative picture should not be said to be discouraging. Gender gap is seen wider in Siraha than in Dhading.

Table 4.3

Distribution of children by caste, ethnicity and dalits

Program	Caste			Ethnicity			Dalits			Grand total
	Dhading	Siraha	Total	Dhading	Siraha	Total	Dhading	Siraha	Total	
SOP	5	90	95	69	106	175	24	25	49	319
FSP	49	--	49	72	--	72	33	--	33	154
Total	54 (11.41)	90 (19.02)	144 (30.44)	141 (29.81)	106 (22.41)	247 (52.22)	57 (12.05)	25 (5.28)	82 (17.34)	473

Figures in the parenthesis indicate percentage

Both the table and figure show that children enrolled in SOP and FSP of both districts come from a variety of groups: caste, ethnic and dalit groups. Interestingly, children coming from ethnic groups were larger in number (52.22%) in Dhading and Siraha than the caste and dalit children.
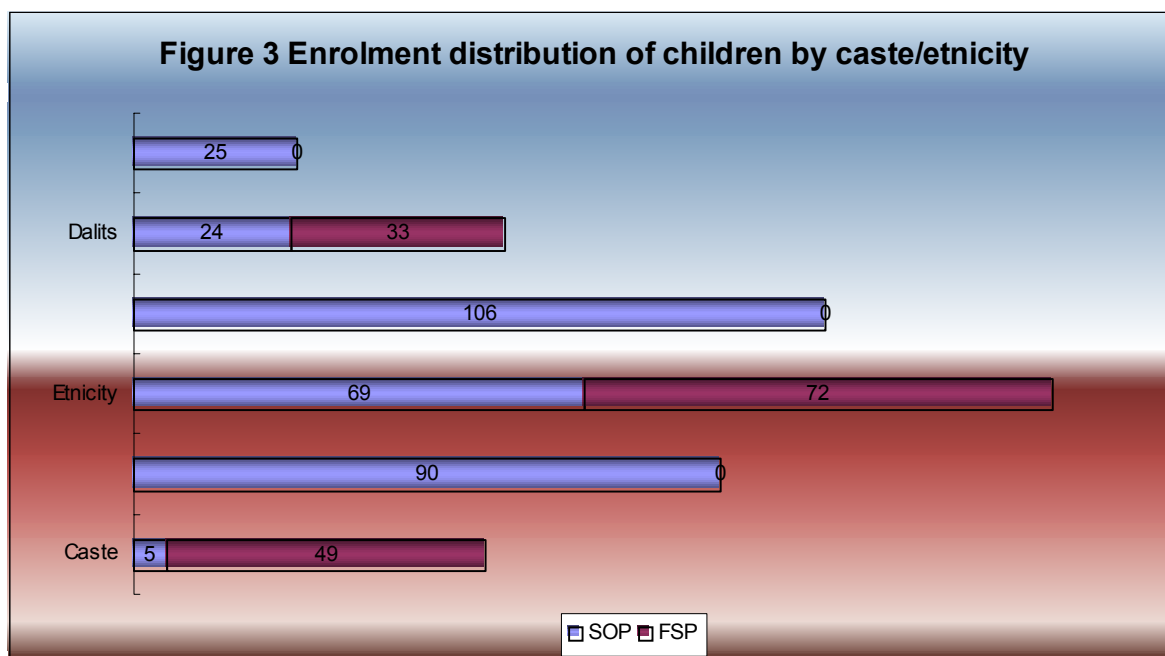
Dalit children have the lowest composition of the total SOP and FSP children in both districts followed by caste group children. It can be concluded from the above data that the SOP and FSP has yet to serve more dalit children as its target population. Also implicative is this that

majority of caste group children may have gone to regular school instead of coming to the SOP and FSP program.

Table 4.4

Distribution of SOP and FSP children by age of enrolment and completion

Program	Age at Enrolment				Completion age			
	Mean	Range	Min.	Max.	Mean	Range	Min.	Max.
SOP	8.25	10	4	14	11.18	10	7	17
FSP	9.10	8	6	14	11.97	8	9	17

Note: Min. = Minimum   Max = Maximum

Analysed was the age range of children in the SOP and FSP program in terms of their enrolment and completion time. What is seen from the above table is indicative of the fact that the mean age of children during enrolment was above eight for both SOP and FSP with minimum of four years of age for SOP and six for FSP and fourteen as the maximum age for both the program.

Figure 4 Age distribution of children in SOP and FSP

	Average	Range	Minimum	Maximum
SOP	8.25	10	4	14
FSP	9.1	8	6	14
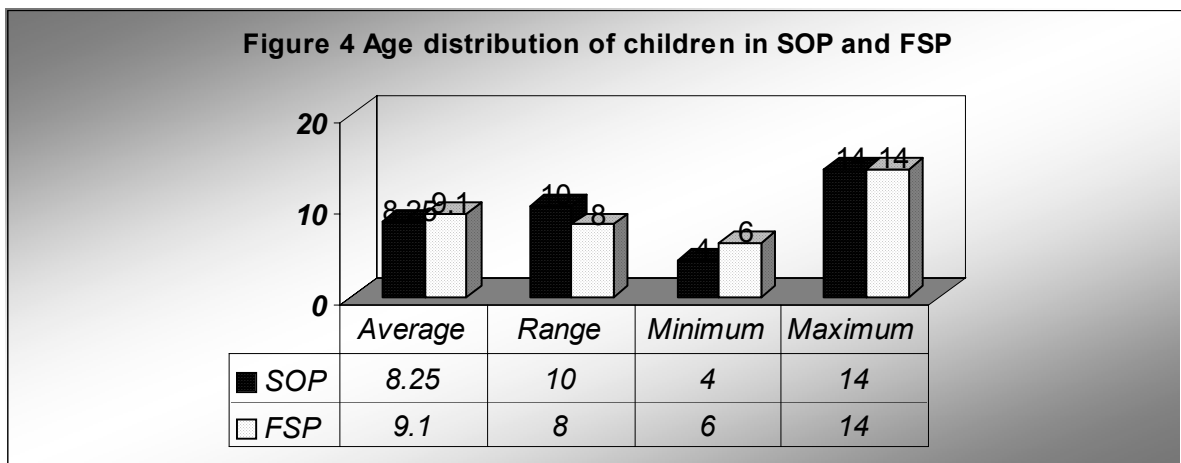
The completion age for SOP was seven (minimum) where as it was nine (minimum) for FSP. The maximum age of completion in both the programs is 17, 11 being the mean age. A wide range in age both at enrolment and completion of the SOP and FSP program was noticed.

4.2.2. Cycle/level completion/incompletion rate

Both the table and figures below present the summary of SOP and FSP enrolment, cycle completion and in-completion situation in Dhading and Siraha districts.

Table 4.5

Distribution of cycle completion and incompletion

Program	Enrolment			Cycle completion			Cycle in-completion		
	Dhading	Siraha	Total	Dhading	Siraha	Total	Dhading	Siraha	Total
SOP	98	221	319	68	162	230	30	58	88
FSP	154	--	154	123	--	123	31	--	31
Total	252 (53.28)	221 (46.72)	473 (100)	191 (75.79)	162 (73.30)	353 (74.63)	61 (24.21)	59 (26.71)	120 (25.37)

Figures in the parenthesis indicate percentage

The distribution of the number of children completing the SOP and FSP program is presented in percentage form in both the table and figure. It is seen that about 75 percent children enrolled in

Figure 5 Completion and incompletion of children in SOP and FSP
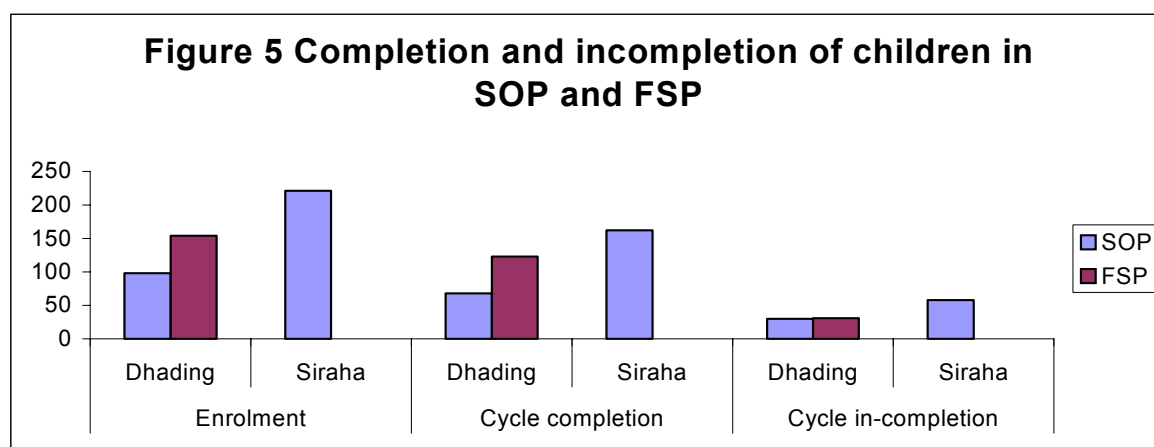
the SOP and FSP program completed the 3 year cycle of the program against about 25 percent children who could not complete the cycle in the same period. As one fourth of the children enrolled in the SOP and FSP program did not complete the program, the wastage is of considerable importance.

4.3. Facilities, Resources and Timing in SOP and FSP

Resources and facilities play major role in the achievement of learners in any program. They set the pace for learning environment by making the children feel comfortable. An assessment of the facilities and the resources that the SOP and FSP centres have is presented in the following paragraphs under respective headings.

4.3.1. Physical facilities

Physical facilities not only give comfort to the children but also their academic performance is influenced by them. As there are no specific school buildings or such physical facilities in the community for both SOP and FSP programs, the community has to arrange a place to run such education program. It is either the facilitator or the community which should decide where the SOP and FSP centre will be housed and what kind of physical facilities are to be provided to the children. As the respondents were asked to respond to the availability and adequacy of basic physical facilities such as classroom, furniture, toilet, drinking water and playground, their responses are summarily presented in the following tables.

Table 4.6

Classroom facilities as responded by facilitators

Place	Dhading	Siraha	Total
School building	6 (46.15)	2 (28.57)	8 (40.00)
Hut and verandah	4 (30.77)	4 (57.14)	8 (40.00)
Private house	2 (15.38)	1 (14.29)	3 (15.00)
Club house	1 (7.69)	-	1 (5.00)
Total	**13** (100)	**7** (100)	**20 (100)**

Figures in the parenthesis indicate percentage

As the table indicates, majority of the SOP and FSP centres conducted classes in the huts, verandah and school building. Private house and club house were the other places where these classes were run. As reported by the facilitators, theses classes had little resemblance to classroom facilities of the regular schools. In other words, it is feared that bare and nominal facilities in the SOP and FSP classes might affect the learning process of the children.

The following table presents the responses of the children as they perceived facilities in their SOP and FSP classes.

Table 4.7

Physical facilities as responded by children

Facilities	Dhading	Siraha	Total
Classroom facility:			
Appropriate	53 (41.73)	38 (50.67)	91(45.05)
Inappropriate	74 (58.27)	37 (49.33)	111(54.95)
Total	**127** (100)	**75** (100)	**202 (100.00)**
Place where the classes were conducted:			
School	14 (18.92)	18 (48.65)	32 (28.83)
Veranda/cowshed	20 (27.03)	7 (18.92)	27 (24.32)
Pati (public inn)	28 (37.84)	2 (5.41)	33 (29.73)
Chautaro (public platform)	12 (16.22)	10 (27.03)	22 (19.82)
Total	**74 (100)**	**37 (100)**	**111 (100)**
Furniture:			
Appropriate	38 (30.65)	10 (13.33)	48 (23.76)
Inappropriate	89 (71.77)	65 (86.67)	154 (76.24)
Total	**124 (100)**	**75 (100)**	**202 (100)**
Materials used as seats:			
Sukul/mat	12 (13.48)	19 (29.23)	31 (20.13)
Sack	40 (44.94)	35 (53.85)	75 (48.70)
Wooden plank	37 (41.57)	11 (16.92)	48 (31.17)
Total	**89 (100)**	**65 (100)**	**154 (100)**
Playground			
Yes	63 (49.61)	51 (68.00)	114 (56.44)
No	64 (50.39)	24 (32.00)	88 (43.56)
Total	**127 (100)**	**75 (100)**	**202 (100)**
Playing area			
Yard	28 (43.75)	8 (33.33)	36 (40.91)
Public place	36 (56.25)	16 (67.67)	52 (59.09)
Total	**64 (100)**	**24 (100)**	**88 (100)**
Availability of toilet			
Yes	57 (44.88)	2 (2.67)	59 (29.21)
No	70 (55.12)	73 (97.33)	143 (70.79)
Total	**127 (100)**	**75 (100)**	**202 (100)**
Separate toilet for girls			
Yes	19 (14.96)	1 (1.33)	20 (9.90)
No	108 (85.04)	74 (98.67)	182 (90.10)
Total	**127 (100)**	**75 (100)**	**202 (100)**

Figures in the parenthesis indicate percentage

The above table is the indicative of the fact that majority of the children have noted the physical facilities as inappropriate and inadequate. For instance, majority of the children rated classroom facility and furniture as being inappropriate and they pointed out the non-availability of the toilets especially for girls. The classes were not run in proper places (cowshed, for instance),

and the available play area was mostly public place. Absence of appropriate furniture and carrying of sacks for their seats from their home marked the physical facilities of the SOP and FSP classroom as reported by the children. this is indicative of the fact that physical facilities were neither adequate nor appropriate to the children.

The following table displays the responses of the parents in relation to the physical facilities of the SOP and FSP centres.

Table 4.8
Physical facilities as perceived by parents

Facilities	Dhading	Siraha	Total
Classroom facility:			
Appropriate	38 (30.65)	32 (42.67)	70 (35.18)
Inappropriate	86 (69.35)	43 (57.33)	129 (64.82)
Total	**124** (100)	**75** (100)	**199 (100)**
Place where the classes were conducted:			
School	12 (13.95)	18 (41.86)	30 (23.26)
Veranda/cowshed	21 (24.42)	10 (23.26)	31(24.03)
Pati (public inn)	27 (31.40)	4 (9.30)	31(24.03)
Chautaro (public platform)	26 (30.25)	11 (25.58/)	37(28.68)
Total	**86** (100)	**43** (100)	**129 (100)**
Furniture:			
Appropriate	38 (30.65)	10 (13.33)	48 (24.12)
Inappropriate	86 (69.35)	65 (86.67)	151 (75.88)
Total	**124** (100)	**75** (100)	**199 (100)**
Materials used as seats:			
Sukul/mat	12 (13.95)	19 (29.23)	31 (20.53)
Sack	74 (86.05)	46 (7.77)	120 (79.47)
Total	**86** (100)	**65** (100)	**151(100)**
Playground:			
Yes	55 (44.35)	52 (69.33)	107 (53.77)
No	69 (55.65)	23 (30.67)	92 (46.23)
Total	**124** (100)	**75** (100)	**199(100)**
Play area:			
Yard	22 (31.88)	9 (39.13)	31 (33.70)
Public place	47 (68.12)	14 (60.87)	61(66.30)
Total	**69** (100)	**23** (100)	**92 (100)**
Availability of toilet			
Yes	56 (45.16)	0 (00)	56 (28.14)
No	68 (54.84)	75 (100)	143 (71.86)
Total	**124** (100)	**75** (100)	**199 (100)**
Separate toilet for girls			
Yes	15 (12.10)	4 (5.33)	19 (9.55)
No	109 (87.90)	71 (94.67)	180 (90.45)
Total	**124** (100)	**75** (100)	**199 (100)**

Figures in the parenthesis indicate percentage

Parents of the children in SOP and FSP program did not differ much in their responses pertaining the physical facilities of the SOP and FSP centres. They, in majority, like their children supported their responses making it clear that they are not happy the way physical facilities are arranged in the SOP and FSP centres. From the perspective of both the children and parents, it can be said that SOP and FSP centre had improvised physical facilities to their distaste.

Table 4.9
Physical facilities as perceived by community leaders

Facilities	Dhading	Siraha	Total
Building			
Yes	5 (35.71)	4 (30.77)	9 (33.33)
No	9 (64.219)	9 (69.23)	18 (66.67)
Total	**14**	**13**	**27 (100)**
Toilet			
Yes	5 (37.71)	0 (00)	5 (18.52)
No	9 (64.29)	13 (100)	22 (81.48)
Total	**14**	**13**	**27 (100)**
Playground			
Yes	5 (37.71)	3 (23.08)	8 (29.63)
No	9 (54.29)	10 (76.92)	19 (70.37)
Total	**14**	**13**	**27 (100)**

Figures in the parenthesis indicate percentage

The community leaders, according to the above table, did not differ much from the parents and children regarding their responses to physical facilities of the SOP and FSP centres. Majority of the community leaders flatly said that these classes were not run in building that there were no toilets and no playground was available for the children in these centres.

4.3.2. Materials and resources

In order to facilitate the learning of the children attending the SOP and FSP programs, certain materials and resources are provided to the children in the SOP and FSP classes by NFEC. An assessment of these resources/materials was made by the facilitators, children and parents. The following table presents the summary of their responses.

Table 4.10

Materials provided to the centre as responded by facilitators

Materials	Number of centres receiving the materials							
	Timely		Untimely		Adequate		Inadequate	
	Dhading	Siraha	Dhading	Siraha	Dhading	Siraha	Dhading	Siraha
Books	10	6	2	2	8	6	4	2
Copy	11	7	1	1	7	5	5	3
Pencil	11	7	1	1	6	5	6	3
Blackboard	6	5	5	4	6	5	5	4
Chalk	6	4	5	5	1	1	10	8
Duster	6	4	7	5	5	3	8	4

The table above is suggestive of the fact that the materials provided by NFEC to the centre, as reported by facilitators, mainly books, copies, pencils and blackboard were received in time and in adequate number. However, chalks and duster in majority of the centres were not received in time and were inadequate. In this sense, the facilitators were positive about the materials received.

Table 4.11

Responses of children and parents on the materials received by children

Respondents	Materials	Dhading		Siraha		Total
		N=127	%	N=75	%	N = 202
Children	Books	122	96.06	65	86.67	182 (90.10)
	Copy	119	93.70	62	82.67	181 (89.60)
	Pencil	116	91.34	62	82.67	178 (88.11)
	Sharpener/eraser	74	58.27	2	2.67	76 (37.62)
	Nothing	6	4.72	1	1.33	7 (3.46)
Parents	Books	116	91.34	65	86.67	181 (90.95)
	Copy	112	88.19	67	89.33	179 (89.95)
	Pencil	113	88.98	66	88.00	179 (89.95)
	Sharpener/eraser	58	45.67	1	1.33	59 (39.65)

Figures in the parenthesis indicate percentage

As the children responded, majority of them received materials such as books, pencils and copies and only a few (37.62%) received sharpener/erasers, not the majority. The number of children receiving no materials was small (3.46%). The table, thus, clearly indicates that majority of the children in the SOP and FSP program have received the materials. As reported by the parents of the children in the SOP and FSP program, majority of their children received

books, copies, pencils but only about 40 percent children received sharpener and eraser. This indicates that parental responses did not differ much from their children. In other words, children as the recipient of the materials and resources and parents as the observer of these facilities have largely been benefited from them.

4.3.3. Duration and time of SOP and FSP

One of the characteristics of the SOP and FSP program is its flexibility in duration and time so as to address the needs of the target children. The duration and time of the program can itself be an attraction to the children to stay in the program. The table and figure below presents the responses of the facilitators in relation to the duration and timing of the SOP and FSP program.

Table 4.12

Duration and time of SOP and FSP as responded by facilitators

	In hours	Dhading		Siraha		Total
		Number	%	Number	%	
Duration	Two	2	16.67	-	00	2 (10.00)
	Three	3	25.00	-	00	3 (15.00)
	Four	7	58.33	3	37.50	10 (50.00)
	Five	-		2	25.00	2 (10.00)
	Six	-		3	37.50	3 (15.00)
Timing of the classes	**Shift**					
	Morning	6	50.00	2	25.00	8 (40.00)
	Day	5	41.67	6	75.00	11 (55.00)
	Evening	1	8.33	0	00	1 (5.00)
Appropriacy of the timing and duration	**Response**					
	Inappropriate time	6	50.00	5	62.50	11 (55.00)
	Appropriate time	1	8.33	2	25.00	3 (15.00)
	Inadequate duration	4	33.33	1	12.50	5 (25.00)
	Adequate duration	1	8.33	0	00	1 (5.00)
	Total	**12**		**8**		**20 (100)**

Figures in the parenthesis indicate percentage

The above table shows that the facilitators in majority, interestingly and quite to the compliance of the NFEC guidelines, were running the classes for four full hours in the day time. Some facilitators (40%) chose the morning time and only a small number of them conducted classes in evening.

Figure 6 Timing of the classes of SOP and FSP
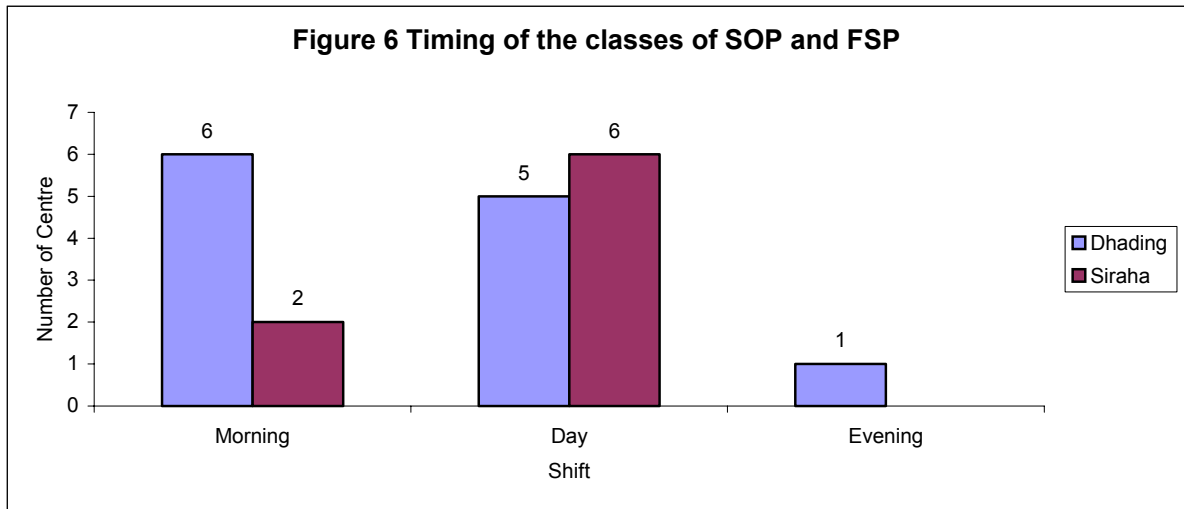
Interestingly, some facilitators (25%) ran the classes for 2 – 3 hours below the expected duration i.e. four hours per day and some others (25%) conducted the classes for more than four hours. It is clear from the data mentioned above that majority of the classes met the required duration of the SOP and FSP program though the timing was spread throughout the day from morning to evening.

The appropriacy of timing and duration of SOP and FSP is assessed by facilitators in a varying tone. Majority of the facilitators (55%) assessed the timing of the program day time as being inappropriate. A considerable number of them (25%) also assessed its duration as being inadequate. Ironically, majority of the facilitators ran the classes in the day time but they termed this time as being inappropriate. During the informal interaction with the facilitators, they have said that majority of the SOP and FSP children have to be engaged in looking after their younger siblings during day time and some even go for wage earning. According to them, more than 400 children in the study districts are yet to join the SOP and FSP and the main reason for not joining the program is the inappropriacy of timing in the SOP and FSP (Table 4.65). Also the salary of the facilitators is relatively low and they have to go for alternative employment during day time. Thus, the day time for SOP and FSP was reported to be inappropriate both for facilitators and for the children as well.

The expected duration of such class according to the guidelines is four hours.

4.4. SOP and FSP Facilitators

In each NFE centre, a facilitator is appointed to run the classes once he/she receives training on SOP and FSP program. In the study districts also, facilitators were found to have been recruited before the start of the classes and they were given pre-service training. What follows below is a profile of the facilitators involved in the implementation of the SOP and FSP classes in the study districts.

Table 4.13

Age and gender distribution of facilitators

	In years	Dhading		Siraha		Total
		Number	%	Number	%	
Age	Up to 20	2	16.67	1	12.50	3 (15.00)
	20 – 25	7	58.33	1	12.50	8 (40.00)
	25 – 30	2	16.67	4	50.00	6 (30.00)
	30 +	1	8.33	2	25.00	3 (15.00)
Gender	Male	7	58.33	6	75.00	13 (65.00)
	Female	5	41.67	2	25.00	7 (35.00)
	Total	**12**		**8**		**20 (100)**

Figures in the parenthesis indicate percentage

Age-wise distribution of the facilitators indicates that majority of them fall in the age bracket of 20 – 30 years suggesting that these facilitators are not too young to teach the SOP and FSP children. The facilitators were mainly males who were just doubled the number of female facilitators indicating gender imbalance in the composition of the population of the facilitators.

Table 4.14

Qualifications, training and experience of facilitators

Qualifications	Degree	Dhading		Siraha		Total N=20
		Number	%	Number	%	
	SLC	10	83.33	5	62.50	15 (75.00)
	IA	1	8.33	3	37.50	4 (20.00)
	BA	1	8.33	0	00.00	1 (5.00)
Experience	**in years**					
	2	1	8.33	2	25.00	3 (15.00)
	3	8	66.67	2	25.00	10 (50.00)
	4	3	25.00	4	50.00	7 (35.00)
Training	**in days**					
	15	11	91.67	7	87.50	18 (90.00)
	5	8	66.67	7	87.50	15 (75.00)
	5	4	33.33	4	50.00	8 (40.00)
	Total	12		8		20

Figures in the parenthesis indicate percentage

The qualification, experience and training of facilitators indicate that majority of them have SLC qualification, 3 years experience in NFE and a minimum of 15 days pre-service training on SOP and FSP followed by 5 days recurrent training with two of them reported to be untrained. It is suggestive of the fact that the facilitators were up to the expectations of the NFEC to the extent that they met the requirement defined for becoming a facilitator.

4.4.1. Motivation of facilitators

Motivation of the facilitators is a key contributing factor to keep the children in the SOP and FSP program. A self motivated facilitator can play great role in promoting retention, reducing dropout and repetition and providing rewarding experience to the children. The following table presents the factors that led the facilitators' motivation towards the NFE program and the efforts made by them to motivate the children to join the SOP and FSP.

Table 4.15

Motivating factors and facilitators' efforts to attract children to SOP and FSP

	Factors	Dhading		Siraha		Total
		Number	%	Number	%	N = 20
Motivation	Counselling by RP/DEO, VDC personnel	5	41.67	4	50.00	9 (45.00)
	Feeling of social service	5	41.67	2	25.00	7 (35.00)
	Unemployment	3	25.00	1	12.50	4 (20.00)
	Gaining experience	1	8.33	1	12.50	2 (10.00)
	Encouragement by relatives	1	8.33	-		1 (5.00)
Efforts made by them to attract children to SOP and FSP	**Efforts made**					
	Door-to-door visit	9	75.00	5	62.50	14 (70.00)
	Contact with guardians	6	50.00	5	62.50	11 (55.00)
	Parents assembly	1	8.33	3	37.50	4(20.00)
	Assurance of getting free stationery support	5	41.67	1	12.50	6(30.00)

Figures in the parenthesis indicate percentage

The table indicates that a host of factors are found to have motivated the facilitators to join the profession, the strongest factor being counselling from RP, DEO and VDC personnel (45%) followed by the feeling of social service (35%), unemployment (20%) and gaining experience (10%). The table also shows that the facilitators made a number of efforts to motivate the children to join the SOP and FSP program. Door-to-door visit (70%) followed by contact with guardians (55%) were the most frequently made efforts by majority of the facilitators to attract

the children to SOP and FSP. They also made efforts to assure the parents of getting stationery support once they send their children in the SOP and FSP program.

4.4.2. Facilitators as perceived by children and their parents

When children and parents have positive attitude towards the facilitators, they develop confidence and have faith in the potential contribution of the facilitators towards learning. The following table presents a summary of responses of the children and parents regarding the different qualities of the facilitators.

Table 4.16
Facilitators as perceived by children and their parents

Respondents	Aspects of facilitators	Dhading		Siraha		Total
		N = 127	%	N = 75	%	N = 202
Children	Child friendly	118	92.91	74	98.67	192 (95.05)
	Cooperativeness	114	89.76	75	100	189 (93.56)
	Regularity	104	81.89	74	98.67	178 (88.12)
	Irregularity	23	18.11	1	1.33	24 (11.88)
	Uncooperativeness	13	10.24	0	00	13 (6.44)
	Not child friendly	9	7.09	1	1.33	10 (4.95)
Parents	Cooperativeness	109	85.83	75	100	184 (92.46)
	Child friendly	109	85.83	75	100	184 (92.46)
	Regularity	98	77.17	75	100	173 (86.93)
	Irregularity	26	20.47	0	00	26 (13.07)
	Uncooperativeness	15	11.81	0	00	15 (7.54)
	Not child friendly	15	11.81	0	00	15 (7.54)

Figures in the parenthesis indicate percentage

It is seen from the table that majority of the children perceived their facilitators as child friendly (95.05%) followed by their cooperative nature (93.56%) and regularity (88.12%). Only a few children found them unfriendly (4.95%, uncooperative (6.44%) and irregular (11.88%). Similarly, the parents perceived them as cooperative (92.46%), child friendly (92.46%) and regular (86.93%). However, some parents found them irregular (13.07%), uncooperative (7.54%) and not child friendly (7.54%). Thus, the perception of children and parents toward the facilitators was found converged in the aspects of child-friendliness, cooperativeness and regularity. The other negative aspects of the facilitators also resembled very much between the parents and children.

4.5. Performance of Children in SOP and FSP

As the SOP and FSP is to supplement and complement the formal schools' performance of the children, the SOP and FSP is expected to prepare them for their smooth entry into regular formal school. Good performance of the SOP and FSP children not only develops confidence but also opens up an avenue for joining the regular school system. The table below presents the responses of the parents pertaining the performance of children in SOP and FSP programs.

Table 4.17

Children's performance in SOP and FSP as perceived by parents

Performance in:		Dhading		Siraha	Total	
		SOP	FSP	SOP	SOP	FSP
Academic achievement	Good	20 (37.04)	5 (7.15)	33 (44.00)	53 (41.09)	5 (7.15)
	Fair	27 (50.00)	59 (84.28)	42 (56.00)	69 (53.49)	59 (84.28)
	Poor	7 (12.96)	6 (8.57)	0 (00)	7 (5.42)	6 (8.57)
Co/extra-curricular activities	Good	7 (12.96)	9 (12.86)	11 (14.67)	18 (13.95)	9 (12.86)
	Fair	27 (50.00)	35 (50.00)	61 (81.33)	88 (68.22)	35 (50.00)
	Poor	20 (37.04)	26 (37.14)	3 (4.00)	23 (17.83)	26 (37.14)
Socialisation	Good	24 (44.44)	13 (18.57)	37 (49.33)	61 (47.29)	13 (18.57)
	Fair	23 (42.59)	51 (72.86)	38 (50.67)	61 (47.29)	51 (72.86)
	Poor	7 (12.90)	6 (8.57)	0 (00)	7 (5.42)	6 (8.57)
Homework	Good	11 (20.37)	13 (18.57)	34 (45.33)	45 (34.88)	13 (18.57)
	Fair	9 (16.67)	18 (25.71)	40 (53.33)	49 (37.98)	18 (25.71)
	Poor	34 (62.90)	39 (55.71)	1 (1.33)	35 (27.13)	39 (55.71)
	Total	**54** (100)	**70 (100)**	**75** (100)	**129 (100)**	**70 (100)**

Figures in the parenthesis indicate percentage

Majority of parents of children of the SOP and FSP program of both the districts perceive their children's performance as being mainly fair. Children's performance in academics, co/extracurricular activities and socialisation was perceived fair, not good. FSP children's performance in homework was perceived poor by majority of the parents (55.71%) where as in SOP it was considered fair by 38 percent parents. Overall, perception of parents in this respect did not differ much in both the district. Thus, it indicates that the parents' observation about their children's performance in the SOP and FSP is satisfactory.

Similarly, the children's perception on their own performance also follows similar pattern. The table below presents the children's own rating of their performance.

Table 4.18

Performance of children in SOP and FSP reported by themselves

Performance in:	Rating	Dhading		Siraha	Total	
		SOP	FSP	SOP	SOP	FSP
Academic achievement	Good	22 (39.29)	11 (15.49)	26 (34.67)	48 (36.64)	11 (15.49)
	Fair	27 (28.21)	52 (73.24)	49 (65.33)	76 (58.02)	52 (73.24)
	Poor	7 (12.50)	8 (11.27)	0 (00)	7 (5.34)	8 (11.27)
Co/extra-curricular activities	Good	4 (7.14)	10 (14.08)	26 (34.67)	30 (22.90)	10 (14.08)
	Fair	35 (62.50)	45 (63.38)	41 (54.67)	76 (58.02)	45 (63.38)
	Poor	17 (30.36)	16 (22.54)	8 (10.67)	25 (19.08)	16 (22.54)
Socialisation	Good	24 (42.86)	32 (45.07)	39 (52.00)	63 (48.09)	32 (45.07)
	Fair	24 (42.86)	37 (52.11)	35 (46.67)	59 (45.04)	37 (52.11)
	Poor	8 (14.29)	2 (2.82)	1 (1.33)	9 (6.87)	2 (2.82)
Class-work	Good	27 (48.21)	19 (26.76)	32 (42.67)	59 (55.04)	19 (26.76)
	Fair	17 (30.36)	34 (47.89)	37 (49.33)	54 (41.42)	34 (47.89)
	Poor	12 (21.43)	18 (25.35)	6 (8.00)	18 (13.74)	18 (25.35)
	Total	**56 (100)**	**71 (100)**	**75 (100)**	**131 (100)**	**71 (100)**

Figures in the parenthesis indicate percentage

As the table indicates, academic achievement (73.24%), co/extracurricular activities (63.38%) were rated as fair followed by good and poor. In case of socialisation and class work, the children rated themselves as good followed by fair and poor. Thus, it can be concluded that the children were found happy with their performance in SOP and FSP program.

The head-teachers and teachers of formal schools also rated the performance of the SOP and FSP graduates as fair and good for majority of the children (Table 4.38). This indicates that the performance of children in the SOP and FSP program has been found satisfactory.

4.6. Parents of SOP and FSP Children

The SOP and FSP graduates after the completion of the three year study cycle, are expected to join formal school at grade four and six respectively. This might not happen all the time due to parental situation. In the paragraphs to come and the tables below, the profile of parents including their socioeconomic status is presented.

Table 4.19

Distribution of parents in terms of their age

Age	Dhading		Siraha		Total
	Number	**%**	**Number**	**%**	
Up to 30 years	5	4.03	0	00	5 (20.51)
30 – 35 years	10	8.66	9	12.00	19 (9.55)
35 – 40 years	33	26.61	27	36.00	60 (30.15)
40 – 45 years	26	20.97	16	21.33	42 (21.11)
45 – 50 years	28	22.58	10	13.30	38 (19.10)
50 – 55 years	11	8.87	8	10.67	19 (9.55)
55 – 60 years	6	4.84	5	6.67	11 (5.53)
60 and above	5	4.03	0	00	5 (2.51)
Gender					
Male	104	83.87	71	94.67	175 (87.94)
Female	20	16.13	4	5.33	24 (12.06)
Caste/ethnicity/dalit					
Caste	25	20.16	24	32.00	49 (24.62)
Ethnicity	72	58.06	20	26.67	92 (46.23)
Dalit	27	21.77	31	41.33	58 (29.15)
Education of parents					
Illiterate	93	75.00	40	53.33	133 (66.83)
Primary education	25	20.16	28	37.33	53 (26.63)
Lower secondary	3	2.42	3	4.00	6 (30.15)
Secondary and above	3	2.42	4	5.33	7 (3.52)
Maximum educational degree in a family					
Primary	77	62.10	20	26.67	97 (48.74)
Lower secondary	36	29.03	36	48.00	72 (36.18)
Secondary	11	8.87	16	21.33	27 (13.57)
Intermediate and above	0	00	3	4.00	3 (1.51)
Total	**124**	**100**	**75**	**100**	**199**

Figures in the parenthesis indicate percentage

The table clearly shows that a considerable number of parents of SOP and FSP children fell in the age bracket of 35 – 40 years in both Dhading and Siraha districts. District-wise, the age bracket of the parents differed from the minimum age of 30 to the maximum of 60 and above. But the age of the parents was found heavily concentrated in the age range of 32 – 55 years meaning that majority of the parents are neither too young nor too old. Similarly, male parents were the dominant parents group (87.94%) compared to female parents (12.06%) in the distribution of gender. This was true in the case of district-wise comparison also where female parents in Dhading were 16.13 percent and 5.33 percent in Siraha as the respondents.

As depicted by the table above, majority of parents came from ethnic background. District-wise, majority of the parents were from ethnic communities in Dhading whereas majority of the parents of Siraha were dalits. Similarly, the illiterate parents formed majority (66.83%) in both the districts with primary education being the highest education degree (62.10%) in the family in Dhading and lower secondary education degree in the family of Siraha. This shows that parental education background was low in both the districts.

Table 4.20

Population distribution of the sample family

Districts	Dhading		Siraha		Total	
Age group	Number	Average	Number	Average	Number	Average
Male (0-15 yrs.)	159	1.28	130	1.73	289	1.45
Female (0-15 yrs.)	177	1.43	103	1.37	280	1.41
Total (0-15 yrs.	336	2.71	233	3.10	569	2.86
Male (15 yrs. and above)	218	1.76	127	1.69	345	1.73
Female (15 yrs. and above)	202	1.63	118	1.57	320	1.61
Total (15 yrs. and above)	420	3.39	245	3.26	665	3.34
Male total	377	3.04	257	3.42	634	3.18
Female total	379	3.06	221	2.94	600	3.02
Grand total	**756**	**6.10**	**478**	**6.36**	**1234**	**6.20**

It is seen from the table that the family size of the SOP and FSP children slightly differs in both districts as it was 2.71 members in a family in Dhading falling in the age bracket of 0 – 15 years and 3.10 members in a family in Siraha corresponding the same age bracket. On an average, Siraha had slightly larger family size (6.36) than that of Dhading (6.10). In sum, it can be said that the young family including the school going age members was as large as 50 percent of the size of the adult family in both the districts.

Table 4.21

Parental association in social work, occupation and their annual income

Engagement in social work	Dhading	Siraha	Total
Engaged in social work	8 (6.45)	2 (2.67)	10 (5.03)
Not engaged in any social work	116 (93.55)	73 (97.33)	189 (94.97)
Occupation			
Agriculture	94 (75.81)	57 (76.00)	151 (75.88)
Wages	15 (12.10)	17 (22.67)	32 (16.08)
Caste occupation (tailoring, shoe making etc.)	10 (8.06)	0	10 (5.03)
Service	5 (4.03)	1 (1.33)	6 (3.02)
Annual Income in Rs.			
Upto. 10,000	90 (72.58)	74 (98.67)	164 (97.04)

10,000 – 20,000	19 (15.32)	1 (1.33)	20 (10.05)
20,000 – 30,000	8 (6.45)	0 (00)	8 (4.02)
30,000 – 40,000	3 (2.42)	0 (00)	3 (1.51)
40,000 and above	4 (3.23)	0 (00)	4 (2.01)
Total	**124** (100)	**75** (100)	**199**

Figures in the parenthesis indicate percentage

The table depicts two striking things: a large majority of parents were not associated with any social work and nearly 97 percent of them had annual income below Rs. 10,000/-. Majority of the parents are engaged in agricultural work (75.88) followed by wage earning (16.08%) and caste-related occupation (5.03). This could be indicative of the fact that parental association in social work may have inverse relations with the level of income. In other words, the higher the income bracket of families, the more the engagement of parents in social work.

Table 4.22

House type, fuel used and toilet of the families

House type	Dhading		Siraha		Total
	N = 124	%	N = 75	%	N = 199
Thatched	46	37.10	75	100	121 (60.80)
Mud/stone/tin	78	62.90	0	00	78 (39.20)
Type of *chulo* used					
Traditional	122	98.39	75	100	197 (99.00)
Improved smokeless	2	1.61	0	00	2 (1.00)
Type of fuel used					
Firewood	120	60.30	75	100	195 (97.98)
Charcoal	2	1.61	1	1.33	3 (1.51)
Biogas	2	1.61	1	1.33	3 (1.51)
Dung	0	00	39	52.00	39 (19.60)
Type of toilet					
Flush	3	2.42	1	1.33	4 (2.01)
Traditional pit toilet	36	29.03	0	00	36 (18.09)
Ventilated improved	9	7.26	0	00	9 (4.52)
Open field	76	61.29	74	98.67	150 (75.38)

Figures in the parenthesis indicate percentage

The table also shows that majority of the parents in Dhading had mud/stone/tin built houses whereas all the parents of Siraha had thatched houses. Similarly, all houses in Siraha and 98 percent in Dhading had traditional cooking stove (*chulo*) with also majority of them using firewood as the main fuel for cooking. In the same way nearly all families in Siraha and a majority (61.29%) in Dhading used open field for toileting purpose. Thus, from the perspective of fuel to toilet, parents were found using the basic facilities in the most preliminary form.

Table 4.23

Source of drinking water and household facilities

Source of water	Dhading		Siraha		Total
	N=124	%	N=75	%	N=199
Piped water	65	52.42	5	6.67	70 (35.18)
Tube well	3	2.42	35	46.67	37 (18.59)
Dug well	30	24.19	28	37.33	58 (29.15)
Surface water	14	11.29	8	10.67	24 (12.00)
Others (river/spring/rainwater collection)	13	10.48	1	1.33	14 (7.04)
Household facilities					
Electricity	29	14.57	12	16.00	41 (20.60)
Radio	107	86.29	60	80.00	167 (83.92)
Telephone	2	1.61	1	1.33	3 (1.51)
Bicycle	2	1.61	17	22.67	19 (9.55)
Television	2	1.61	0	00	2 (1.01)
Motorcycle	13	10.48	3	4.00	16 (8.04)

Figures in the parenthesis indicate percentage

The main source of drinking water in Dhading was piped water (52.42%) whereas it was tube well (46.67%) and dugout well (37.33%) in Siraha. Dugout well followed by surface water was the second main source of drinking water in Dhading and Siraha as well. River spring, rain water were still important sources of drinking water for Dhading, but not for Siraha.

The table also presents a picture of the household in so far as they have facilities for domestic purpose. Naturally, majority of these households in Dhading and Siraha had radio (83.92%) followed by electricity (20.60%) and bicycle (9.55%) in Siraha but motorcycle in Dhading. Thus, the distribution of household facilities was found to have spread in families rather unevenly indicating their economic status.

Table 4.24

Sufficiency of land and food in the family

Sufficiency	Dhading		Siraha		Total
	Number	%	Number	%	
Yes	12	9.68	16	21.33	28 (14.07)
No	112	90.32	59	78.67	171 (85.93)
Total	**124**	**100**	**75**	**100**	**199** (100)
Sufficient up to					
0 – 3 month	21	16.94	16	21.33	37 (18.59)
3 – 6 month	40	32.26	29	38.67	69 (34.67)
6 – 9 month	46	37.10	11	14.67	57 (28.64)
9 – 11 month	17	13.71	19	25.33	36 (18.09)
Total	**124**	**100**	**75**	**100**	**199** (100)

Figures in the parenthesis indicate percentage

The above table shows the information about the sufficiency of land for food production along with the food sufficiency for the family throughout the year. According to the table, majority of the families (85.93%) in both districts do not have sufficient land for food production and sufficiency of food lasts only for a period of three to six months. Thus, majority of families in both the districts neither have sufficient land for food nor does the food produced last for more than six months.

Table 4.25

Distance between home and services

Distance between home and services	Dhading		Siraha		Total
Distance to post office in minutes	Number	%	Number	%	
Up to 30	27	21.77	1	1.33	28 (14.07)
30 – 60	25	20.16	11	14.67	36 (18.09)
60 – 90	27	21.77	11	14.67	38 (19.10)
90 – 120	6	4.84	4	5.33	10 (5.02)
120 and above	39	31.45	48	64.00	87 (43.72)
Distance to health post in minutes					
Up to 30	18	14.52	1	1.33	19 (9.55)
30 – 60	34	27.42	19	25.33	53 (26.63)
60 – 90	26	20.97	20	26.67	46 (23.12)
90 – 120	5	4.03	4	5.33	9 (4.52)
120 and above	41	33.06	31	41.33	72 (36.18)
Distance to agriculture office in hours					
1 – 2	73	58.87	5	6.67	78 (39.20)
3 – 4	32	25.81	62	82.67	94 (47.24)
5 – 6	10	8.06	8	10.67	18 (9.05)
7 and above	9	7.26	0	00	9 (4.52)
Time to go to fetch water (in minutes)					
Up to 10	51	41.13	42	56.00	93 (46.73)
10 – 20	25	20.16	14	18.67	39 (19.60)
20 – 30	16	12.90	6	8.00	22 (11.06)
30 – 40	16	12.90	9	12.00	25 (12.56)
40 and above	16	12.90	4	5.33	20 (10.05)
Total	**124**	**100**	**75**	**100**	**199**

Figures in the parenthesis indicate percentage

The table shows that the distance between home and post office varied from a minimum of half an hour to a maximum two hours and above, this being the largest distance for majority of the households in both the districts. Similarly, the largest distance to health post was the same number of hours for both the districts. And the distance to agriculture office from home, the longest one, differed from district, it being one to two hours in case of Dhading and three to

four hours in Siraha. The table also suggests that the time taken to fetch water differs from district to district. The minimum time taken by majority of the households in Dhading and Siraha was up to 10 minutes where as it took 40 minutes and above for small number of households in both the districts. It can be concluded that fetching water did not take as much time as was taken by a visit to the health post or post office.

Profile of the sample children

The profile of the sample children in relation to their age, gender and caste/ethnicity is presented in the table below.

Table 4.26

Age, gender, caste distribution of children

Age group in years	Dhading				Siraha		Total
	SOP (N=56)	%	FSP (N=71)	%	SOP (N=75)	%	N = 202
Up to 8	-	-	-	-	10	13.33	10 (4.95)
8 – 10	11	19.64	17	23.94	9	12.00	37 (18.32)
10 – 12	21	37.50	26	36.62	34	45.33	81 (40.10)
12 – 14	22	39.29	23	32.39	22	29.33	67 (33.17)
14 and above	2	3.57	5	7.04	0	00	7 (3.47)
Gender							
Male	29	51.79	37	52.11	50	66.67	116 (57.43)
Female	27	48.21	34	47.89	25	33.33	86 (42.57)
Caste/ethnicity							
Caste	7	12.50	17	23.94	26	34.67	50 (24.75)
Ethnic	38	67.86	33	46.48	36	48.00	107 (52.97)
Dalits	11	19.64	21	29.58	13	17.33	45 (22.28)

Figures in the parenthesis indicate percentage

According to the table above, majority of the SOP children in Dhading fell in the age category of 12 – 14 years whereas for FSP it was 10 – 12 years. For the SOP children in Siraha, majority of children fell in the age category of 10 – 12 years of age followed by 12 – 14 years of age. Interestingly, none of the SOP children in Dhading fell in the defined age bracket of 6 – 8 years though this was not true for the SOP children in Siraha. It is almost obvious that both the SOP and FSP programs have more male students than female representing truly the national average. However, caste-wise/ethnic-wise, the SOP and FSP program was found serving more ethnic children than caste and dalit children. It is further indicative of the fact that the SOP and FSP is more or less successful in bringing into its fold the target children.

4.7. Influencing factors for Access/In-access to SOP and FSP

There are certain factors that influence access and in-access to SOP and FSP. Some of the factors are more responsible for the access to the program and some are less. The access factors motivate the children to attend SOP and FSP whereas the in-access factors discourage them to remain away from the SOP and FSP program. The table below presents the summary of the factors that influence the access and in-access to the SOP and FSP as reported by facilitators and community leaders.

Table 4.27

Influencing factors for access to SOP and FSP

Facilitators' response	Access factors	Dhading N = 12	Siraha N = 8	Total N = 20
Location of the centre	*Situated in the centre and Near the home*	8 (66.67)	4 (50.00)	12 (60.00)
Incentives	*Free distribution of stationery*	6 (50.00)	5 (62.50)	11 (55.00)
Learning environment of the centre	*Effective teaching due to less number of children, Affection and love by the facilitator, Well equipped play ground and Gender sensitive for teaching specially girls*	10 (83.33)	6 (75.00)	16 (80.00)
Parental awareness	*Aware parents to send children to SOP and FSP programs*	5 (41.67)	5 (62.50)	10 (50.00)
Gender of facilitators	*Gender of facilitator has contributed*	9 (75.00)	7 (87.50)	16 (80.00)
Community Leaders' response		**N = 14**	**N = 13**	**N = 27**
Location of the centre	*Situated in the centre and Near the home*	11 (78.57)	3 (23.08)	14 (51.85)
Incentives	*Free distribution of stationery*	6 (42.86)	7 (53.85)	13 (48.15)
Learning environment of the centre	*Effective teaching due to less number of children, Affection and love by the facilitator, Well equipped play ground and Gender sensitive for teaching specially girls*	13 (92.86)	10 (76.92)	23 (85.19)
Parental awareness	*Aware parents to send children to the SOP and FSP programs*	5 (35.71)	8 (61.54)	13 (48.15)
Gender of facilitators	*Gender of facilitator has contributed*	8 (57.14)	9 (69.23)	17 (62.96)
Building/rooms	*Positive*	5 (35.71)	6 (46.15)	11 (40.74)
Furniture	*Enough furniture*	5 (35.71)	4 (30.77)	9 (33.33)
Toilet	*Availability of toilet*	5 (35.71)	0 (00)	5 (18.52)
Playground	*Enough space for playing*	5 (35.71)	3 (23.08)	8 (29.63)

Figures in the parenthesis indicate percentage

The above table reveals that 'learning environment' and 'gender of the facilitators' were recorded as the most influential factors for the access to SOP and FSP according to the facilitators. This fact is also confirmed by the responses of the community leaders. The other

influencing factors which were moderately rated are location of the centre, incentives and parental awareness. A small number of respondents have also indicated that building/rooms, furniture, toilet and playground have also influenced the access to the ASP.

There are also certain factors which have negatively contributed to the access of SOP and FSP programmes. The main in-access factors that have been said to have influenced to the SOP and FSP are summarised in the table below.

Table 4.28

Influencing factors for in-access to SOP and FSP as perceived by facilitators

Facilitators' response	In-access factors	Dhading N = 12	Siraha N = 8	Total N = 20
Location of the centre	*Far from home*	4 (33.33)	3 (37.50)	7 (35.00)
Incentives	*Lack of incentives and Inappropriate incentive*	6 (50.00)	2 (25.00)	8 (40.00)
Learning environment of the centre	*Very far from home, small playground and Neighbouring conflict*	2 (16.67)	0 (00)	2 (10.00)
Parental awareness	*Parents are not aware of the program*	7 (58.33)	2 (25.00)	9 (45.00)
Gender of facilitators	*No difference*	3 (25.00)	0 (00)	3 (15.00)
Community leaders' response	***In-access factors***	**N = 14** (100)	**N = 13** (100)	**N = 27**
Location of the centre	*Far from home*	3 (21.43)	10 (76.92)	13 (48.15)
Incentives	*Lack of incentives and Inappropriate incentive*	8 (57.14)	6 (46.15)	14 (51.85)
Learning environment of the centre	*Very far from home, small playground and Neighbouring conflict*	1 (7.14)	3 (23.08)	4 (14.81)
Parental awareness	*Parents are not aware of the program*	9 (64.29)	5 (38.46)	14 (51.85)
Gender of facilitators	*No difference*	5 (57.14)	3 (23.08)	8 (29.63)
Building/rooms	*Lack of building*	9 (64.29)	5 (38.46)	14 (51.85)
Furniture	*Lack of furniture*	9 (64.29)	7 (53.85)	16 (59.26)
Toilet	*Using jungle toilet*	9 (64.29)	8 (61.54)	17 (62.96)
Playground	*No playground at all*	9 (64.29)	7 (53.85)	16 (59.26)

Figures in the parenthesis indicate percentage

As the table shows, the major in-access factors to SOP and FSP as recorded by the facilitators were parental awareness followed by incentives and location of the centres. Lack of incentives and inappropriate incentives were the incentive related factors that have negatively contributed. Similarly, the distantly located centre from home was seen as another factor for the in-access to the SOP and FSP. The community leaders are of the view that physical facilities such as toilet, playground, and furniture were the major in-access factors followed by incentives and gender of

the facilitators. This result confirms the poor physical facilities of the SOP and FSP centres as pointed by the respondents in the sections discussed earlier.

4.8. Factors Attracting Dalits and Disadvantaged Children

As the SOP and FSP are targeted to the children who do not have access to formal education, majority of these children fall under the category of dalits and disadvantaged groups. Thus, inclusion of such children in the SOP and FSP contributes to achieve the goal of SOP and FSP in real sense. The respondents were asked to record their observation on the factors that attract dalits and disadvantaged children in the SOP and FSP classes. The table below presents the summary of the motivating factors to attract such children in the ASP.

Table 4.29
Factors motivating dalits and disadvantaged children

Factors	Rating	Dhading		Siraha		Total
		N = 12	%	N = 8	%	N=20
Access to SOP and FSP information	Yes	8	66.67	6	75.00	14 (70.00)
	No	4	33.33	2	25.00	6 (30.00)
Parental awareness	Yes	10	83.33	3	37.50	13 (65.00)
	No	2	16.67	5	62.50	7 (35.00)
Stationery	Yes	7	58.33	4	50.00	11 (55.00)
	No	5	41.67	4	50.00	9 (45.00)
Timing of the class	Yes	6	50.00	2	25.00	8 (40.00)
	No	6	50.00	6	75.00	12 (60.00)

Figures in the parenthesis indicate percentage

As the figures indicate that access to SOP and FSP information to the targeted groups was recorded the highest factor (70%) to motivate dalits and disadvantaged children to the SOP and FSP whereas 30 percent of the respondents reported that such group did not have access to the information about the SOP and FSP classes. In case of parental awareness, 65 percent of the respondents reported that the parents were aware to send their children to the SOP and FSP classes where as 35 percent of the parents were found still unaware of such programs. A slightly higher percentage (55%) of respondents recorded stationery as the motivating factor to join the SOP and FSP classes. However, 45 percent of the respondents said that stationery was not a motivating factor for joining the same program. In case of timing, a majority of the respondents reported that timing of the class was not the motivating factor to join SOP and FSP classes.

4.9. Contribution of SOP and FSP to Children's Learning

The SOP and FSP are expected to contribute to the learning achievement of children in order to make them able to cope with their academic performance in formal schools and their social behaviour. The children were, therefore, asked categorically to point out the areas in which the SOP and FSP classes have contributed to their learning and behavioural changes. The summary table below presents their responses under different aspects of learning and their behaviour.

Table 4.30

Contribution of SOP and FSP in their learning/behaviour as responded by children

Aspects	Dhading		Siraha		Total
	N=127	%	N=75	%	N=202
Socialisation					
Group work	28	22.05	38	50.67	66 (32.67)
Team building	5	3.94	31	41.33	36 (17.82)
Relationship	10	7.87	5	6.67	15 (7.43)
Friendliness	4	3.15	41	54.67	45 (22.28)
Respectfulness	23	18.11	4	5.33	27 (13.37)
Playing habit	12	9.45	0	00	12 (24.24)
Cooperation	53	41.72	2	2.67	55 (27.23)
Achievement					
Increased general knowledge	56	44.09	39	52.00	95 (47.03)
3 R-skills (Reading, Writing and Arithmetic)	26	20.47	48	64.00	74 (36.63)
Language skills (listening, speaking, reading & writing)	40	31.50	15	20.00	55 (27.23)
Language transfer	9	7.09	5	6.67	14 (6.93)
Study habit					
Study at home	50	39.37	47	62.67	97 (48.02)
Motivation toward study	60	47.24	39	52.00	99 (49.01)
Regularity of activity	12	9.45	4	15.33	16 (7.92)
Co-extracurricular activities					
Participation in sports	76	59.84	57	76.00	133 (65.84)
Singing and dancing	22	17.32	50	66.67	72 (35.64)
Playing drums	4	3.15	3	4.00	7 (3.47)
P.T./drawing	16	12.60	5	5.33	21 (10.40)
Spelling contest	11	8.66	1	1.33	12 (5.94)
Story telling	11	8.66	1	1.33	12 (5.94)
Academic Performance					
Read and write Nepali	98	77.17	75	100	173 (85.64
Recognition of English alphabet	97	76.38	37	49.33	74 (33.63)
Recognition of number	7	5.51	74	98.67	81 (40.10)
Writing sentences	31	25.00	2	2.67	33 (16.34)
Writing alphabet	10	7.87	2	2.67	12 (5.94)
Calculating addition/subtraction	42	33.07	57	76.00	99 (49.01)
Multiplication and division	23	18.11	0	00	23 (11.39)

Behavioural performance					
Respect the elders	26	20.47	40	53.33	66 (32.67)
Love the youngers	54	42.52	42	56.00	96 (47.52)
Learn to avoid insulting words	10	7.87	8	10.67	18 (8.91)
Regular study	30	23.62	28	37.33	58 (28.72)
Speaking proficiency	7	5.31	1	1.33	8 (3.96)
Cleanliness	26	20.47	0	00	26 (12.87)
Domestic help					
Cooking and cleaning	20	15.75	50	66.67	70 (34.65)
Care of sibling	10	7.87	33	44.00	43 (21.29)
Looking after pets	8	6.30	24	32.00	32 (15.84)
Fetching water/collecting firewood and grass	100	78.74	16	21.33	116 (57.43)
Vegetation	8	6.30	0	00	8 (3.96)
Play and recreation					
Gotta, chungi playing	26	20.47	16	21.33	42 (20.79)
Cat and rat games	14	11.02	53	70.67	67 (33.17)
Hide and seek	26	20.47	37	49.33	63 (31.19)
Musical chair	9	7.09	1	1.33	10 (4.95)
Football	5	3.94	6	8.00	11 (5.45)
P.T.	48	37.80	0	00	48 (23.76)
Household maintenance					
Cleanliness of house	110	86.61	73	79.33	183 (90.59)
Cleanliness of clothes	13	10.24	3	4.00	16 (7.92)

Figures in the parenthesis indicate percentage

The table indicates that the SOP and FSP have to some extent contributed to develop their socialisation skills such as group work (32.67%), cooperativeness (27.23%) and friendliness (17.82%). Other socialisation skills a small number of children reported to have developed from the SOP and FSP program are team building, respectfulness, relationship and playing habit.

SOP and FSP classes have also been found mildly contributing to the children's achievement in general and their language skills such as increased general knowledge, 3 R skills, language skills and language transfer.

In the children's study habit the SOP and FSP classes have contributed slightly higher in motivating study habit (49.01%) followed by developing study habit at home (48.02%).

The SOP and FSP classes have contributed significantly in the children's co/extra-curricular activities such as participation in sports (65.84%) followed by singing and dancing (35.64).

It was seen from the figures that a great majority of children (85.64%) could develop their reading and writing in Nepali followed by calculating addition/subtraction (49.01%), recognition of number (40.10%) and recognition of English alphabets (33.63%).

In behavioural performance, SOP and FSP contributed in some areas such as loving the youngers, respecting the elders, regularity in study and personal cleanliness.

Interestingly, the program has contributed significantly in the domestic help and household maintenance. The areas of domestic help that they have learned are fetching water and collecting firewood and grass (57.43%) followed by cooking and cleaning (34.65%) and care of siblings (21.29%). Similarly, cleanliness of house (90.59%) and cleanliness of clothes (7.92%) are the areas which they have learned from the SOP and FSP classes.

Another area that the SOP and FSP slightly contributed in children's behaviour is the play and recreation. Cat and rat game, hide and seek, PT, Gotta/Chungi playing, football, musical chair are the main games they have learned from the SOP and FSP classes.

In order to contribute more to the learning of children in the SOP and FSP classes, the facilitators have given some concrete suggestions which they think are vital. Their suggestions which could be contributory to improve the learning of the children are given in the table below:

Table 4.31
Facilitators' suggestions to improve children's learning in SOP and FSP

Suggestions	Dhading		Siraha		Total N=20
	N=12	%	N=8	%	
Use of group teaching techniques	4	33.33	1	12.50	5 (25.00)
Use of age grouping technique	7	58.33	6	75.00	13 (65.00)
More learning time at home	5	41.67	7	87.50	12 (60.00)
Close supervision from ward and community	3	25.00	1	12.50	4 (20.00)
Need based instructional support	6	50.00	7	87.50	13 (65.00)
Parental visit and supervision	8	66.67	6	75.00	14 (70.00)
More specific training in addition to 15 days training	4	33.33	3	37.50	7 (35.00)

Figures in the parenthesis indicate percentage

The table shows that involvement of parents in children's learning could play a vital role in helping children learn. Parental visit and supervision of the program have recorded the highest percentage (70%) which could contribute to the children's learning. Similarly some other suggestions the facilitators gave are use of age-grouping techniques (65%), need-based instructional support (65%), more learning time at home (60%) and more specific training in relation to SOP and FSP (35%).

4.10. Extent of Cooperation between SOP/FSP and Community

As the SOP and FSP are basically community based programs, role of community in their management and implementation is extremely vital. The success of the program, therefore, lies on the extent of community involvement right from the beginning of the programmes. The respondents were asked to record their rating on the extent of cooperation between the community and SOP and FSP in the study districts. The summary of the results as expressed by the different category of respondents is given in the table below:

Table 4.32

Extent of cooperation between SOP and FSP and community and NGOs/CBOs

Respondents	Rating	Dhading		Siraha		Total
		Number	%	Number	%	
Facilitators	Good	6	50.00	2	25.00	8 (40.00)
	Fair	6	50.00	4	50.00	10 (50.00)
	Poor	0	00	2	25.00	2 (10.00)
	Total	**12**	**100**	**8**	**100**	**20 (100)**
Community leaders	Good	4	28.57	1	7.69	5 (18.52)
	Fair	7	50.00	10	76.92	17 (62.96)
	Poor	3	21.43	2	15.38	5 (18.52)
	Total	**14**	**100**	**13**	**100**	**27 (100)**
Head-teacher/teachers	Good	4	26.67	5	55.56	9 (37.50)
	Fair	6	40.00	4	44.48	10 (41.67)
	Poor	5	33.33	0	00	5 (20.83)
	Total	**15**	100	**9**	100	**24 (100)**
RPs and SSs	Good	-	-	-	-	0
	Fair	5	71.43	6	100.00	11 (84.62)
	Poor	2	28.57	-	-	2 (15.38)
	Total	**7**	**100**	**6**	**100**	**13 (100)**

Figures in the parenthesis indicate percentage

The results indicate that all the respondents have rated the cooperation between community and SOP and FSP program as fair followed by good. This shows that the community involvement in the SOP and FSP is still to be improved to make the SOP and FSP programs better.

4.11. SOP and FSP Graduates in Formal Schools

The SOP and FSP graduates are expected to join formal school after the completion of SOP and FSP. In the study districts, majority of the children were found to have enrolled in the formal schools.

Table 4.33

SOP and FSP graduates who entered formal schools

Children	Dhading				Siraha	
	SOP	Percent	FSP	Percent	SOP	Percent
SOP and FSP graduates	68	-	123	-	162	-
Entered formal school	57	83.82	92	74.84	123	75.93

As the figures in the table shows, around 84 and 75 percent of the graduates from the SOP and FSP respectively in Dhading have entered formal schools. Similarly, about 76 percent of the SOP graduates have attended formal schools in Siraha. This shows the positive inclination towards the formal schools among SOP and FSP graduates in both the districts.

The classes they were enrolled in the formal schools from SOP and FSP are presented in the table below.

Table 4.34
Number of SOP and FSP children who remain in formal school by grades

Grades	Dhading				Siraha	
	SOP	Percent	FSP	Percent	SOP	Percent
Two	4	7.02	4	5.56	5	4.07
Three	11	19.30	10	13.89	20	16.26
Four	42	73.68	13	18.00	98	79.67
Five	-	-	17	23.61	-	-
Six	-	-	28	38.89	-	-
Total	57	100	92	100	123	100

The figures show that majority of the SOP graduates have enrolled in formal schools in the desired grades i.e. grade four (73.68% in Dhading and 79.67% in Siraha). However, a great majority of the FSP graduates were found to have enrolled in the lower grades i.e. two (5.56%),

three (13.89%), four (18%) and five (23.61%). This shows that there are still a considerable number of children who have enrolled below the desired grades.

Figure 7 SOP and FSP children in formal school by grade
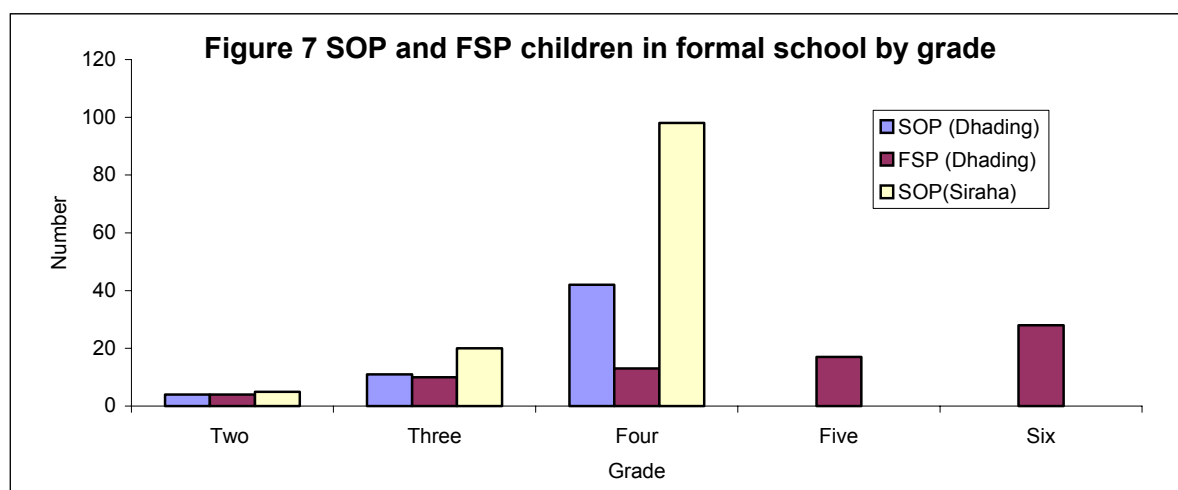
Dropout, tardiness, absence and repetition rate of SOP and FSP children in formal school
Among the children who enrolled in formal school, all of them have not necessarily continued in the schools in the above grades. Some of them have dropped out from the classes and some have repeated the same grades leaving school for a short period of time. The dropout, absenteeism, repetition and tardiness rate of the SOP and FSP graduates in formal school are given in the table below.

Table 4.35

Dropout, tardiness, absence and repetition of SOP and FSP children in formal schools

	Dhading				Siraha	
	SOP	Percent	FSP	Percent	SOP	Percent
Enrolled	57	100.00	92	100.00	123	100.00
Dropout	15	26.32	20	21.74	17	13.82
Tardiness	9	13.74	17	18.48	39	31.71
Absence	6	10.53	15	16.30	28	22.76
Repetition*	5	8.77	12	13.04	14	11.38

* the repetition was considered within the level the SOP and FSP children who leave class for two or more months and they come back to school again and join the same grade.

The figures show that the dropout rate of the SOP graduates in Dhading is around 26 percent as against the 14 percent in Siraha. In FSP also the dropout rate in Dhading was recorded about 22 percent. The main causes of dropout as reported by children and parents are economic scarcity and sickness and/or death of parents (Table 4.48).

Figure 8 Percentage distribution of dropout, tardiness, absence and repetition of SOP and FSP children in formal school
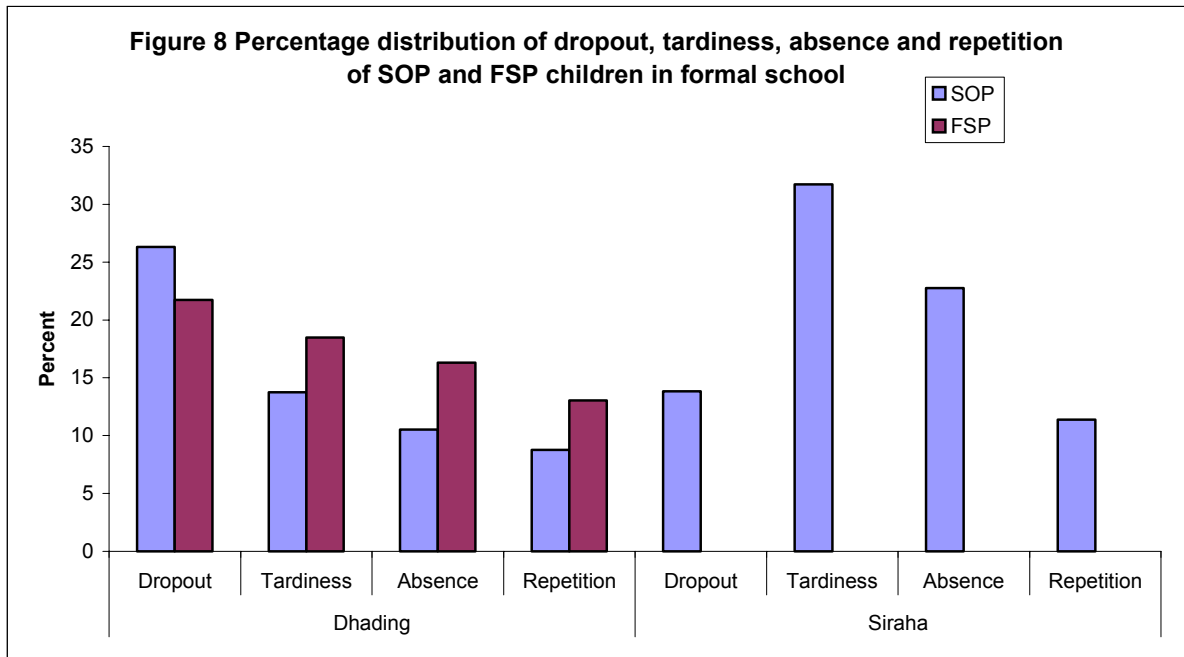
The absenteeism rate was observed slightly higher in Siraha (22.76%) than in Dhading (10/53% for SOP and 16.30% for FSP). The repetition rate in SOP was observed slightly higher in Siraha (11.38%) than in Dhading (8.77%) and in case of FSP it was about 13 percent in Dhading. Also the tardiness rate in SOP was recorded higher in Siraha (31.71%) than in Dhading (13.74% for SOP and 16.30% for FSP).

Formal school head-teacher/teachers' profile

Head-teachers/teachers role in formal school is very important not only in creating appropriate learning environment but also in motivating the children to schools. A brief profile of the head-teachers/teachers of the formal schools in the study area was recorded during the study which is summarised in the table below:

Table 4.36
Head-teachers/teachers profile

		Dhading		Siraha		Total
		N=15	**%**	**N=9**	**%**	**N=24**
Gender	Male	13	86.67	9	100	22(91.67)
	Female	2	13.33	0	00	2(8.33)
Qualifications	SLC	8	53.33	2	22.22	10(41.67)
	I. A.	2	13.33	1	11.11	3(12.50)
	B. A.	4	26.67	4	44.44	8(33.33)
	M. A.	1	6.67	1	11.11	2(8.33)

	Duration of training					
Management training	No training	10	66.67	6	66.67	16(66.67)
	7 days	1	6.67	-	-	1(11.11)
	15 days	2	33.33	-	-	2(8.33)
	30 days	1	6.67	1	11.11	2(8.33)
	75 days	1	6.67	2	22.22	3(12.50)
	in years					
Experience	<10	4	26.67	2	22.22	6(25.00)
	10 – 20	10	66.67	5	55.55	15(62.50)
	20 and above	1	6.67	2	22.22	3(12.50)
	Duration of training					
Training experience	Less than a month	3	20.00	4	44.44	7(29.17)
	One month	2	13.33	-	-	2(8.33)
	Three months	3	20.00	2	22.22	5(20.83)
	8 months	1	6.67	1	11.11	1(4.17)
	10 months	6	40.00	3	33.33	9(37.50)
	Total	**15**		**9**	**100**	**24**

Figures in the parenthesis indicate percentage

Majority of the head-teachers/teachers are male with SLC qualifications. Some of the head-teachers have attended management training with a great majority (75%) of being untrained in management area. Many of them were found to have collected a number of experience and all of them have attended training ranging from less than a month to 10 months long duration.

Comparison of attitudes of SOP and FSP graduates towards learning

The head-teachers/teachers were asked to rate the attitude of the SOP and FSP graduates towards learning in comparison with their formal school counterparts and the results obtained from this observation is given in the table below.

Table 4.37

Comparison of the attitudes of SOP and FSP graduates towards learning

Attitudes	Dhading		Siraha		Total
	Number	**%**	**Number**	**%**	
Good	3	20	7	77.78	10 (41.67)
Fair	8	53.33	2	22.22	10 (41.67)
Poor	4	26.67	-	-	4 (16.66)
Total	**15**	**100**	**9**	**100**	**24 (100)**

Figures in the parenthesis indicate percentage

As given in the table above, the SOP and FSP graduates' attitude towards learning have been rated very positive i.e. good and fair with the slight tilt towards poor. This shows that the SOP and FSP programs have been able to create positive attitude towards learning.

Performance of SOP and FSP graduates in formal school

In the formal schools, the SOP and FSP graduates have to compete with the other students who come from formal school background. The head-teachers/teachers were also asked to record their observation on the performance of the SOP and FSP graduates in comparison with the formal school counterparts in three different parameters viz. co/extracurricular activities, study habit and classroom participation.. The observation obtained from the head-teachers/teachers is summarised in the table below.

Table 4.38

Performance of SOP and FSP graduates in formal school as perceived by head-teachers

Performance in	Rate	Dhading		Siraha		Total
		Number	%	Number	%	
Co-extracurricular activities	Good	0	0	7	77.78	7 (29.20)
	Fair	8	53.33	2	22.22	10 (41.70)
	Poor	7	46.67	0	0	7 (29.20)
Study habit	Study at home	2	13.33	9	100	11 (45.83)
	Motivation to study	9	60.00	1	11.11	10 (41.67)
	Regularity of activity	4	26.67	1	11.11	5 (20.83)
Classroom participation	Good	1	6.67	4	44.44	5 (20.83)
	Fair	9	6.00	5	55.56	14 (58.33)
	Poor	5	33.33	0	0	5 (20.83)
Total		15	100	9	100	

Figures in the parenthesis indicate percentage

The performance of SOP and FSP graduates in co/extracurricular activities was rated fair for majority of the students. In study habit, many of the SOP and FSP graduates have been motivated to study at home and found regular in schools than their formal school background counterparts.

SOP and FSP graduates currently studying in formal schools

Majority of the SOP and FSP graduates have been enrolled in formal schools and many of them still continue their study there. The situation of the SOP and FSP graduates currently studying in formal schools is given below in the table.

Table 4.39
SOP and FSP graduates (in the sample) studying in the formal schools

Grades	Dhading				Siraha		Total			
	SOP	Percent	FSP	Percent	SOP	Percent	SOP	Percent	FSP	Percent
Two	4	10.81	4	7.55	-	-	4	4.30	4	7.55
Three	15	40.54	7	13.21	-	-	15	16.13	7	13.21
Four	15	40.54	17	32.08	12	21.43	27	29.03	17	32.08
Five	3	8.11	9	16.98	39	69.64	42	45.16	9	16.98
Six	-		16	30.19	5	8.93	5	5.38	16	30.19
Total	**37**		**53**		**56**		**93**		**53**	

The SOP and FSP graduates, as given in the table above, are studying in formal schools ranging from grades two to six. Majority of the SOP graduates in Siraha are studying in the desired grades i.e. grade four onwards. But in the case of Dhading, it was observed that majority of the children from SOP and FSP (children included in the sample only) are studying in lower than the desired grades i.e. grade three and two for SOP and two, three, four and five for FSP.

Differences between SOP/FSP centres and formal schools

The SOP and FSP classes are conducted in a different setting whereas the formal school classes are conducted in a formal school environment. Obviously there might be many differences between the two in terms of teachers, materials, physical facilities and learning environment. The respondents were asked to make their observation on the major difference between the SOP and FSP and formal schools. The summary of the responses by categories of respondents is given in the table below.

Table 4.40

Differences between SOP and FSP centres and formal schools

Children's observation	Dhading		Siraha		Total
	N=93	%	N=53	%	N=146
Teachers' behaviour					
Similar to formal school	39	41.94	40	75.47	79 (54.11)
More homework in formal school	12	12.90	1	1.89	13 (8.90)
Less individual attention in formal schools	15	16.13	12	22.64	27 (17.31)
Good behaviour of formal school teacher	12	12.90	2	3.77	14 (9.59)
Formal school teachers are more regular	5	5.38	2	3.77	7 (4.79)
Good teaching in formal schools	11	11.83	4	7.55	15 (10.27)
Learning materials					
More teaching materials in formal schools	45	48.39	12	22.64	57 (39.04)
More use of teaching materials in formal schools	11	11.83	20	57.74	31 (21.23)
Less individualised instruction in formal school	34	36.56	24	45.28	58 (39.73)

Class work/group work					
Reading number table in school	19	20.43	2	3.77	21 (14.38)
Classroom cleaning in formal school	6	6.45	2	3.77	8 (5.48)
More play activities in formal school	3	3.23	6	11.32	9 (6.16)
Similar to formal school	9	9.68	28	52.83	37 (25.34)
More group work in formal school	21	22.58	1	1.89	22 (15.07)
More class work in formal school	16	17.20	4	1.55	20 (13.70)
Learning environment					
Better in formal school	61	65.59	21	39.62	82 (57.53)
Less interactive in formal school	19	20.43	9	16.98	28 (19.18)
Subject-wise teachers in formal schools	7	7.53	3	5.66	10 (6.85)
Manageable size of children in formal schools	8	8.60	21	39.62	29 (19.86)
Student to student interaction in formal schools	0	00	5	11.32	5 (3.42)
Diversity of students in formal school	14	15.05	6	19.43	20 (13.70)
More physical facilities in formal school	4	4.30	0	00	4 (2.74)
Parents' observation	**N=124**		**N=75**		**N=199**
Teachers' behaviour					
Similar to formal school	36	29.03	38	50.67	74 (37.19)
More homework in formal school	2	1.61	0	00	2 (1.01)
Less individual attention in formal schools	17	13.71	6	8.00	23 (11.56)
Good behaviour of formal school teacher	11	8.87	1	1.33	12 (6.03)
Formal school teachers are more regular	7	5.65	0	00	7 (3.52)
Good teaching in formal schools	10	8.66	7	9.33	17 (8.54)
Learning materials					
More teaching materials in formal schools	53	42.74	18	24.00	71 (35.68)
Use of teaching materials in formal schools	5	4.03	4	5.33	9 (4.52)
Less individualised instruction in formal school	25	20.16	28	37.33	53 (26.63)
Class work/group work					
Reading number table in school	17	13.71	3	4.00	20 (10.05)
Classroom cleaning in formal school	4	3.23	0	00	4 (2.01)
More play activities in formal school	10	8.66	3	4.00	13 (6.53)
Similar to formal school	19	15.32	26	48.00	45 (22.61)
More group work in formal school	17	13.71	3	4.00	20 (10.05)
More class work in formal school	12	9.68	5	6.67	17 (8.54)
Learning environment					
Better in formal school	53	42.74	25	33.33	78 (39.20)
Less interactive in formal school	4	3.23	5	6.67	9 (4.52)
Subject-wise teachers in formal schools	6	4.84	9	12.00	15 (7.59)
Manageable size of children in formal schools	7	5.65	10	13.33	17 (8.59)
Student to student interaction in formal schools	3	2.42	1	1.33	4 (2.01)
More physical facilities in formal school	4	3.23	4	5.33	8 (4.02)

Figures in the parenthesis indicate percentage

The table shows that majority of the children and parents rated teachers' behaviour in formal school similar to those of the facilitators in SOP and FSP. Similarly, both the children and parents reported that there are less individualised instruction in formal schools than that of the SOP and FSP. The learning environment in formal schools was said to be better than that of the

SOP and FSP. Also, teaching materials in formal school were found more than in the SOP and FSP. However, individual attention and interaction in the classroom were found to be the weaker aspects of formal school than in the SOP and FSP.

Physical facilities in formal school

Appropriacy of the physical facilities in the school not only provides comfort but also motivate children to attend schools regularly. The respondents rated their perception on the physical facilities of formal schools in the study area. The summary of their responses is given in the table below.

Table 4.41

Physical facilities in formal schools as responded by children

Children's perception	Dhading		Siraha		Total N=146
	N=93	%	N=53	%	
Appropriate	81	87.10	32	60.38``	113 (80.71)
Inappropriate	3	3.23	8	15.09	11 (7.53)
Adequate	7	7.53	4	7.55	11 (13.27)
Inadequate	1	1.08	14	26.42	15 (10.27)
Don't know	1	1.08	1	1.89	2 (1.37)
Parents' perception	N=84		N=56		**N=140**
Appropriate	64	76.19	36	64.29	100 (71.43)
Inappropriate	7	8.33	17	36.36	24 (17.14)
Adequate	5	5.95	5	8.93	10 (7.14)
Inadequate	2	2.38	2	3.57	4 (2.86)

Figures in the parenthesis indicate percentage

As the respondents indicate in the table that the physical facilities in formal schools are more appropriate than the facilities in the SOP and FSP. Majority of the respondents have rated the formal school physical facilities as appropriate but inadequate. Only a small number of respondents have rated the facilities as inappropriate.

Problems faced by SOP and FSP graduates in formal schools

Nothing in the world is free from problems. Despite the efforts made by the stakeholders, there are still some problems in formal schools in Nepal and the study area can not be free from this reality. The children and parents were asked to mention the main problems the SOP and FSP

graduates have faced in formal schools. Their responses have been summarised in the table below.

Table 4.42

Problems faced by SOP and FSP graduates in formal schools as responded by children

Problems reported by children	Dhading		Siraha		Total N=146
	N=93	%	*N=53*	%	
Lack of drinking water in school	24	25.93	17	32.08	41 (28.08)
Difficult to learn in school	24	25.81	3	5.66	27 (18.49)
Inconvenience caused due to large number of students	20	21.51	25	47.17	45 (30.82)
Caste discrimination in school	11	11.83	2	3.77	13 (8.90)
Gender discrimination in school (boys are favoured)	5	5.38	0	00	5 (3.42)
Problems reported by parents	**N=84**		**N=56**		**N=140**
Lack of drinking water in school	5	5.95	6	10.71	11 (7.86)
Longer school hours	81	96.43	2	3.57	83 (59.29)
Difficult to learn in school	52	61.90	2	3.57	54 (38.57)
Far distance	8	9.52	25	44.64	33 (23.57)
Inconvenience caused due to large number of students	6	7.14	1	1.79	7 (5.00)
Caste discrimination in school	20	23.81	0	00	20 (14.29)

Figures in the parenthesis indicate percentage

The table shows that the main problems mentioned by children in formal schools are the tension and conflict caused among the friends due to the large number of students (30.82%) and lack of drinking water in schools (28.08%). Similarly, other problems mentioned by them are difficulty in learning in school (18.49%) and caste and gender discrimination (8.90%).

The parents were found to have felt the school hours longer (59.29%) than that of the SOP and FSP classes followed by their children's difficulty to learn in schools (38.57%), location of the school in a distance (23.57%), lack of drinking water (7.86%) and caste discrimination (14.29%). The tension and conflict reported higher by the children, was rated as the least important by parents. This is perhaps due to the fact that the parents are not aware of what goes on in formal schools.

4.11.1. Influencing factors for access/in-access to formal schools after SOP and FSP

There are many factors, which directly and indirectly influence the access and in-access to the formal schools. Some factors contribute to the access and some negatively contribute which

ultimately lead to the in-access to schools for children. The summary table below presents the influential factors for access and in-access to formal schools by the category of the respondents.

Table 4.43

Influencing factors for access to formal school after SOP and FSP

Access factors reported by head-teachers/teachers		Dhading N = 15	Siraha N = 9	Total N = 24
	Learning environment	11 (11.33)	9 (100)	20 (83.33)
	Gender of the teachers	9 (60.00)	9 (100)	18 (75.00)
	Incentives	1 (6.67)	5 (55.56)	6 (25.00)
	Children's participation	6 (40.00)	7 (77.78)	13 (54.17)
Access factors reported by RPs & SSs	*Access Factors*	**N = 7**	**N = 6**	**N = 13**
	Learning environment	6 (85.71)	3 (50.00)	9 (69.23)
	Gender of the teachers	6 (85.71)	2 (33.33)	8 (61.54)
	Location of school	6 (85.71)	1 (16.67)	7 (53.85)
	Parental awareness	2 (28.57)	3 (50.00)	5 (38.46)
	Incentives	2 (28.57)	0 (00)	2 (15.38)
Community leaders	*Access factors*	**N = 14**	**N = 13**	**N = 27**
Location of school	*Situated in the centre and Near the home*	6 (42.86)	4 (30.77)	10 (37.04)
Incentives	*Free distribution of stationery*	2 (14.29)	7 (53.85)	9 (33.33)
Learning environment of school	*Effective teaching due to less number of children Affection and love by the facilitator Well equipped play ground Gender sensitive for teaching specially girls*	12 (85.71)	10 (76.92)	22 (81.48)
Parental awareness	*Parents are aware to send children*	4 (28.57)	9 (69.23)	13 (48.15)
Gender of the teachers	*Gender of teacher has contributed*	7 (50.00)	12 (92.31)	19 (70.37)
Building	*Appropriate building with classroom facilities*	13 (92.86)	12 (92.31)	25 (92.59)
Furniture	*Enough furniture*	13 (92.86)	12 (92.31)	25 (92.59)
Toilet	*Availability of toilet*	12 (85.71)	7 (53.85)	19 (70.37)
Playground	*Enough space for playing*	9 (64.29)	11 (84.62)	20 (74.07)

Figures in the parenthesis indicate percentage

The most influencing factors reported by the respondents in the table above were found to be the learning environment of the schools and the gender of the teachers.

Similarly, the respondents also categorically mentioned the following in-access factors to formal schools after SOP and FSP.

Table 4.44

Influencing factors for in-access to formal school after SOP and FSP

In-access factors reported by head-teachers/teachers	In-access factors	Dhading N = 15	Siraha N = 9	Total N = 24
	Incentives	14 (93.33)	4 (44.44)	18 (75.00)
	Learning environment	4 (26.67)	0 (00)	4 (16.67)
	Gender of the facilitators	5 (33.33)	0 (00)	5 (20.83)
	Children's participation	9 (60.00)	2 (22.22)	11 (45.83)
In-access factors reported by RPs and SSs	In-access factors	N = 7	N = 6	N = 13
	Incentives	5 (71.43)	6 (100)	11 (84.62)
	Parental awareness	5 (71.43)	3 (50.00)	8 (61.54)
	Location of school	1 (14.29)	5 (83.33)	6 (46.15)
	Learning environment	1 (14.29)	3 (50.00)	4 (30.77)
	Gender of the facilitators	1 (14.29)	1 (16.67)	2 (15.38)
Community leaders	In-access factors	N = 14	N = 13	N = 27
Location of school	Far from home	8 (57.14)	9 (69.23)	17 (62.96)
Incentives	Lack of incentives and Inappropriate incentive	12 (85.71)	6 (46.15)	18 (66.67)
Learning environment of school	Very far from home Playground small Neighbouring conflict	2 (14.29)	3 (23.08)	5 (18.52)
Parental awareness	Parents are not aware of the program	10 (71.43)	4 (30.17)	14 (51.85)
Gender of facilitators	No difference	7 (50.00)	1 (7.69)	8 (29.63)
Building	Lack of building	1 (7.14)	1 (7.69)	2 (7.41)
Furniture	Lack of furniture	1 (7.14)	1 (7.6)	2 (7.41)
Toilet	Using jungle toilet	2 (14.29)	6 (46.15)	8 (29.63)
Playground	No playground at all	5 (35.71)	2 (15.38)	7 (25.93)

Figures in the parenthesis indicate percentage

The most in-access influential factor as reported by the respondents unanimously was the incentive factor followed by parental awareness, lack of children's own participation, gender of teachers, toilet problems and playground facilities.

Role of formal school in providing education

The formal schools play significant role in providing education to the children. People have different perceptions on the role of formal schools in providing education to children. The community leaders who were asked to express their opinions mentioned the following observations on the roles of formal schools:

Table 4.45

Role of formal school in providing education to the children as perceived by community leaders

Responses	Dhading		Siraha		Total
	N = 14	%	N = 13	%	N = 27
Little reached the disadvantaged children (Darai, Kumal)	3	21.43	5	38.46	8 (29.63)
Failed to keep the teacher in professional discipline	1	4.14	2	15.38	3 (11.11)
Increased access to rural children	7	50.00	4	30.77	11 (40.74)
In-access for low income group due to school rituality (uniform etc.)	2	14.29	4	30.77	6 (22.22)
Provision of access to all children	5	35.71	3	23.08	8 (29.63)

Figures in the parenthesis indicate percentage

The respondents said that the formal schools have increased the access to formal schools but still they are yet to reach to the disadvantaged children such as Darai and Kumal and low income groups as they can not afford to send their children to formal schools due to their inability to pay for school uniform. Some of the respondents also said that the formal schools have failed to keep the teachers in professional discipline.

4.11.2. Performance of SOP and FSP graduates

Absenteeism, dropout, repetition and tardiness have also been observed common phenomena in the Nepalese schools. In primary schools these situations are more vicious. In the study area also, efforts were made to record the SOP and FSP graduates' absenteeism, dropout, repetition and tardiness rates in the formal schools. The results obtained from the field are presented in the table below.

Table 4.46

Absenteeism, dropout, repetition and tardiness of the SOP and FSP graduates in comparison to the regular students

Absent trend	Dhading		Siraha		Total
	Number	%	Number	%	
High	8	53.33	-	-	8 (33.33)
Moderate	4	26.67	4	44.44	8 (33.33)
Low	3	20.00	5	55.56	8 (33.34)
Dropout trend					
High	1	6.67	-	-	1(4.17)
Moderate	6	40.00	1	11.11	7 (29.17)
Low	8	53.33	8	88.89	16 (66.66)
Repetition trend					
High	1	6.67	1	11.11	2 (8.33)
Moderate	10	66.67	2	22.22	12 (50.00)
Low	4	26.67	6	66.67	10 (41.67)
Tardiness					
High	4	26.67	-	00	4 (16.67)
Moderate	10	66.67	3	33.33	13 (54.17)
Low	1	6.67	6	66.67	7 (29.17)
Total	**15**	**100**	**9**	**100**	**24 (100)**

Figures in the parenthesis indicate percentage

The table shows that the absenteeism rate of the SOP and FSP graduates was recorded higher in Dhading than in Siraha. The dropout rate was found low in both the districts and the repetition rate was found moderate in Dhading and low in Siraha. Same trend was observed in the tardiness rate in both the districts.

Problems of SOP and FSP graduates in formal schools

The SOP and FSP graduates when come to formal schools find a lot of differences between the SOP and FSP centres and their formal schools. In order to identify the specific problems of the SOP and FSP graduates in the formal schools, the head-teachers/teachers were asked to pin-point the major problems they face in formal schools. The summary of the responses given by the head-teachers/teachers are given in the following table.

Table 4.47
Problems of SOP and FSP graduates in formal schools as perceived by head-teachers/teachers

Problems	Dhading		Siraha		Total
	N=15	%	N=9	%	N=24
Economic scarcity	12	80.00	7	77.78	19 (79.17)
Difficult subject matter	4	26.67	0	00	4 (16.67)
Weak in extra-curricular activities	1	6.67	0	00	1 (4.16)
Tardiness	6	40.00	0	00	6 (25.00)
No patience in learning for a longer period	1	6.67	0	00	1 (4.16)
Overage	6	40.00	0	00	6 (25.00)
Far distance	1	6.67	7	77.78	8 (33.33)
Shy nature of girl students	2	13.33	0	00	2 (8.33)

Figures in the parenthesis indicate percentage

According to the head-teachers/teachers, the main problems the SOP and FSP children are facing at formal schools are economic scarcity followed by the distance of school and over age. Similarly, tardiness and difficulty in coping with the subject matter in class are the other differences observed by the head-teachers/teachers.

4.12. SOP and FSP Graduates who Dropped out of Formal Schools

Dropout in primary school has been a major problem in Nepal there are many causes which are contributing to the high dropout. The SOP and FSP graduates were also found to have dropped out from the formal schools after they are enrolled in the mainstream education. In order to collect the opinions of the parents, they were asked to mention the main problems they have observed in their children in the formal schools. The responses collected from the parents revealed the following problems in the formal schools:

- Lack of drinking water in school
- Longer school hours
- Difficult to learn in school
- Far distance
- Inconvenience caused due to large number of students
- Caste discrimination in school

The main causes of dropout from the formal schools as reported by parents and children are given in the table below.

Table 4.48
Causes of leaving formal school, their age at leaving and grade

Causes reported by children	Dhading		Siraha		Total
	Number	%	Number		
Economic scarcity	3	60.00	3	75.00	6 (66.67)
Death of parents	2	40.00	1	25.00	3 (33.33)
Total	5	100.00	4	100.00	9 (100.00)
Causes reported by parents					
Economic scarcity	4	80.00	4	100.00	8 (88.89)
Sickness	1	20.00	0	0.00	1 (11.11)
Total	5	100.00	4	100.00	9 (100.00)
Age of drop out					
11	1	20.00	1	25.00	2 (22.22)
12	1	20.00	2	50.00	3 (33.33)
13	1	20.00	1	25.00	2 (22.22)
14	0	0.00	0	0.00	0 (0.00)
15	2	40.00	0	0.00	2 (22.22)
Grade of drop out					
4	4	80.00	3	75.00	7 (77.78)
5	0	0.00	1	25.00	1 (11.11)
6	1	20.00	0	0.00	1 (11.11)

Figures in the parenthesis indicate percentage

As the figures indicate, economic scarcity has stood as the main cause of dropout from the formal schools both for children and parents followed by death of parents and sickness. The age group of the dropout children fall between 11 – 15 and the main grade of dropout is grade four followed by grades six and five.

4.12.1. Condition to rejoin formal school and type of support needed

Majority of the dropout children would like to rejoin formal schools provided that they received some support. Out of 9 dropout children interviewed, 8 of them said that they would like to rejoin formal schools and the parents are also willing to send their children to schools. The main support they expect to rejoin formal schools are summarised in the following table.

Table 4.49
Type of support needed to rejoin schools

Respondents	Support type	Dhading		Siraha		Total
		N=5	%	N=4	%	N=9
Children	Free-ship	2	40.00	1	25.00	3 (33.33)
	Stationery support	0	0.00	1	25.00	1 (11.11)
	Economic support	4	80.00	2	50.00	6 (66.66)
Parents	Free-ship	0	0.00	2	50.00	2 (22.22)
	Stationery support	3	60.00	4	100.00	7 (77.78)
	Economic support	4	80.00	4	100.00	8 (88.89)

Figures in the parenthesis indicate percentage

The figures in the table show that the main support area to resend the children to formal schools is the financial package. They expect free-ship and monitory support in order to meet the cost of uniform and stationery.

4.12.2. Future expectations and vocational skills they want to learn

The children and parents were also asked what they would like to do in case they do not go back to the formal schools. The simple answer both from the parents and children was to either go for wage earning and/or go for the foreign employment.

As for the vocational skills, both the children and parents would be happy if some vocational training skills are provided to the children. The children aspired to attend the following vocational training programs to live a happy life even without going back to the formal schools:

- Computer training
- Driving class
- Tailoring training
- Dancing training
- Artistic training/classes

The parents' response also confirms what the children mention in this regard.

4.13. SOP and FSP Graduates not Attending Formal Schools

The SOP and FSP graduates are expected to join formal schools after the completion of SOP and FSP. During the study period, the record shows that there is still a large population of SOP and FSP graduates who have not joined formal schools after the completion of SOP and FSP. The table and figures below present the picture of the SOP and FSP graduates who have not attended the formal schools despite their completion of the SOP and FSP classes.

Table 4.50

SOP and FSP graduates not attending formal schools

	Dhading				Siraha		Total			
	SOP	Percent	FSP	Percent	SOP	Percent	SOP	Percent	FSP	Percent
SOP and FSP graduates	68	100.00	123	100.00	162	100.00	230	100.00	123	100.00
Entered formal school	57	83.82	92	74.80	123	75.93	180	78.26	92	74.80
Not entered	11	16.18	31	25.20	39	24.07	50	21.74	31	25.20

As it is given in the table and figures, a great majority of SOP children (83.82%) in Dhading have entered formal schools followed by 76 percent in Siraha. In case of FSP, 75 percent of the children have entered formal schools. The table also shows that still many children (25.20%) who are not attending the mainstream education even after the completion of SOP and FSP.

Figure 9: SOP graduates in Dhading
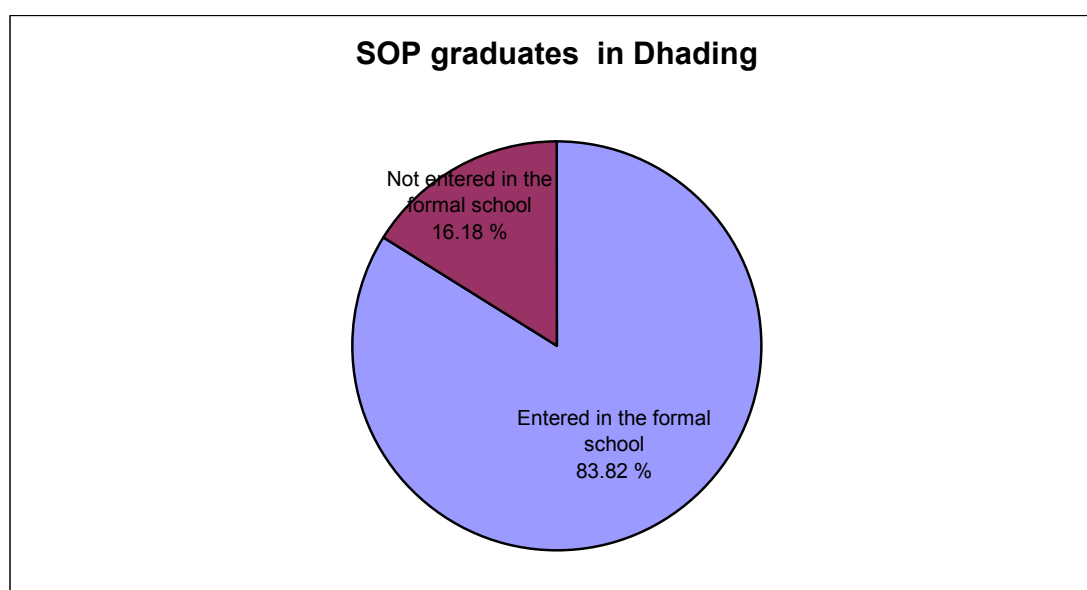
Figure 10: SOP graduates in Siraha

SOP graduates in Siraha

Not entered in the formanl school
24.07 %

Entered in the formal school
75.93 %
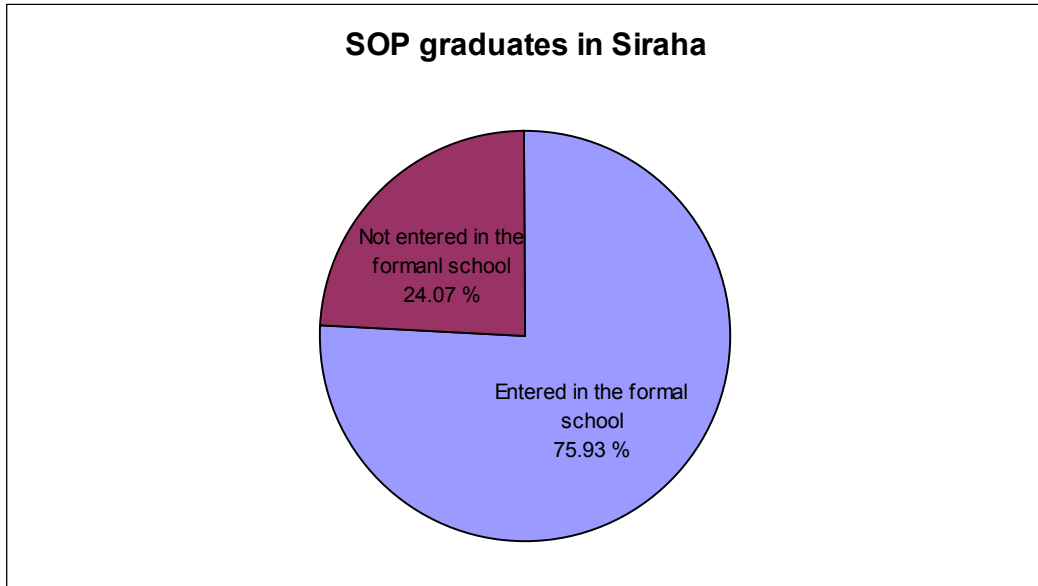
Figure 11: FSP graduates in Dhading

FSP graduates in Dhading

Not entered in the formal school
25.20 %

Entered in the formal school
74.80 %
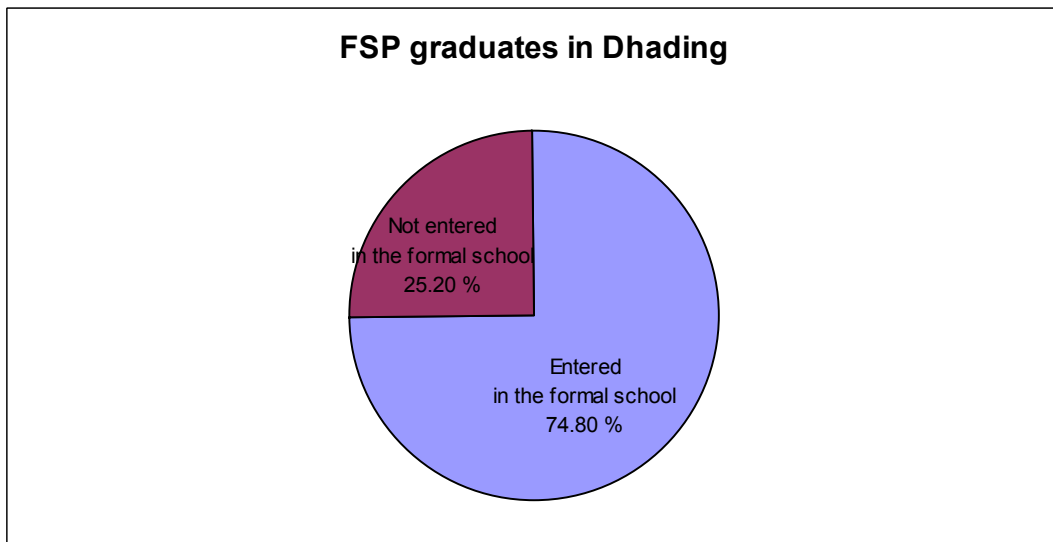
Some of the children as shown by the figures above have not entered formal schools. These children are either staying idle at home or have engaged in different jobs. The children who were tracked during the study were asked to record the reasons of not joining the formal schools after the SOP and FSP program. The main reasons for not attending formal schools as responded by children and parents are given in the following table.

Table 4.51
Reasons of not joining formal school

Respondents	Reasons	Dhading		Siraha		Total
		N=14	%	N=15	%	N=29
Children	Economic reason	7	50.00	4	26.67	11 (37.93)
	Lack of economic support from school	1	7.14	3	20.00	4 (13.79)
	Jungle route	1	7.14	3	20.00	4 (13.79)
	Family prohibition	5	35.71	14	93.33	19 (65.52)
	Over age	1	7.14	1	6.67	2 (6.90)
Parents		N=19		N=15		N=34
	Economic reason	13	68.42	13	86.67	26 (76.47)
	Far distance	3	15.79	5	33.33	8 (23.53)
	Family prohibition	4	21.05	3	20.00	7 (20.59)
	Over age	1	5.26	0	00	1 (2.94)

Figures in the parenthesis indicate percentage

One of the main reasons for not joining the formal schools after the completion of SOP and FSP for majority of the children is family prohibition (65.52%) and economic reason (76.47%) for parents. Other reasons which carry more value in this regard are distance of the formal school, jungle route and over age.

4.13.1. Conditions to join formal school and the type of supports expected

Majority of the children in the sample would like to join formal schools and the parents are also willing to send them there. Both the children and parents have put forward some conditions for joining the formal schools which are given in the table below.

Table 4.52

Conditions to join school and type of support expected

Respondents	Conditions	Dhading N=14	Siraha N=15	Total N=29
Children	Family support provision	8 (57.14)	15 ()	23 (79.31)
	Economic support from school	6 (42.86)	6 (40.00)	12 (41.38)
	Similar age students	1 (7.14)	2 (13.33)	3 (10.34)
	Stationery support	2 (14.29)	4 (26.67)	6 (20.69)
	Skill training	0 (00)	1 (6.67)	1 (3.45)
Parents	Conditions	N=19	N=15	N=34
	Family support provision	3 (15.19)	1 (6.67)	4 (37.33)
	Economic support from school	13 (68.42)	14 (93.33)	27 (79.41)
	Stationery support	3 (15.79)	3 (20.00)	6 (17.65)

Type of support expected	Support type	N=14	N=15	N=29
Children	Copy/book/pencil	10 (71.43)	11 (73.33)	21 (72.41)
	Dress	7 (50.00)	8 (53.33)	15 (51.72)
	School meals	2 (14.29)	3 (20.00)	5 (17.24)
	Free-ship/admission free	4 (28.57)	5 (33.33)	9 (31.03)
	Economic support	6 (42.86)	12 (80.00)	18 (62.07)
		N=19	N=15	N=34
Parents	Copy/book/pencil	6 (42.86)	15 (100.00)	21 (72.41)
	Dress	6 (42.86)	14 (93.33)	20 (68.97)
	Free-ship/admission free	6 (42.86)	0 (00)	6 (20.69)
	Economic support	5 (35.71)	15 (1000)	20 (68.97)

Figures in the parenthesis indicate percentage

The table shows that 'family support' (79.31%) is the main condition mentioned by the children to join the school. This was followed by economic support from school and stationery support. In case of parents 'economic support from school' (79.41%) and 'family support' (37.33%) ranked the highest in their priority as the conditions of attending formal schools. In case of the supports expected, the children demanded copy/book/pencil as the first rank followed by economic support, dress and free-ship and admission fee. The parents also expected the same supports to send their children to formal schools.

Table 4.53

Alternatives they want to engage in if they do not join schools

Respondents	Future expectations about the children's life	Dhading		Siraha		Total N=29
		N=14	%	N=15	%	
Children	Religious study	1	7.14	2	13.33	3 (10.34)
	Household chores	1	7.14	0	0.00	1 (3.45)
	Stay at home	6	42.86	2	13.33	8 (27.59)
	Nothing	1	7.14	10	66.67	11 (37.93)
Parents	Religious study	0	00	5	33.33	5 (17.24)
	Household chores	8	57.14	8	53.33	16 (55.17)
	Stay at home	4	28.57	1	6.67	5 (17.24)
	Don't know	7	50.00	1	6.67	8 (27.59)

Figures in the parenthesis indicate percentage

The table shows that in case the children do not want to rejoin schools and the parents do not send them there too, they have some other alternatives and interest to pursue. Majority of the children are still not very sure what they are going to do but some children expressed that they

will stay at home and some of them also mentioned that they will study religion and some even have plans to help in household chores.

The parents on the other hand would like to keep their children at home to get help in their household chores. Some of the parents are also interested to send their wards for religious study and still a small number of parents are not pretty sure about what their children need to engaged in.

4.14. SOP and FSP Incompleters

The objective of SOP and FSP is to provide access to education for the children of the areas where formal school is not easily accessible. SOP and FSP are the examples of such program currently running in many districts of Nepal. Though the SOP and FSP children are expected to complete the three year cycle and then join formal schools in grade four and six, there are still many children who leave SOP and FSP classes before they complete the cycle. The table below presents the picture of SOP and FSP incompleters in the study area.

Table 4.54
SOP and FSP completers/incompleters

Completer/ incompleters	Dhading				Siraha		Total			
	SOP		FSP		SOP		SOP		FSP	
	Number	%	Number	%	Number	%	Number	%	Number	%
Completers	68	69.39	123	79.87	162	73.30	230	72.10	123	79.87
Incompleters	30	30.61	31	20.13	59	26.70	89	27.90	31	20.13
Total	98	100.00	154	100	221	100	319	100	154	100

As can be seen from the table above, the proportion of SOP and FSP incompleters is higher in SOP than in FSP in case of Dhading district. The same pattern can be observed in district-wise comparison also. In total, around one fifth of the SOP and FSP children were found to have left the SOP and FSP classes without completing the cycle.

Figure 12: SOP completers and incompleters in Dhading

SOP completers and incompleters in Dhading

Incompleters
30.61 %
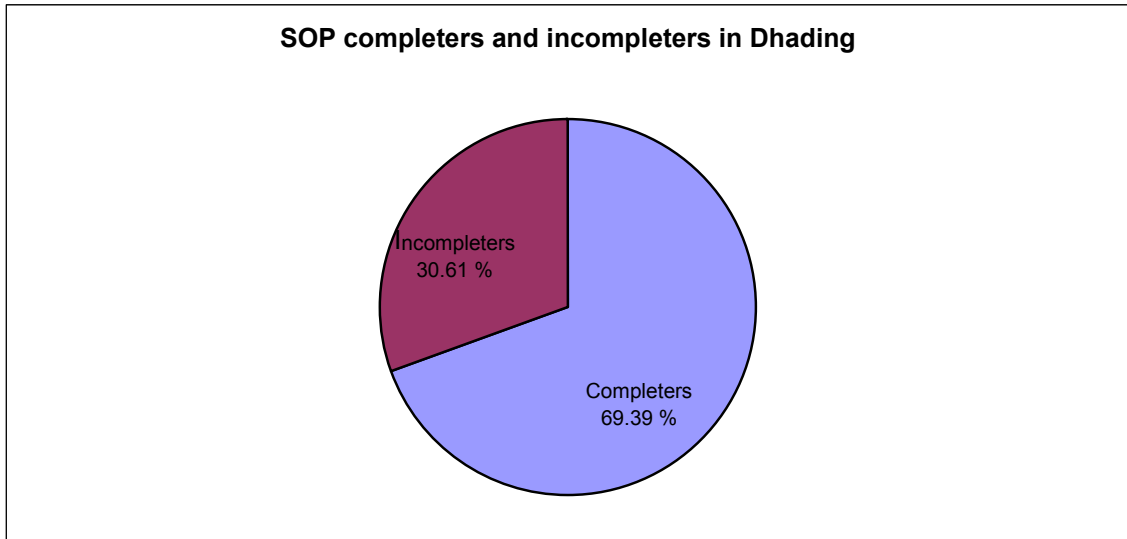
Completers
69.39 %

Figure 13: SOP completers and in completers in Siraha

SOP completers and incompleters in Siraha

Incompleters
26.70 %
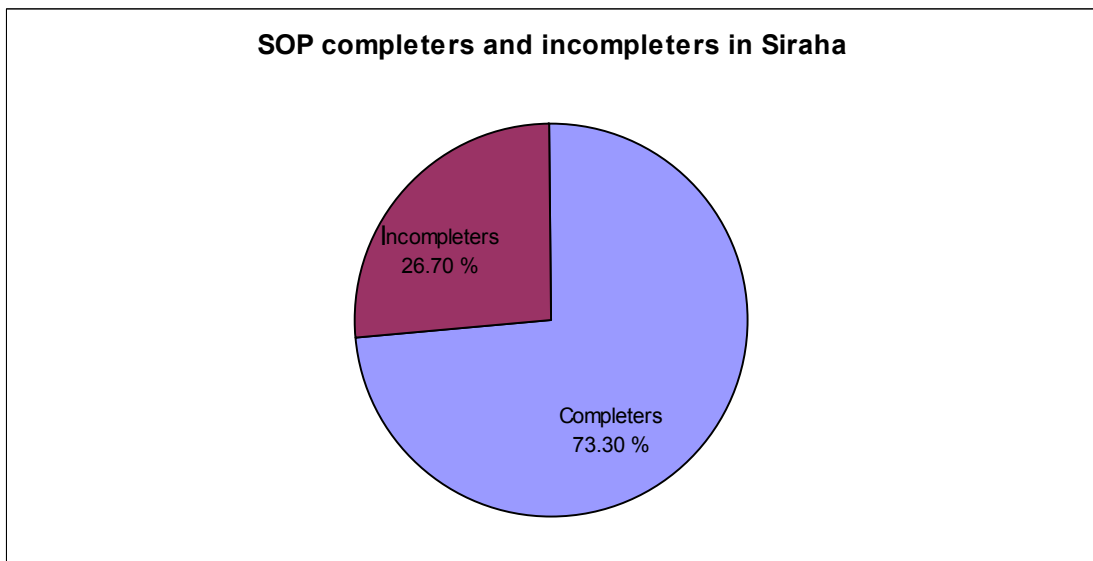
Completers
73.30 %

Figure 14: FSP completers and in completers in Dhading

FSP completers and incompleters in Dhading

Incompleters
20.13 %
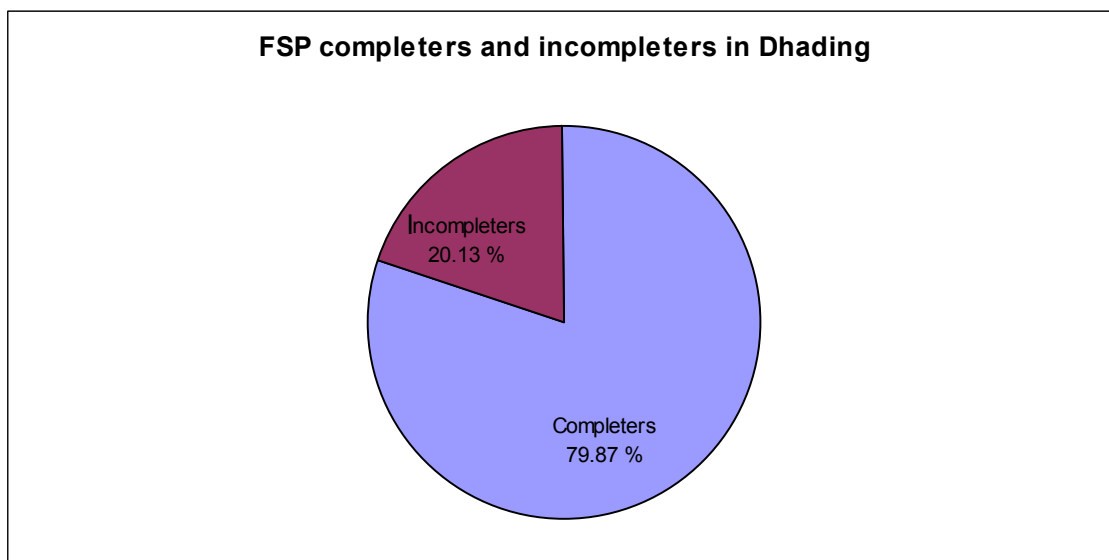
Completers
79.87 %

Majority Age of the SOP and FSP incompleters fall under the age of 6,8,9,10,11 and 12 with a slight higher proportion of age group 10 – 12. Level-wise, level 2 and 3 are the main levels from which the children leave the centres being level three as the major one.

4.14.1. Causes of incompletion and type of supports expected to rejoin SOP and FSP

There are many factors behind the incompletion of SOP and FSP cycle. The main factors responsible for the incompletion of the cycle are mainly due to the socio-economic status of the households and their parents. The table summarises the causes of cycle incompletion as reported by the children.

Table 4.55
Causes of leaving SOP and FSP

Causes	Children		Parents	
	N=13	**%**	**N= 9**	**%**
Looking after sibling	5	38.46	2	22.22
Domestic/household chores	2	15.38	1	11.11
Not interested in study	4	30.77	5	55.56
Parental indifference	3	23.08	2	22.22

The table depicts that the main reason for incompletion of the SOP and FSP cycle is the household work the children have engaged in. Majority of the children were forced to leave SOP and FSP classes in order to look after sibling. The second majority of children were found to have left the cycle simply due to their disinterest in study followed by parental indifference and domestic/household chores. The parents reported that it was not mainly due to their pressure but due to the interest of their children too.

4.14.2. Condition to rejoin SOP and FSP and the type of support expected

Around 50 percent of the children who did not complete the cycle said that they still want to rejoin SOP and FSP. Interestingly around 50 percent of the children said that they are no more interested to continue their education in the SOP and FSP classes. Those who are interested to continue expected the following support to rejoin SOP and FSP.

Table 4.56
Type of support needed to join SOP and FSP as responded by children

Support type	Children		Parents	
	N=13	%	N= 9	%
Copy/book/pencil	1	7.69	1	11.11
Dress	3	23.08	4	44.44
School meals	3	23.08	2	22.22
Economic support	3	23.08	5	55.56

Figures in the parenthesis indicate percentage

Majority of the incompleters said that they would rejoin the classes if dress (44.44%), economic support (55.56%) and stationery support are provided to them. About 23 percent of the children also expected school meal (snacks) during the SOP and FSP classes.

Economic support was expected as the main support by the parents followed by dress, school meal and stationery support.

4.14.3. Future expectations and skills they want to learn

The SOP and FSP incompleters also mentioned what they would like to do in case they do not rejoin the SOP and FSP classes. They were not able to mention any specific future plan in concrete. However, some the things they could spell out as their future work are:

- working at home
- going to formal school
- staying at home

- going for job
- doing nothing

The vocational skills the children want to learn and the interest of their parents are:
- tailoring
- knitting
- carpentry
- farming

4.15. Activities the Children are Engaged in

In order to assess the existing situation of SOP and FSP children, all of them in the sample were asked what they are doing at present. The responses obtained from them are given in the table below.

Table 4.57

Type of activities the children are engaged in at present

Activities	Dhading		Siraha		Total
	N=127	%	N=75	%	N=202
Domestic work (grass cutting, cleaning, fetching water)	20	15.75	18	24.00	38 (18.81)
Studying	86	67.72	54	72.00	140 (69.31)
Nothing doing	1	6.79	0	0.00	1 (0.50)
Gothalo (cattle grazing, goats)	6	4.72	8	10.67	14 (6.93)
Staying at home	3	2.36	3	4.00	6 (3.97)
Vegetable farming with father	1	0.79	3	4.00	4 (1.98)

Figures in the parenthesis indicate percentage

As can be seen from the figures above, majority of the SOP and FSP children are studying in formal schools. This is the good indication that SOP and FSP have been able to encourage children to attend formal schools after the completion of SOP and FSP. However, a considerable number of children are still engaged in several other works such as domestic work, cattle grazing, helping parents in farm production and some are doing nothing.

4.16. Future Plan of the Children

Everybody has his/her future aim and would like to become something in the future. The children in the sample along with their parents were asked to mention their future plan. The responses obtained from them are summarised in the table below.

Table 4.58

Future plan of the children and interest of their parents

Respondents	Plan	Dhading		Siraha		Total
		N = 127	%	N=75	%	N=202
Children	Engineers	2	1.57	3	4.00	5 (2.48)
	Teacher/miss	53	41.73	26	34.67	79 (39.11)
	Campus chief/lecturer	3	2.36	0	0.00	3 (1.49)
	Army	3	2.36	3	4.00	6 (2.97)
	Driver	6	4.72	2	2.67	8 (3.96)
	Doctor	14	11.02	17	22.67	31 (15.35)
	Govt. Job	7	5.51	8	10.67	15 (7.43)
	Educated farmer	4	3.15	0	0.00	4 (1.98)
	Nurse	7	5.52	0	0.00	7 (3.47)
	Overseers	3	2.36	4	5.33	7 (3.47)
	Actors/players	16	12.60	2	2.67	18 (8.91)
	Don't know	14	11.02	18	24.00	32 (15.84)
Parents		N=124		N=75		N=199
	Engineers	3	2.36	0	0.00	3 (1.51)
	Teacher/miss	25	19.69	13	17.33	38 (19.10)
	Campus chief/lecturer	3	2.36	2	2.67	5 (2.51)
	Army	3	2.36	0	0.00	3 (1.51)
	Driver	4	3.15	2	2.67	6 (3.02)
	Doctor	5	3.94	16	21.33	21 (10.55)
	Govt. Job	33	25.98	8	10.67	41 (20.60)
	Educated farmer	3	2.36	0	0.00	3 (1.51)
	Nurse	5	3.94	0	0.00	5 (2.51)
	Overseers	3	2.36	0	0.00	3 (1.51)
	Actors/players	2	1.57	0	0.00	2 (1.01)
	Businessman	2	1.57	0	0.00	2 (1.01)
	Social service	1	0.79	0	0.00	1 (0.50)
	Don't know	20	15.75	28	37.33	48 (24.12)

Figures in the parenthesis indicate percentage

Majority of the children have seen teaching as their main future profession followed by doctor. A considerable number of children could not exactly say what they are going to be in future. The other professions, which scored higher rank, are actors/actress and government job which ranks in the highest position in the parents' ranking.

4.17. Evaluation of SOP and FSP Program

Any program has two sides of a coin. SOP and FSP program have also been perceived differently by different stakeholders. The respondents were asked to make a perceptual evaluation over the SOP and FSP program. Children and parents as the immediate beneficiaries were asked to list the most interesting things and least interesting things in relation to SOP and FSP program. The summary of their responses is presented in the tables below.

Table 4.59
Most interesting and least interesting things of SOP and FSP

Most interesting things for children	Dhading		Siraha		Total
	N=127	%	N=75	%	N=202
Receipt of new books	42	33.07	8	10.67	50 (24.75)
Appropriate/suitable time/flexibility in time	18	14.17	6	8.00	24 (11.88)
Accessible location	13	10.24	6	8.00	19 (9.41)
Recreational activities	48	37.80	57	76.00	105 (51.98)
Least interesting things:					
Late receipt of books	26	20.47	5	6.67	31 (14.85)
Forced discontinuation of class	14	11.02	2	2.67	16 (7.92)
Unfriendly behaviour of facilitator	17	13.39	1	1.33	18 (8.91)
Strict discipline	12	9.45	30	40.00	39 (19.31)
Teaching by only one teacher	16	12.60	0	0.00	19 (9.41)
Work at facilitator's home	7	5.51	0	0.00	7 (3.47)
Nothing	27	21.26	32	42.67	49 (24.26)
Most interesting things for parents	**N=124**		**N=75**		**N=199**
Go to picnic	2	1.61	3	4.00	5 (2.51)
Nearness to home	45	36.29	30	40.00	75 (37.68)
Good teaching	28	22.58	36	48.00	64 (32.16)
Support from friends	9	7.26	2	2.67	11 (5.53)
Free teaching	27	21.77	13	17.33	40 (20.10)
Least interesting things:					
School near the river	4	3.23	9	12.00	13 (6.33)
Public contribution difficult	8	6.45	5	667	13 (6.33)
Irregular facilitators	27	21.77	5	6.67	32 (16.08)
Neighbouring conflict	3	2.42	2	2.67	5 (2.51)
Lack of physical facilities	25	20.16	18	24.00	22 (11.05)
Students' irregularity	7	5.65	0	0.00	7 (3.52)
Only 3 years program	26	20.97	8	10.67	22 (11.06)
Time of the session not appropriate	6	4.84	1	1.33	6 (3.02)

Figures in the parenthesis indicate percentage

The children rated recreational activities, receipt of new books and timing of the SOP and FSP classes as the most interesting things of SOP and FSP where as the parents rated the short distance from home, good teaching and free education at the top rank. Regarding the least interesting thins, children rated strict discipline, late receipt of books and unfriendly behaviour of the facilitators whereas the parents rated irregularity of the facilitators, lack of physical facilities and the length of the program (3 years) as the least interesting things.

Table 4.60
Evaluation of SOP and FSP program by facilitators

Aspects of the programme	Rating	Dhading		Siraha		Total
		Number	%	Number	%	
Trainers' performance	Good	8	66.67	2	25.00	10 (50.00)
	Fair	2	16.67	4	50.00	6 (30.00)
	Poor	2	16.67	2	25.00	4 (20.00)
Students' achievement	Good	1	8.33	1	12.50	2 (20.00)
	Fair	10	83.33	5	62.50	15 (75.00)
	Poor	1	8.33	2	25.00	3 (15.00)
Supervisory support	Good	2	16.67	0	0.00	2 (10.00)
	Fair	5	41.67	3	37.50	8 (40.00)
	Poor	5	41.67	5	62.50	10 (50.00)
Training package	Good	2	16.67	2	25.00	4 (20.00)
	Fair	6	50.00	5	62.50	11 (55.00)
	Poor	4	41.67	1	12.50	5 (25.00)
Duration of facilitators' training	Adequate	2	16.67	2	25.00	4 (20.00)
	Inadequate	10	83.33	6	75.00	16 (80.00)
Supports received	Adequate	5	41.67	2	25.00	7 (35.00)
	Inadequate	7	58.33	6	75.00	13 (65.00)
Total		**12**	**100.00**	**8**	**100.00**	**20**

Figures in the parenthesis indicate percentage

The above table presents the evaluation of the SOP and FSP program as a whole by the facilitators. The facilitators rated the over all program in terms of trainer's performance, students' achievement, supervisory support, training package, duration of their training and the supports received. The results show that the trainers who trained them were rated as good by the fifty percent of the facilitators followed by fair and poor. In case of students' achievement majority of them rated it as fair followed by poor and good. The facilitators rated the supervisory support as poor and their training package as fair. The duration of their training and the supports received were recorded as inadequate.

Table 4.61
Rating of SOP and FSP program by facilitators

Rating by facilitator	Dhading		Siraha		Total
	Number	%	Number	%	
Excellent	3	25.00	1	12.50	4 (20.00)
Good	6	50.00	4	50.00	10 (50.00)
Poor	2	16.67	0	0.00	2 (10.00)
Undecided	1	8.33	3	37.50	4 (20.00)
Total	**12**	**100.00**	**8**	**100.00**	**20 (100)**
Rating by head-teachers/teachers					
Excellent	2	13.33	0	0.00	2 (8.33)
Good	4	26.67	9	100.00	13 (54.16)
Poor	8	53.33	0	0.00	8 (33.33)
Undecided	1	6.67	0	0.00	1 (4.17)
Total	**15**	**100.00**	**9**	**100.00**	**24 (100)**
Rating by RPs/SSs					
Excellent	0	0.00	1	16.67	1 (7.69)
Good	2	28.57	5	83.33	7 (53.85)
Poor	5	71.43	0	0.00	5 (38.46)
Total	**7**	**100.00**	**6**	**100.00**	**13 (100)**

Figures in the parenthesis indicate percentage

The table above presents the rating of the overall SOP and FSP program by different categories of respondents. Majority of the respondents from all categories have rated SOP and FSP as good followed by poor. The excellent rating from respondents ranges from 8 to 20 percent.

Table 4.62

Expectations/satisfactions of SOP and FSP

Aspects of the program (Facilitators' Rating)		Dhading		Siraha		Total
		N=12	%	N=8	%	N=20
Number of SOP and FSP graduates	Satisfactory	7	58.33	7	87.50	14 (70.00)
	Unsatisfactory	4	33.33	0	0.00	4 (20.00)
	Undecided	1	8.3	1	12.50	2 (10.00)
Parental support	Satisfactory	5	41.67	5	62.50	10 (50.00)
	Unsatisfactory	7	58.33	2	25.00	9 (45.00)
	Undecided	0	0.00	1	12.50	1 (5.00)
Children's participation in learning	Satisfactory	10	83.33	7	87.50	17 (85.00)
	Unsatisfactory	2	16.67	1	12.50	3 (15.00)
	Undecided	0	0.00	0	0.00	0 (0.00)
Professional support from the local supervisor	Satisfactory	2	16.67	3	37.50	5 (25.00)
	Unsatisfactory	9	75.00	4	50.00	13 (65.00)
	Undecided	1	8.33	1	12.500	2 (10.00)
Aspects of the program (RPs and SSs' Rating)		**N=7**		**N=6**		**N=13**
Number of SOP and FSP graduated children	Satisfactory	4	57.14	5	33.33	9 (69.23)
	Unsatisfactory	3	42.86	1	16.67	4 (30.77)
Parental support	Satisfactory	1	14.29	6	100.00	7 (53.85)
	Unsatisfactory	6	85.71	0	0.00	6 (46.15)
Children's participation in learning	Satisfactory	5	71.43	5	83.33	10 (76.92)
	Unsatisfactory	2	28.57	1	16.67	3 (23.08)
Professional support from the local supervisor	Satisfactory	2	28.57	2	33.33	4 (30.77)
	Unsatisfactory	7	71.43	4	66.67	11 (84.61)
Aspects of the program (community leaders' Rating)		**N=14**		**N=13**		**N=27**
Number of SOP and FSP graduated children	Satisfactory	11	78.57	12	92.31	23 (85.19)
	Unsatisfactory	3	21.43	1	7.69	4 (14.81)
Parental awareness	Satisfactory	8	57.14	11	84.62	19 (70.37)
	Unsatisfactory	6	42.86	2	15.38	8 (29.63)
Children's participation in learning	Satisfactory	13	92.86	12	92.31	25 (92.59)
	Unsatisfactory	1	7.14	1	7.69	2 (7.40)
Professional support from the local supervisor	Satisfactory	5	35.71	5	38.46	10 (37.04)
	Unsatisfactory	9	64.29	4	30.77	13 (48.15)
	Undecided	0	0.00	4	30.77	4 (14.81)
Community attitude	Satisfactory	14	100.00	12	92.31	26 (96.30)
	Unsatisfactory	0	0.00	1	7.69	1 (3.70)

Figures in the parenthesis indicate percentage

The table indicates that the number of SOP and FSP graduates, parental support and children's participant in learning were rated as satisfactory by the majority of all categories of respondents. Similarly, professional support from the local supervisor and the other professional support for the facilitators were rated as unsatisfactory by majority of the respondents.

Table 4.63

Community leaders' view point on facilitators and program

Viewpoint on facilitators	Dhading		Siraha		Total
	N=14	%	N=13	%	N=27
Effective facilitators demanded	3	21.43	2	15.38	5 (18.52)
Regular supervision needed	1	7.14	1	7.69	2 (7.41)
Increment of facilitator quota	3	21.43	3	23.08	6 (22.22)
Untrained/unqualified/ineffective facilitator leading to low performance of children	4	28.57	0	0.00	4 (14.81)
Increment of salary	2	14.29	7	53.85	9 (33.33)
Positive attitude needed	5	35.71	10	76.92	15 (55.56)
Viewpoint on the program					
Should continue	8	57.14	8	61.54	16 (59.26)
Positive attitude	8	57.14	12	92.31	20 (74.07)
Required transparency in recruiting facilitators	1	7.14	0	0.00	1 (3.70)

Figures in the parenthesis indicate percentage

The community leaders as shown in the table expect the facilitators to have positive attitude to the children and the program. Similarly, they are also in favour of increasing their salary and their quota. Further, they demanded that the facilitators should be effective and trained to run the program smoothly. They also said that the program should continue in the future with transparent mechanism in the recruitment of the facilitators.

Table 4.64

Evaluation of SOP and FSP

Rating of community leaders	Dhading		Siraha		Total
	N=14	%	N=13	%	N=27
Objectives					
Good for disadvantaged groups	12	85.71	8	61.54	20 (74.07)
Good for home reached learning	7	50.00	6	46.15	13 (48.15)
Good for increasing access to education	7	50.00	8	61.54	15 (55.56)
Supervision for literacy campaign	3	21.43	1	7.69	4 (14.81)
Activities					
More effective	2	14.29	4	30.77	6 (22.22)
Effective	6	42.86	9	69.23	15 (55.56)
Less effective	3	21.43	0	0.00	3 (11.11)
Don't know	2	14.29	0	0.00	2 (7.41)
Not effective due to lack of materials	2	14.29	0	0.00	2 (7.41)
Not effective due to lack of supervision	1	7.14	0	0.00	1 (3.70)
Implementation					
More effective	1	7.14	3	23.08	4 (14.81)
Effective	6	42.8	8	61.54	14 (51.85)
Less effective	6	42.86	1	7.69	7 (25.93)
Don't know	0	0.00	1	7.69	1 (3.70)
Change of facilitators	1	7.14	0	0.00	1 (3.70)
Effectiveness					
Positive impact on literacy	7	50.00	12	2.31	19 (70.37)
Positive impact on change in behaviour	2	14.29	6	46.15	8 (29.63)
Make the community people aware of education	4	28.57	5	38.46	9 (33.33)
Opportunity of education for dalit and ethnic people	9	64.29	1	7.69	10 (37.04)

Figures in the parenthesis indicate percentage

The community leaders made their opinions in the objective of SOP and FSP positively. They said that the SOP and FSP have been able to target disadvantaged communities and it has given access to the targeted population. They also said that the activities of SOP and FSP and their implementation modality were effective brining positive impact in the literacy rate and providing opportunity for dalits and ethnic children in the society.

Children who could not participate in the SOP and FSP programs:

Despite the efforts made by NFEC, there are still a considerable number of children who have not attended the SOP and FSP programs. The table below gives the picture of the number of children in their observations who have not attended these programs.

Table 4.65

Number of children not being able to participate in SOP and FSP

Respondents	Dhading	Siraha	Total
Facilitators	137	281	418
RPs and SSs	90	95	185
Community leaders	100	103	203

This table presents an alarming picture of the children who still have not attended any education program. According to the facilitators, RPs, and community leaders the number of children who have not been able to attend SOP and FSP classes are many and it ranges from 90 – 137 in Dhading and 95 – 281 in Siraha.

4.18. Major Problems of SOP and FSP

The respondents have also indicated some problems pertaining SOP and FSP program. The summary of the problems and their frequency count is given in the tables below.

Table 4.66

Problems SOP and FSP

Problems reported by facilitators	Dhading		Siraha		Total
	N=12	%	N=8	%	N=20
Irregularity of students	8	66.67	4	50.00	12 (60.00)
Late coming of children	7	58.33	5	62.50	12 (60.00)
No timely availability of materials	7	58.33	7	87.50	14 (70.00)
Inadequate salary/remuneration	4	33.33	5	62.50	9 (45.00)
Lack of substitute facilitators	6	50.00	5	62.50	11 (55.00)
Not getting salary in time	1	8.33	2	25.00	3 (15.00)
Overage of the children	9	75.00	4	50.00	13 (65.00)
Low level of students' ability	4	33.33	2	25.00	6 (30.00)
Diverse age group leading to learning difficulty	8	66.67	4	50.00	12 (60.00)
Non-supportive learning environment at home	8	66.67	7	87.50	15 (75.00)
Admission of children to SOP and FSP every year	3	25.00	6	75.00	9 (45.00)

Figures in the parenthesis indicate percentage

As the number shows in the table above, the main problems associated with the SOP and FSP as mentioned by the facilitators are:

- No timely availability of materials
- Lack of substitute facilitators
- Late coming of children
- Diverse age group leading to learning difficulty
- Non-supportive learning environment at home
- Overage of the children

4.19. Suggested Measures Improve the SOP and FSP Program

In order to improve the SOP and FSP program, suggestions were sought from its key stakeholders during the study. The suggestions obtained from them are listed in the following table.

Table 4.67

Suggestions for the improvement of the programs

Suggestions of the facilitators	Dhading		Siraha		Total
	N = 12	%	N = 8	%	N = 20
Increase the salary of facilitator	6	50.00	6	75.00	12 (60.00)
Increase stationary support to children	4	33.33	4	50.00	8 (40.00)
Continuity to the program	5	41.67	6	75.00	11 (55.00)
Parental incentive or income generation support	3	25.00	3	37.50	6 (30.00)
Permanent physical facilities	4	33.33	2	25.00	6 (30.00)
Regular supervision from RP/SS	4	33.33	1	12.50	5 (25.25)
Regular evaluations of facilitators' performance	2	16.67	1	12.50	3 (15.00)
Increase the quota of students and facilitators	1	8.33	2	25.00	3 (15.00)
Provision of day meal (Tiffin)	2	16.67	1	12.50	3 (15.00)
Increase the duration of training from 15 days to 30 days	4	33.33	1	12.50	5 (25.00)
More responsibility supported by salary	2	16.67	0	0.00	2 (10.00)
Supervision by the community	6	50.00	2	25.00	8 (40.00)
Suggestions of the head-teachers/teachers	**N = 15**		**N = 9**		**N = 24**
Transparency	8	53.33	5	55.56	13 (54.17)
Participatory supervision and monitoring mechanism	11	73.33	4	44.44	15 (62.50)
Program should be connected by recognized organization	4	26.67	0	0.00	4 (16.67)
Focus on target group	4	26.67	4	44.44	8 (33.33)
Preference to female facilitator	3	20.00	0	0.00	3 (12.50)
Increment in salary	0	0.00	8	88.89	8 (33.33)
Scholarship to the students	0	0.00	7	77.78	7 (29.17)
Suggestions of RPs and SSs	**N = 7**		**N = 6**		**N = 13**
Demand driven program	4	57.14	6	100.00	10 (76.92)
Level and caste based facility	4	57.14	3	50.00	7 (53.85)
Monitoring from local level	5	71.43	2	33.33	7 (53.85)
Need identification	2	28.57	5	83.33	7 (53.85)
Monitoring from district level	2	28.57	3	50.00	5 (38.46)
Integrated supervision	1	14.29	2	33.33	3 (23.08)
Suggestions of the community leaders	**N = 14**		**N = 13**		**N = 27**
Monitoring and supervision at the local level	9	64.29	5	38.46	14 (51.85)
Classroom and furniture	5	35.71	5	38.46	10 (37.04)
Timely availability of salary	2	14.29	0	0.00	2 (7.41)
Increment in salary	3	21.43	9	69.23	12 (44.44)
More stationery support	4	28.57	7	53.85	11 (40.74)
Recruitment of community approved teacher	2	14.29	1	7.69	3 (11.11)
Pre-launching information to the community	1	7.14	0	0.00	1 (3.70)
Community /local participation in evaluation of the program	5	35.71	0	0.00	5 (18.52)

Figures in the parenthesis indicate percentage

From the above table, the major suggestions provided by the different respondents can be drawn as follows:

- Continuity of the program
- Demand driven program
- Increase stationary support to children
- Increase the salary of facilitator
- Level and caste based facility
- Monitoring and supervision at the local and district level
- Need identification
- Participatory supervision and monitoring mechanism
- Transparency

Some other suggestions pointed out by them are as follows:

- Classroom and furniture
- Focus in target group
- Increase stationary support to children
- Increase the duration of training from 15 days to one month
- Integrated supervision
- More stationery support
- Parental incentive or income generation support
- Permanent physical facilities
- Regular supervision from RP/SS
- Scholarship to the students

4.20. Community Development Activities

Community development activities can contribute positively for the spread of education in the society. They also bring awareness among the community members about the importance of education for those children who are out of schools for various reasons. In the study area also it was observed that some community development activities were ongoing. The main community development activities recorded during the field visit are as follows:

- Adult literacy program
- Forestry conservation group

- Drinking water tap/well

- Toilets

- Knitting, weaving and tailoring

These programs have been carried out by several GOs, NGOs/CBOs/, INGOs and local level forums that include:

- Red cross

- Mahila bikas

- Navajagaran

- NGO federation

- Dalit Sewa Sangh

4.21. Non-formal Education Activities in the Community

In addition to the SOP and FSP, some other non-formal education programs have been carried out in the community. The main non-formal education activities recorded during the study are as follows.

- Adult education

- Women's education

- Community learning centres

- Income generating activities

4.22. Non-formal Education Needs of the Community

As non-formal education program are widespread in the country, identification of the non-formal needs of the community is highly desirable. Thus, in the study areas following non-formal education needs were identified.

- Construction of centre building

- Continuation of the program

- Furniture

- Supply of additional facilities

- Public awareness on NFE

- Local supervision by the community

In order to make the non-formal education programs effective, community support and the support of local NGOs, INGOs and CBOs is essential. The respondents suggested the following options as the contribution of these organisations in the implementation of non-formal education program.

Table 4.68

Expected community support in providing non-formal education

Expectations of the community	Dhading		Siraha		Total
	N=14	%	N=13	%	N=27
Free labour	11	78.57	5	38.46	16 (59.26)
Contribution in kind	4	28.57	5	38.46	9 (33.33)
Providing facilities	0	0.00	1	7.69	1 (3.70)
Providing land for construction	5	35.71	3	23.08	8 (29.63)
Providing venue	8	57.14	1	7.69	9 (33.33)
Help create learning environment	1	7.14	2	15.38	3 (11.11)
Sending children to the centre	1	7.14	7	53.83	8 (29.63)
Expected support from NGOs/CBOs in SOP and FSP					
Providing meal	6	42.86	4	30.77	10 (37.04)
Providing dress	3	21.43	2	15.38	5 (18.52)
Parental awareness	4	28.57	2	15.38	6 (22.22)
Providing physical facilities, toilet, furniture	4	28.57	8	61.54	12 (44.44)

Figures in the parenthesis indicate percentage

4.23. Selected cases

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Case 1: A Success Story

Name of the student:	Jit Bahadur Tamang, Age: 12
Grade studying in the school:	Six
Name of the formal school:	Mahavir Secondary School Chainpur
SOP Centre:	Dhodhana -4, Siraha

Description of the case:

Jit Bahadur Tamang is an intelligent student studying at grade six of Mahavir Secondary School. After completion of the SOP cycle, he was admitted to class six of this regular school. He stood first among 106 students of the class. Among 13 students who completed SOP, he was the only one from that centre to join the formal school. Mr Tamang is a student from poor family. His parents are wage earners and they work hard for his education. Mr. Tamang disclosed that his friends are not getting any opportunity to join formal education. He has four brothers and sisters who are still out of school due to poverty. Jit Bahadur got this schooling opportunity as he lived with his maternal uncle who sent him to school. Jit Bahadur Tamang wants to become a doctor in future.

Issue

Socio-economic condition and family environment play important role in children's education. Jit Bahadur is the only one child among the five children in the family who fortunately got an opportunity to formal education. In the same family there are still four children who have not been to any formal or non-formal school. His friends, even after completing the SOP, could not join the school formally. Their parents reported that they could not afford to send their children to school due to extreme poverty.

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Case 2: FSP for Whom???

District: Dhading

Program: FSP

Description of the case

This FSP centre is running at a primary school. The FSP class runs in the morning and during day time, the same children attend the formal school in the same building with different names. The reason behind changing their names is to get material support and books from the FSP program. The original facilitator trained to run this program went to Malaysia after a year of operation of the FSP centre. His sister took over the responsibility of running this centre in his absence. She is not trained for the program and the program is still being run by her.

Issue:

The program did not cater the need of out of school children but the needs of children of formal school. The community did not see any rationale behind running such classes which are attended by the same children under different names. Absence of community awareness and monitoring may have led this result.

Case 3: SOP in Disguise

Program: SOP

District: Dhading

Program Started from : 2057 B.S. (2001)

Description of the case:

The program was brought to the village through the initiative of local high school teacher. The SOP started in a house with the local high school teacher appointed as a facilitator. The students for the SOP were borrowed from the nearby high school. They were enrolled in the SOP centre with different names. Most of these SOP enrolees were the children of the school teachers who sent them to SOP to get some stationery support and free books. The program was conducted only for two months and after this the children and teacher were brought back to the original school. Though the official record shows that the program was conducted for three years and the names of the students and facilitators are there, the community members reported the closure of the SOP centre after two months of its operation.

Issue

The program did not reach the targeted children and the misuse of fund was noticed by the community. But the community could do nothing to stop this misuse most probably because they thought it was government's money, not theirs.

CHAPTER 5. MAJOR FINDINGS AND RECOMMENDATIONS

5.1. Major Findings

Based on the discussion of the results, the following findings are derived under relevant headings:

Enrolment and cycle completion of SOP and FSP children:

1. 151 children were enrolled in SOP in Siraha in 2000 and 70 in 2001 whereas it was 98 in Dhading in 2001 with 154 children also enrolled in FSP during the same year. Thus, a total of 473 children were enrolled in FSP and SOP in a period of 2 years i.e. 2000 and 2001 indicating a growing enrolment tendency of children in SOP and FSP programs with a higher concentration in Siraha.

2. The mean age of children at enrolment in the SOP was above 8 years. A wide range in age between enrolment (4 – 14 years) and completion (7 – 17 years) of the SOP program was noticed. Similarly, the mean age of children at enrolment in FSP was above 9 years with the range of 6 – 14 years at enrolment and 9 – 17 years at completion.

3. Of those enrolled in the SOP and FSP program, 75 percent children could complete the SOP and FSP cycle indicating a 25 percent wastage.

4. The number of girls in the SOP and FSP programs is smaller than that of boys. Gender gap in enrolment is, thus, seen wider in Siraha than in Dhading.

5. Children from ethnic groups formed the largest population of the SOP and FSP (52.22%) whereas dalit children formed the lowest group indicating that the SOP and FSP is yet to reach and serve more dalit children.

Physical Facilities and Resources of the SOP and FSP centres:

6. Majority of the SOP and FSP centres did not have real classroom facilities as they were not run in child-friendly places. Classes run in verandah of private houses, public places such as public platform (*chautaro*), public inn (*pati*), club house etc. are such examples.

7. The responses of children and their parents towards the physical facilities resembled very much in that they reported these facilities as being inadequate and inappropriate.

8. As majority of the SOP and FSP centres (80%) were found conducting classes in huts, verandahs of private houses and school buildings, this has created doubt that such bare facilities may negate the learning process of the children.

9. Materials and resources wise, the parents and facilitators reported that majority of the children in the SOP and FSP programs received nearly all the materials from NFEC in time and in adequate number. But still a considerable number of children reported that they did not receive the needed materials in time.

Facilitators of the SOP and FSP Programs:

10. The number of male facilitators doubled their female counterparts. Distribution of age, experience, qualification and training of the facilitators was up to the expectation of the NFEC in that they met the requirements defined for becoming a facilitator.

11. A host of factors as counselling from RP/DEO and VDC personnel followed by the feeling of social service, unemployment and gaining experience motivated the facilitators to join the SOP and FSP programs.

12. The most frequent effort made by the facilitators to attract the children to join SOP and FSP was door to door visit followed by contact with the parents.

13. Both the children and parents, in majority, perceived the facilitators as child-friendly, cooperative and regular. Irregularity of the facilitators was, however, viewed by some children and parents as negative factors of the SOP and FSP programs.

Timing of the SOP and FSP programs:

14. Majority of the SOP and FSP classes were found to have met the defined duration (4 hours/day) for the programs despite variation in shift (timing) from morning to evening.

15. Majority of the facilitators (55%) termed the timing (day time) of the SOP/FSP classes as being inappropriate though they ran these classes in the day time.

Influencing factors for the access/in-access to SOP and FSP programs

16. About 70 percent of the parents received the SOP and FSP related information in time which indicates that the information had been disseminated to a large number of target groups in time.

17. Gender of the facilitators (female), learning environment of the SOP and FSP classes, location of the centre as being near the houses and incentives to the children in terms of free books and stationery support were reported as the major influencing factors for the access to SOP and FSP.

18. Free stationery materials, timing of the classes and free books were found to be the main source of motivation for children to attend the SOP and FSP classes.

19. Lack of awareness among the parents and poor physical facilities such as building, toilets, and playground were found to be the main in-access factors for SOP and FSP classes.

Contribution of SOP and FSP:

20. The main areas that SOP and FSP has contributed to children's learning are socialisation skills (32.67%), cooperativeness (27.23%) and friendliness (17.82%).

21. Parental perception pertaining the performance of their children in the SOP and FSP programs was found satisfactory (fair) so far their academic achievement, participation in co/extra-curricular activities and socialisation are concerned.

22. The study habits of the children have been positively influenced by the SOP and FSP classes and these classes in turn have motivated them to develop study habits (49.01%) both in schools and at home (48.02%).

23. SOP and FSP classes have also been found contributing to children's achievement in general and their language skills such as increased general knowledge, 3 R skills and language transfer in particular.

24. The SOP and FSP classes were found highly contributory to develop children's co/extracurricular activities such as participation in sports (65.84%) followed by singing and dancing (35.64).

25. Cleanliness of house (90.59%) followed by fetching water and collecting firewood and grass (57.43%), cooking and cleaning (34.65%), care of siblings (21.29%) and washing of clothes (7.92%) are the work and humane areas the children learned from the SOP and FSP classes.

26. A large majority of the children (85.64%) were found to have developed their reading and writing skills in Nepali followed by calculating, addition/subtraction (49.01%), recognition of number (40.10%) and recognition of English alphabets (33.63%).

27. The children are also found to have learned moral values such as loving the youngers, respecting the elders and personal cleanliness from the SOP and FSP programs.

28. The graduates' attitude towards learning has been rated very positive i.e. good and fair indicating that the SOP and FSP programs have contributed to the development of positive attitude towards learning.

Enrolment, dropout and repetition of SOP and FSP graduates in formal schools:

29. Majority of the SOP children were found to have enrolled in the desired grades i.e. grade four both in Dhading (73.68%) and Siraha (79.63%). In case of FSP in Dhading, only about 39 percent of the children were found enrolled in the desired grades that is grade six; the other completers (61%) were enrolled in grades 5, 4, 3 and 2. The remaining SOP completers were found enrolled in grades 3 and 2 in regular schools. This indicates that a considerable number of children were still found to have enrolled below the desired grades, especially in the case of FSP children.

30. The grades that the SOP and FSP graduates have enrolled in formal schools ranged from grades two to six.

31. The absentee rate of the SOP and FSP graduates who attended formal school was recorded lower in Dhading (10.53% and 16.30% respectively) than in Siraha (22.76%). The dropout rate was, however, found higher in Dhading (26.32% for SOP and 21.74% for FSP) than in Siraha for SOP (13.82%).

32. The repetition rate and tardiness rate of SOP graduates in formal schools were also found higher in Siraha (11.38% and 31.71%) than in Dhading (8.77 % and 13.74%). In case of FSP graduates, the tardiness rate and repetition rate in Dhading was found 18 and 13 percent respectively.

Differences between SOP and FSP and Formal schools:

33. Teachers' behaviour in formal schools resembled (54.11%) very much with that of the facilitators of the SOP and FSP programs.

34. The learning environment of formal schools was reported to be better than that of the SOP and FSP classes. Also, more teaching materials were found in formal schools than in SOP and FSP classes.

35. Some of the problems of formal schools as reported by children and their parents were less individualised instruction, lack of drinking water facility and the inconvenience caused due to large number of students. Also, individual attention and interaction in the classrooms of formal schools were not as strong as that of SOP and FSP classes.

36. Physical facilities in formal schools were found to be more appropriate than that of the SOP and FSP classes.

37. The parents reported longer class hours in formal schools than that of the SOP and FSP classes.

Influencing factors for the access/in-access to formal schools:

38. The most influencing factors for access to formal schools after SOP and FSP were found to be the learning environment of the schools and the gender of the teachers.

39. The most influential factors for in-access were poor or lack of incentives followed by low level of parental awareness, lack of children's participation, gender of teachers (more male teachers), little toilet facilities and inadequate/inappropriate playground facilities.

40. The formal schools are yet to reach the disadvantaged children such as Darai and Kumal and the dalit children.

Problems of SOP and FSP:

41. Some of the SOP and FSP centres were not run true to the objectives of the SOP and FSP programs as reflected by running of the SOP and FSP classes in school building, sending SOP and FSP graduates to lower than desired grades, enrolling children in the SOP and FSP programs in the middle of the cycle every year.

42. The SOP and FSP was found serving little, in most cases, the children defined as the target age group (6 – 8 years for SOP and 8 – 14 years for FSP) though more FSP children than the SOP ones were included in the defined age bracket.

43. The main problems of SOP and FSP programs are recorded as:

- No timely availability of materials
- Lack of substitute facilitators during the absence of main facilitator
- Late coming of children (tardiness)
- Diverse age groups leading to learning difficulty
- Non-supportive learning environment at home
- Overage of the children

44. Economic scarcity, tardiness, difficulty in coping with the subject matter in new class, distance of school and over age were found to be the main problems of the SOP and FSP graduates studying in formal schools.

Reasons of dropout from formal schools

45. Poverty stood as the main cause of dropout from the formal school, according to both children and parents, followed by death of parents and sickness of the children. The dropped out children fell between the age range of 11 – 15 years and the main grade of dropout was grade four followed by grade six and five.

46. The main reasons for not joining the schools even after the completion of SOP and FSP are lack of financial resources to meet stationery cost, school uniform (dress) and parental pressure for doing the domestic/household chores.

47. Family support was reported to be the main factor for children to motivate them to join formal schools after the completion of SOP and FSP.

48. Financial support to the dropout children would motivate them to rejoin schools, be that from family or from the DEO or community.

49. In case the children fail to join the school again, they are interested to learn the skills (vocational) such as Computer training, Motor driving, Tailoring, Dancing , Acting or going for employment, in-country or abroad.

50. The number of children who have not attended SOP and FSP in the study area ranges from 90 to 137 in Dhading and 95 to 281 in Siraha.

SOP and FSP in-completers:

51. Proportion of SOP and FSP in-completers was higher in SOP (30.61%) than in FSP (20.13%) in case of Dhading district. The same pattern was observed in district-wise

comparison also. In total, about one fifth of the SOP and FSP children were found to have left the SOP and FSP classes without completing the cycle.

52. The dropout ages of the SOP and FSP in-completers have spread over 6,8,9,10,11 and 12 years, the concentration falling on the age group 10 – 12. Level-wise, level 2 and 3 are the main levels the children leave, level three being the major one.

53. Majority of the children were forced to leave SOP and FSP classes in order to look after the siblings at home.

54. The SOP and FSP in-completers are willing to join SOP and FSP classes again upon the approval of their parents and provision of some financial support.

55. In case these children do not rejoin the SOP and FSP classes, they want to learn vocational skills; tailoring, knitting, carpentry and farming being the main.

SOP and FSP graduates not attending formal schools:

56. Though majority of the SOP and FSP graduates are attending formal schools, the ones not attending the formal schools are engaged in domestic work, cattle grazing, helping parents in farm production and some are simply beguiling time doing nothing.

57. Majority of the children want to become teachers in their future, the other professions being doctor, engineer, actors/actress and government service.

Most and least interesting things of SOP and FSP:

58. Recreational activities, receipt of new books and timing of the SOP and FSP classes were rated as the most interesting things by the SOP and FSP children where as the parents rated the near distance from home, good teaching and free education of the SOP and FSP programs as the most interesting things.

59. Strict discipline, late receipt of books and unfriendly behaviour of some facilitators were the least interesting things for children where as the parents did not like the poor physical facilities of the SOP and FSP centres.

Measures to be adopted to improve the SOP and FSP Programs:

60. To make the SOP and FSP more contributory to children's learning, 70 percent of the facilitators reported that their parents should be encouraged to visit the SOP and FSP classes and interact with the facilitators about their wards' performance.

61. The facilitators have demanded age grouping techniques (65%) and need-based instructional support (65%) and further training on SOP and FSP (35%).

62. The extent of cooperation between the SOP/FSP and the community has been found satisfactory with more possibility of its extension for the optimum result.

63. The facilitators were satisfied with the trainers and the outcome of the SOP and FSP programs but they rated supervisory support and salary as being poor.

64. The respondents expected the facilitators to be more positive towards the children with continuation of SOP and FSP programs for bringing positive impact in the literacy rate by providing access for dalit and ethnic children to education.

65. The salary of the facilitators was found to be less than that of the primary teachers and the respondents have demanded a reasonable increment in the future.

66. To improve the SOP and FSP programs, the major suggestions supplied by the respondents are:

    - Continuity of the program for its intended benefit
    - Need-based and demand driven program based on need identification before the introduction of the SOP and FSP programs
    - Increment of the salary of the facilitators to meet the salary level of a primary teacher
    - Regular participatory monitoring and supervision of the program at the local and district level with immediate feedback
    - Transparency of the program in operation
    - Appropriate classroom and furniture
    - Primary focus on target groups
    - Increased stationery support to children
    - Extended duration of training from 15 days to 30 days
    - Integrated supervision

- Parental incentive or support for income generation
- Availability of basic physical facilities
- Maintenance scholarship to the students

Socio-economic background of the parents:

67. Of the responding parents of the SOP and FSP children from both districts, a huge majority (87.94%) were males. Similarly, majority of the parents were found to have fallen in the age bracket between 30 t0 55 years from both the districts.

68. Majority of the parents (66.83%) from both districts were ethnic and dalit people with low level of education.

69. It was found that the average family size of both districts was 6.20 members with Siraha having slightly larger family size (6.36%) than that of Dhading (6.10%).

70. Majority of the parents in Dhading and Siraha had an annual income bracket of up to Rs. 10,000 with their almost no or little engagement in social work. It seems that there is an inverse relation between the level of income of a family and its association with social work.

71. Majority of people from both districts had thatched or *kachhi* houses, traditional type of cooking stove, open field for toileting purpose and firewood as the main fuel for cooking.

72. The main source of drinking water in Dhading was piped water whereas it was dugout well and tube well in Siraha.

73. Radio was the most commonly available household facility in the families of both the districts followed by electricity, bicycle in Siraha only and motorcycle in Dhading and Siraha.

74. Majority of the families in both districts do not have sufficient land for food production and the sufficiency of food lasts only for a period of 3 to 6 months rendering them as food deficit families.

75. The distance from home to service locations such as post office, health post, and agricultural office in the districts was not less than two hours for majority of the households.

76. Fetching water was not as time consuming as visiting a post office or health post for majority of the households of both the districts.

Community development and non-formal activities:

77. Some organisations, both NGOs and INGOs, were found to have conducted community development activities in the study area such as adult literacy program, forestry conservation, drinking water (tap/well) and toilets construction.

78. The non-formal education activities run in the districts are adult education, women education, community learning centres and income generation activities through functional literacy.

79. The non-formal education needs identified in the study area are construction of buildings for the SOP and FSP programs, continuation of the SOP and FSP program in renewed form, supply of furniture and additional facilities such as incentive to poor students, public awareness campaign on NFE and local supervision by the community.

5.2. Recommendations

Based on the findings of the study, the following recommendations are made to address the situation of the SOP and FSP children:

1. As the number of children in the SOP and FSP program is growing as evidenced by the overcrowded centres, especially in Siraha, and the number of out of school children is still large, it is strongly recommended that there has to be more SOP and FSP centres in the vicinity of the children.

2. Since gender gap in enrolment is seen wider in both the districts, comprehensive support package to increase girls' enrolment is recommended.

3. As evidenced by the study, the number of dalit children in the SOP and FSP programs is still not up to the expectation, therefore, dalit focused program should be extended to the un-reached areas.

4. It is observed that the overage of the SOP and FSP children has resulted in incompletion rate both in SOP and FSP and formal schools with a tendency of not joining the formal schools. The following specific measures are, therefore, recommended for adoption:
   a. Revisit the defined age brackets,
   b. Prepare age specific non-formal primary education materials,
   c. Integrate literacy skills with vocational skills specially in the FSP programs

5. Considering the poor physical facilities of the SOP and FSP classes such as inappropriate/inadequate classrooms, lack of toilet facilities specially for girls, inadequate and inappropriate playground and the absence of furniture, which were also the main in-access factors for the SOP and FSP, minimum basic physical facilities should be specified and ensured before conducting the SOP and FSP programs in the target areas.

6. The NFE materials have reached almost all the SOP and FSP centres but their distribution to the centres has to be made in time with the needed quantity.

7. To ensure access to the SOP and FSP classes particularly of the girl child, recruitment of the female facilitators should be given high priority.

8. The efforts made by the facilitators through door-to-door visit and parental contact have been commendable and therefore, they should be continued to reach the yet unreached children.

9. As the majority of the SOP and FSP classes were found running during the day time like regular school hours, flexibility in the time to suit the needs of the children at the local level is recommended.

10. The low level of education of the majority of the parents mainly from dalit background with corresponding low enrolment of their children necessitates the running of parental awareness programs and functional literacy classes along with the provision of parental incentives to motivate them to send their children to the SOP and FSP programs.

11. The targeted groups of the SOP and FSP programs are wage earning people with low annual income, insufficient land for food production, low social participation and household facilities implying that income generating activities are to be launched through self-help organisations for their socio-economic benefits.

12. To make the SOP and FSP programs more contributory to children's learning, parents should be encouraged to visit the SOP and FSP classes so as to interact with the facilitators about their children's performance through parent linkage program such as participation of parents in centre, organising cultural activities and launching cleaning campaign, plantation of trees and health awareness program.

13. To keep up with the current spirit of the government regarding the management transfer of the schools to the community, the SOP and FSP programs should be brought directly under the operation of the community and community schools so that a close monitoring of the SOP and FSP programs from the community is made possible with technical backstopping from the DEO.

14. To address the needs of facilitators to have professional support and more training, the following measures are to be adopted:
    a. Increase the duration of pre-service training from 15 days to 30 days,
    b. Deliver in-service training in the form of follow-up program of the pre-service training,
    c. Revise the existing training packages to include more teaching techniques such as grouping techniques with also the provision of related reference materials.

d. Make a senior and qualified head-teacher/teacher of the mother school, with defined incentives, responsible for monitoring the SOP and FSP programs and providing professional support with necessary feedback to the facilitators.

15. The head-teachers of mother schools should be provided with school management training with a focus on dealing with the SOP and FSP graduates enrolled in their schools.

16. Educate the parents through parents education to help create suitable learning environment for their children at home as well as involve the community to create conducive learning environment in the SOP and FSP classes in cooperation with both the facilitators and mother schools.

17. To address the problem of dropout children from both the SOP and FSP classes and formal schools, financial support should be provided to the parents so that they would not engage their children in domestic chores and household businesses.

18. As the NGOs/INGOs were found to have conducted community development programs including non-formal education, partnership with these organisations should be initiated and strengthened at the local grassroots level.

19. Based on the suggestions supplied by the respondents, the following measures are to be adopted to improve the SOP and FSP programs;

- Continuity of the program with the suggested change
- Need-based and demand driven program based on need identification before the introduction of the SOP and FSP programs
- Increment of the salary of facilitator to meet the salary level of a primary teacher
- Regular participatory monitoring and supervision of the program at the local and district level with necessary feedback
- Transparency of the program in operation
- Appropriate and adequate classroom and furniture
- Primary focus on target groups
- Increased stationery support to children
- parental incentive or support for income generation
- Integrated supervision

- Availability of basic physical facilities
- Maintenance scholarship to the students

20. In order to carry out an impact assessment study of the programs like the SOP and FSP, a baseline survey of the proposed program implementation area is recommended to create a database.

5.3. Implications

The study has drawn the following implications:

1. The existing materials prepared for the SOP and FSP programs address the needs of defined target age group children i.e. 6 – 8 years for SOP and 8 – 14 years for FSP. The present study found that the overage enrolment in the SOP and FSP programs prevails visibly. In this context, the existing materials need to be reviewed to specifically address the learning needs of diverse age group children. Therefore, a study needs to be conducted to assess the existing SOP and FSP materials with a focus on identifying their inadequacies and inappropriateness.

2. The presence of female teachers in schools and facilitators in the SOP and FSP centres is associated with high enrolment of girls especially from the disadvantaged communities. Therefore, recruitment of female facilitators in the SOP and FSP programs especially from the disadvantaged community is expected to contribute to the increment of girls' enrolment from the target group.

3. The enrolment rate of children in the SOP and FSP classes in Siraha was found extremely high. In some communities, the enrolment in the SOP and FSP programs increases every year. This indicates that more SOP and FSP centres need to be opened in such communities where the number of children is likely to increase every year.

4. As the debate of the nature of SOP program is on, it has strong implication over the permanent or temporary nature of the SOP and FSP program. Thus, redefinition of SOP is

needed when it is treated as an alternative form of the formal school (in places where SOP enrolment is almost regular every year, Siraha).

5. According to the present provision of SOP and FSP, all the children need to complete three year cycle in order to go to formal school. Some children who are overage and can complete the course in shorter period of time will have to wait until the cycle is completed. Should everyone wait until the cycle is complete or an alternative arrangement be made for those children who complete the course before time and are over age? This is one of the questions that need to be addressed by NFEC.

6. In the present SOP and FSP mechanism, student tracking system was found to be non-existent. In order to assess the effectiveness of the program, student tracking system need to be established through mother schools.

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ANNEXURE

Appendix I

Situation Analysis of ASP (FSP and SOP)
FSP/SOP Centre Survey Form

Code of FSP/SOP ☐

A: Name of the FSP/SOP: ……………………………………….

Address: …………………………………………………

Village: …………………………………….   Ward No: ……….. Tole …………….

VDC/Municipality: …………………………….   District: ……………………..

Type of centre: FSP ☐   SOP ☐

Establishment year: …………………..

In operation: ☐   In no operation: ☐

Phased out ……. Year ……. Month.   Phasing out ……. Year ……. Month.

Enrolment:

Age at enrolment	2056-057 (2000/2001)		2057-058 (2001/2002)		2058 – 059 (2002/2003)		2059 – 2060 (2003/2004)		Remarks
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
5 years or less									
6									
7									
8									
9									
10									
11 +									
Total									

Dropout:

Age at dropout	2057-058 (2001/2002)		2058-059 (2002/2003)		2059-060 (2003/2004)		2060-2061 (2004/2005)		Remarks
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
5 years or less									
6									
7									
8									
9									
10									
11 +									
Total									

B: Profile of FSP/SOP children (Starting year)

SN	Name	Enrolled Level	Gender	Caste	Ethnicity	Mother tongue	Year of Adm.	Age at Adm.	Year of Completion/dropout	Age at completion/dro	Result (pass/dropout level)	Name of the formal school enrolled	Remarks
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													

Survey form recorded by: *Name: ……………………………..*
Designation: ………….. Date: …………..

01-Study Tools

Situation Analysis of ASP (FSP and SOP)
Formal School Survey Form

School Code:………………………………….
Name of School:………………………………………District: ………. ……
VDC/Municipality : ……………….…………. Ward: ……… Tole: …………………

1. Teachers' Profile:

S. N.	Name	Gender	Age	Caste/ Ethnicity	Qualification	Training	Exper ience
1							
2							
3							
4							
5							
6							

2. Enrollment (FSP/SOP graduates and others):

Academic Year 2059/060 (2002/2003)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

Academic Year 2060/061 (2003/2004)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

Academic Year 2061/062 (2004/2005)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

3. Repetition (FSP/SOP graduates and others):

Academic Year 2060/61 (2003/2004)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

Academic Year 2061/62 (2004/2005)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

4. Dropout (FSP/SOP graduates and others):

Academic Year 2059/60 (2002/2003)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

Academic Year 2060/61 (2003/2004)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

5. Tardiness (FSP/SOP graduates and others):

Academic Year 2059/60 (2002/2003)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

Academic Year 2060/61 (2003/2004)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

Academic Year 2061/62 (2004/2005)

Grade	Girls			Boys			Total		
	FSP	SOP	Others	FSP	SOP	Others	FSP	SOP	Others
4									
5									
6									
7									
8									
Total									

6. Number of passed students 2059/060 (2002/2003)

Grade	Girls						Boys						Total					
	FSP		SOP		Others		FSP		SOP		Others		FSP		SOP		Others	
	A.	P	A	P	A	P	A	P	A.	P	A	P	A	P	A.	P	A.	P
4																		
5																		
6																		
7																		
8																		
Total																		

01-Study Tools

7. Number of passed students 2060/061 (2003/2004)

Grade	Girls						Boys						Total					
	FSP		SOP		Others		FSP		SOP		Others		FSP		SOP		Others	
	A.	**P**	**A**	**P**	**A**	**P**	**A**	**P**	**A.**	**P**	**A**	**P**	**A**	**P**	**A.**	**P**	**A.**	**P**
4																		
5																		
6																		
7																		
8																		
Total																		

A = Appeared   P = Passed

Survey form recorded by:

Name: ……………………….………..

Designation: ……………..…………

Date: ………………………..

Situation Analysis of ASP (SOP and FSP)
Interview Schedule for SOP/FSP Facilitators

1. Personal Profile
Name ……………………………..Gender ……... Age ……....Qualifications ………..
Training: ……………………..………Experience…………………………….
2. Location of the centre:
 District………………VDC: ……………………..... Ward…… Village/Tole: …………
3. Where was the class conducted?
   a) School building   b) Club house
   c) Private house   d) Public house (*dharmasala*)
   e) Ward office   f) VDC building
   g) Any other (specify)
4. Duration [   ]   Time: Morning [   ]   Day [   ]   Evening [   ]
5. Facilities provided to the center (SOP/FSP classes):

SN	Items	Quantity	Remarks(Individual/Group/Centre)
1.	Copy		
2.	Books		
3.	Pencils		
4.	Bags		
5.	School dress		
6.	Snacks/Tiffin		
7.			
8.			
9.			

6 What motivated you to work as a facilitator?
   …………………………………………………………………………………………

7. What did you do to motivate the children to join the SOP/FSP program?
   …………………………………………………………………………………………

8. What sort of problems did the children face in relation to SOP/FSP programs?
   i. Access to SOP/FSP information …………………………………
   ii. Parental awareness ……………………………………………………
   iii. Stationeries ……………………………………………………..…
   iv. Timing of the class ………………………………………………….
   v. Seating arrangement ……………………………………………
   vi. ……………………………………………

9. What problems did you face to run the program regularly?
   …………………………………………………………………………………………
10. What are the problems related to the learning of the children?
   …………………………………………………………………………………………
11. What are your suggestions to improve their learning?
   …………………………………………………………………………………………

What training did you receive with respect to SOP/FSP? Yes   No
   Training type: ………………………
   Training duration: ………….   [   ]   [   ]

12. What factors contributed in motivating the dalits and ethnic children towards SOP/FSP?

Factors	Dalits	Ethnic children	Others
Access to SOP/FSP information			
Parental awareness			
Stationeries			
Timing of the class			

13. What is your evaluation of FSP/SOP in relation to the following?
   i. Trainers' performance ………………………..
   ii. Students' achievement …………………………
   iii. Training package …………………………….
   iv. Duration of facilitator's training ………………
   v. Support received ……………………………
   vi. Supervisory support ………………………….
   vii. Others (specify) ……………………………..

14. How many children did you produce as SOP/FSP graduates from the center?
   ……………………………………………………………………………………

15. What was your expectation like in relation to the following?

	Satisfactory	Unsatisfactory	Undecided
Number of SOP/FSP graduated children			
Parental support			
Children's participation in learning			
Professional support from the local supervisor			

17. How many children could not participate in the SOP/FSP though the program was there?
   ……………………………………………………………………………………

18. What are the influencing factors that lead to the access/in access to formal school after SOP/FSP?

Factors	Access	In access	Remarks
Location of school			
Incentives			
Learning environment of school			
Parental awareness			
Gender of facilitators			

19. What is your observation about the extent of cooperation between SOP/FSP and community?
   ……………………………………………………………………………………

20. How do you rate current SOP/FSP programme?
   ☐ Excellent ☐ Good ☐ Poor ☐ Undecided

21. What suggestions do you have to improve the SOP/FSP programs?
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   Name of the Interviewer: ………………………….. Date: …………………….....

Situation Analysis of ASP (SOP and FSP)
Interview Schedule for RPs and Local Supervisors

Personal Profile
RP ☐ Local Supervisor ☐
District: ………………………………….. Date: …………………………………..
Name: ………………………………….. Experience: ……………………..

---

1. How do you evaluate SOP/FSP in relation to the followings?
   a) Management of the program ……………………………..
   b) Training of the facilitators ……………………………....
   c) Support provided ……………………………………..

2. What was your expectation like in relation to the following?

	Satisfactory	Unsatisfactory	Undecided
Number of FSP/SOP graduated children			
Parental support			
Children's participation in learning			
Professional support			

3. How many children could not participate in the SOP/FSP though the program was there?
   …………………………………………………………………………………

4. What are the influencing factors that lead to the access/in access to formal school after SOP/FSP?

Factors	Access	In access	Remarks
Location of school			
Incentives			
Learning environment of school			
Parental awareness			
Gender of facilitators			

5. What is your observation about the extent of cooperation between FSP/SOP and community and CBOs/NGOs?
   …………………………………………………………………………………

6. How do you rate the current FSP/SOP program?
   ☐ Excellent ☐ Good ☐ Poor ☐ Undecided.

7. What suggestions do you have to improve the FSP/SOP programs?
   …………………………………………………………………………………

Name of Interviewer: ……………………………….
Date: ………………..

Situation Analysis of ASP (SOP and FSP)

Head Teacher's/Teachers' Interview Form

Name of the school: ……………………………………

District: ……………………………………………………..

VDC and Ward No: ……………………………………. Tole …………………..

Personal Profile

Name: ……………………….   Age: …………… Gender: …………………………

Qualifications: ……………… Teaching experience: ………….

Training: Management training: ……….. Teacher training: …………….

1. How do you compare the FSP/SOP graduates with regular students in the same grade in relation to the following?

    a)   Academic achievement ……………….

    b)   Performance in co/extra-curricular activities ……………

    c)   Study habit. ………………..

    d)   Classroom participation …………………….

2. How do you compare the attitude of FSP/SOP graduates with that of regular students towards learning?

………………………………………………………………………………………………

3. What is your impression regarding the following rate/ratio of the FSP/SOP graduates as compared to regular students?

	High	Moderate	Low	Remarks
Tardiness rate				
Absence rate				
Dropout ratio				
Repetition ratio				

4. What problems did you observe among the FSP/SOP graduates in the formal school?

………………………………………………………………………………………………

5. What are the influencing factors that lead to the access/in access to formal school after SOP/FSP?

Factors	**Access**	**In access**	**Remarks**
Location of school			
Incentives			
Learning environment of school			
Parental awareness			
Gender of facilitators			

6. What is your observation about the extent of cooperation between FSP/SOP and community and NGOs/CBOs?

………………………………………………………………………………………………

7. How do you rate current FSP/SOP program?

☐ Excellent   ☐ Good   ☐ Poor   ☐ Undecided.

9. What suggestions do you have to improve the FSP/SOP programs?

………………………………………………………………………………………………

Name of Interviewer: ………………………………....Date: …………………...

Situation Analysis of ASP (SOP and FSP)
Interview questionnaire for children:

Children's Profile

Parents ID:　　　[　　　　　]

Child ID:　　　　[　　　　　]

Tick as appropriate:　　　□ SOP　　　　　　□ FSP

Name of the child: ……………………. Age: [　] Caste: [　　] Gender: [　　]
Mother tongue: …………………………
Formal school: ……………………………………… Grade: ……………………
Center of SOP/FSP: ………………………
1.　What did SOP/FSP contribute to your learning in the following areas?
　　　➢ Socialization (friendly/accommodative): ……………………
　　　➢ Study habit: ………………………
　　　➢ Achievement: ………………………..
　　　➢ Co/extra curricular activities: ……………………..
2. What were the following physical facilities like in SOP/FSP?
　　　a) Classroom ……………..
　　　b) Furniture ………………
　　　c) Playground ………………
　　　d) Toilet ……………………
　　　e) Separate toilet for girls ……………..
3. How were the facilitators in SOP/FSP like in the following areas?
　　　a) Regularity ………
　　　b) Cooperative …………
　　　c) Child-friendly ……………..
4. What did you learn from the SOP/FSP in the following aspects?
　　　a) Reading, writing and computation ………………………………
　　　b) Behaviour ……………………………….
　　　c) Domestic help ……………………………………….
　　　d) Play and recreation ……..…………………………
　　　e) Maintenance of home environment ……………………..
5. What materials did you receive in the SOP/FSP?
　　　………………………………………………………………………………….
6. How were the materials you received like in the SOP/FSP?
　　　………………………………………………………………………………….
7. What were the most interesting things of the SOP/FSP?
　　　………………………………………………………………………………….
8. What were the least interesting things of the SOP/FSP?
　　　………………………………………………………………………………….
9. How was your performance in SOP/FSP in relation to the following?
　　　a) Academic achievement ………………………….
　　　b) Achievement in co/extra-curricular activities ………………………………
　　　c) Socialization ………………………………………………….
　　　d) Class-work ………………………………………………..

10 What level/grade have you completed? Tick as appropriate:
   a)   Graduated SOP/FSP and entered formal school.[⬚]   Go to **Box-a**
   b)   Graduated SOP/FSP, entered formal school but dropped out [⬚]   Go to **Box-b**
   c)   Graduated SOP/FSP and did not enter formal school   [⬚]   Go to **Box-c**
   d)   Entered SOP/FSP but could not complete   [⬚]   Go to **Box-d**

   Box-a

11. In which grade do you study now?[   ]
12. What are the main differences between SOP/FSP centre and your present school (formal school)?
❑ Teacher's behaviour: ……………………………………..
❑ Learning materials: ……………………………………
❑ Class work/group work: …………………………………
❑ Learning environment: …………………………………..
❑ Pair/group work: …………………………………..
13. How are the physical facilities in your present school?
………………………………………………………………….
14. What are the main problems you have faced in your present school?
…………………………………………………………. Then go to **QN 34**.

Box-b

15. Why did you leave the formal school? ……………………..
16. At what age [   ] and at what grade [   ] ?
17. What were the main differences between SOP/FSP centre and your present school (formal school)?
❑ Teacher's behaviour: …………………………………..
❑ Learning materials: ……………………………………
❑ Class work/group work: …………………………………
❑ Learning environment: …………………………………..
❑ Pair/group work: …………………………………..
18. Do you want to rejoin the school?   □ Yes   □ No
19. What kind of support do you need to rejoin the school?
……………………………………………………………………………….
20. What do you want to do if you do not want to rejoin the school?
……………………………………………………………………………….
21. Do you want to learn any skills/training?
……………………………………………………………….   Then go to **QN 34.**

   Box-c

22. Why did not you join the formal school?
………………………………………………………………….
23. Do you want to join the school?   [⬚] Yes   [⬚] No
24. Under what conditions can you join the school?
……………………………………………………………………………
25. What supports are needed to join the formal school?
……………………………………………………………………………
26. What other alternative(s) do you want if you are not able to join the school?
…………………………………………………………………….   Then go to **QN 34**

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Box-d

27. At what age did you join SOP/FSP**?** [……………]
28. When did you leave SOP/FSP? **A**t what age [   ] and At what level [   ] ?
29. Why did you leave the SOP/FSP?

………………………………………………………………………………….
30. Do you want to rejoin the SOP/FSP?   ☐   Yes   ☐   No
31. What kind of support do you need to rejoin the SOP/FSP?

………………………………………………………………………………….
32. What do you want to do if you do not want to rejoin the SOP/FSP?

………………………………………………………………………………….
33. Do you want to learn any skills/training?
……………………………………………………………………………….   Then go to **QN 34.**

34. What are you doing now?

………………………………………………………………………………….
35. What do you really think about your future?

………………………………………………………………………………….
Name of the Interviewer: ………………………………….
Date: …………………....

Situation Analysis of ASP (SOP and FSP)
Interview questionnaire for parents

Profile of Parents

Parent ID [_____]   Child ID [_____]

Tick as appropriate: □ SOP   □ FSP

Section A (General Information)

1. Family and household compositions

District: . . .. … … .. VDC……….. ..   Ward: …… Tole: ………………….
Name of the respondent: ……………………… Age: …   Gender: ……..
Caste:………….
Education: …………………..Occupation: …………………………..

2. Children's profile (up to 15 years): Male =   Female =

SN	Name of children	Age	Gender	School/FSP/SOP	Grade/Level	Remarks

3. Number of family members (15 years and above) Male=: …………Female=……..
4. Family type: □ Nuclear   □ Joint   □Extended
5. What is the maximum education of the family members? ………………
6. Are you or any family member of your household engaged in any social works?
7. Type of your house: □ Thatched   □Mud/stone/tin   □Cemented
8. What is the main source of drinking water?
□Piped water   □Tube-well   □Dug well   □Surface   □others (specify) ……
9. How long does it take to fetch water ? …………………………
10. What kind of toilet facilities do you have? …………………………………
 □Flush toilet   □Traditional pit toilet   □Ventilated improved toilet   □ open field
□Other (specify) ……….
11. Do you have these facilities? □electricity   □ radio   □television   □telephone
□bicycle   □motorcycle   □tractor   □others (specify) ………

12. What type of *chulo* do you have?
    □ Traditional   □Improved smokeless chulo

13. What type of fuel do you use for cooking purpose?
□firewood □dung □charcoal   □Biogas   □LPG gas   □Electricity □Kerosene
□Other (specify) ……

14. How far is the service centre from your house (in kilometers)?
    (Health related, [   ],   Post office [   ],   Agri-vet [   ]
Citizenship Distribution centre [   ]   Mobile Camp [   ]
15. Is the production from your own land sufficient? □Yes   □No

16. If no, is it sufficient,
 □up to 0-3 months □3-6 months, □6-9 months, □9-11 months,
17. If sufficient what and how much do you sell?

Items of selling	Quantity	Price

18. What is the income source of your household? [per annum]
  Agriculture:[   ]   Business: Service:
Labour/wages   C[   ]:   [   ]
    Section B (§   nformation)
19. What contribution have you made to FSP/SOP?
    a) Free labour …………
    b) Supervision ……………..
    c) Construction ………………
    d) Concern towards child's learning …………….
    e) Interest in setting FSP/SOP …………….
    f) Other (specify) …………….

20. What were the following physical facilities like in SOP/FSP?
        a) Classroom ……………..
        b) Furniture ………………
        c) Playground ………………
        d) Toilet ………………………
        e) Separate toilet for girls ……………..
21. How were the facilitators in SOP/FSP like in the following areas?
        a) Regularity ………
        b) Cooperative …………
        c) Child-friendly ……………..
22. What materials did your child receive in the SOP/FSP?
        ……………………………………………………………………………
23. What did you like most about SOP/FSP?
        ……………………………………………………………………………
24. What did you like least about the SOP/FSP?
        ……………………………………………………………………………
25. How was your child's performance in SOP/FSP in relation to the following?
        a) Academic achievement …………………………
        b) Achievement in co/extra-curricular activities ……………………………
        c) Socialization ……………………………………………….
        d) Class-work …………………………………………….
Present status of the child
Tick as appropriate:
  e) Graduated SOP/FSP and entered formal school.[   ]   Go to **Box-a**
  f) Graduated SOP/FSP, entered formal school but dropped out   [   ]Go to **Box-b**

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g) Graduated SOP/FSP and did not enter formal school [ ] Go to **Box-c**

h) Entered SOP/FSP but could not complete [ ] Go to **Box-d**

Box-a

26. In which grade he/she studies? [   ]

27. What are the main differences between SOP/FSP centre and formal school)?
    ❑ Teacher's behaviour, …………………………
    ❑ Learning materials …………………………
    ❑ Class work/group work, …………………………
    ❑ Learning environment …………………………
    ❑ Pair/group work ……………………………………

hat did SOP/FSP contribute in the following areas of your child's learning at present?
    • Socialization (friendly/accommodative/relationship) …………………….
    • Study habit (homework/study time)…………………….
    • Achievement (learning progress) …………………….
    • Co/extra curricular activities …………………….

29. How are the physical facilities in your children's formal school?
…………………………………………………………………….
30. What are the main problems you have faced in your child's education at formal school?
…………………………………………………………………….
31. How is his/her performance now?   a) Better than SOP/FSP [ ],
    b) As similar to SOP/FSP [ ], c) Lower than SOP/FSP [   ]   *(Go to Q. 53*

Box-b

32. In which grade he/she dropped out? [   ]
33. What were the main differences between SOP/FSP centre and formal school)?
    ❑ Teacher's behaviour, …………………………
    ❑ Learning materials …………………………
    ❑ Class work/group work, …………………………
    ❑ Learning environment …………………………
    ❑ Pair/group work ……………………………………

34. How were the physical facilities in your children's formal school?
…………………………………………………………………….
35. What are the main problems you have faced in your child's education at formal school?
…………………………………………………………………….
36. Why did your child leave the formal school?
…………………………………………………………………….
37. Do you want to resend your child to school?   □ Yes   □ No
38. What kind of support do you need to send back the child to formal school?
…………………………………………………………………….
39. What do you want to do if you do not want to send him/her to school?
…………………………………………………………………….
40. Do you want to give him/her any skills/training?
………………………………………………………………   *(Go to Q. 53*

Box-c

41. Why did not you send your child to formal school after the completion of SOP/FSP?
    …………………………………………………………………
42. Do you want to send the child to school?   □ Yes   □ No
43. Under what condition you could send the child to school?
    …………………………………………………………………
44. What supports are needed to send your child to formal school?
    …………………………………………………………………
45. What other alternative(s) do you want if you don't send the child to school?
    …………………………………………………………   *(Go to Q. 53*

Box- d

46. In which level did your child leave the SOP/FSP? [   ]
47. Why did your child leave the SOP/FSP?
    …………………………………………………………………
48. What are the problems of FSP/SOP in your experience?
    …………………………………………………………………
49. Do you want to send your child back to the SOP/FSP?   □ Yes   □ No
50. What kind of support do you need to send your child back to the SOP/FSP?
    …………………………………………………………………
51. What do you want to do if you do not send your child to the SOP/FSP?

    …………………………………………………………………
52. What kind of skills/training do you want to give him/her?
    ……………………………………………………   *(Go to Q. 53)*

53. What do you really think about his future career/life?
    …………………………………………………………………
    Name of the Interviewer: ……………………………… Date: ………………………………

Situation Analysis of ASP (SOP and FSP)

Interview Schedule for Community Leaders/ Members

Personal Profile
Name: …………………………………….Gender: …………………………
Designation: … … … …… …… … …. Address: …………………………….
District: ……………VDC… … … … …Ward …   Tole: …………Date ………………
Related Institution (if any): ………………………….

1. What is your evaluation of the alternative schooling program (SOP/FSP) in terms of:

Evaluation	SOP	FSP
Objectives		
Activities		
Implementation		
Effect		
Reasons of evaluation		

2. What was your expectation like in relation to the following?

	Satisfactory	**Unsatisfactory**	**Undecided**
Number of SOP/FSP graduated children			
Parental support			
Children's participation in learning			
Professional support from the local supervisor/RP			
Community attitude			

3. How many children could not participate in the SOP/FSP though the program was there?

………………………………………………………………………………………………

4. What are the influencing factors that lead to the access/in access to SOP/FSP?

Factors	**Access**	**In access**	**Remarks**
Location of school			
Incentives			
Learning environment of school			
Parental awareness			
Gender of facilitators			
Building/rooms			
Furniture			
Toilet			
Playground			

01-Study Tools

5. What are the influencing factors that lead to the access/in access to formal school after SOP/FSP?

Factors	Access	In access	Remarks
Location of school			
Incentives			
Learning environment of school			
Parental awareness			
Gender of facilitators			
Building/rooms			
Furniture			
Toilet			
Playground			

6. What is your observation about the extent of cooperation between FSP/SOP and community and NGOs/CBOs?

……………………………………………………………………………………

7. What are the major community organizations in your areas which are conducting education related programmes?

………………………………………………………………………………

8. What is the view point of the community towards the following?
   a) SOP/FSP…………………………………
   b) Formal school………………………………
   d) Teachers………………………………………………
   e) Facilitators …………………………………………………….

9. How do you evaluate the role of formal schools in providing education to the children?

………………………………………………………………………………

10. What community development activities are being carried out by the government and NGOs?

11. What kind of non-formal education activities are conducted by NGOs and other local organizations with respect to the following programs?
   i.   Adult education: …………………………
   ii.   Women's education: ……………………..
   iii.   Community Learning Centre: ……………
   iv.   Income Generation Activities: ……………
   v.   Others (please specify): …………………

12. What are the needs of the community on non-formal education?

………………………………………………………………………………

13. How can the community help in providing non-formal education to its people?

………………………………………………………………………………..

14. How can NGO/CBO contribute to FSP/SOP?

15. What suggestions do you have to improve the FSP/SOP programs?

………………………………………………………………………………

Name of the Interviewer: ……………………………   *Date: ………………………….*

Appendix II

Community-based Alternative Schooling Project (CASP)JICA

Situation Analysis of FSP/SOP

Guidelines to the Field Researchers for Conducting the Field Study:

Objectives of the Study:

The objectives of the study on the Situation Analysis of FSP/SOP are:

1) identifying the situations of children graduated from **SOP or FSP** in the past, and

2) analyzing the positive/negative factors that caused the graduated children either to remain in the formal schools or drop out of the school.

The researchers are expected to do the followings:

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

Follow the instructions below to select the target area:

TARGET AREA

- Identify the areas where FSP/SOP were conducted in consultation with the DEO personnel,
- Organise meeting with the facilitators who conducted FSP/SOP classes.
- Identify the areas where you can find the targeted children and decide the number of children to be included in the sample.
- Visit to the formal schools and contact the head-teachers for the detail information on the FSP/SOP graduates who are attending the formal schools.

4. Appoint field enumerators in consultation with the concerned persons at the DEO office in the districts.

5. Provide them detailed orientation on the use of tools and sample size before you put them to work with you in the field.

6. Demonstrate the data collection procedures to the field enumerators taking them to the targeted areas; ask them to collect the data in your presence with necessary feedback.

7. Consult the Head teacher of the sample school and fill up the School Survey Form with his/her assistance.

8. Conduct key informant interview with the facilitators, FSP/SOP graduates, parents, head-teachers of formal schools, community leaders and district level personnel (RPs/local supervisors).

9. Also observe one FSP and one SOP in each district which are currently running and record their data.

10. Team Leader and Education Specialists of the project will provide you necessary help during your fieldwork. Please contact them as and when necessary.

11. Please note that some of the data of the districts are already available in the district headquarters or at the centre. Before you visit the districts, obtain the data and verify them against the reality during the field visit. Please note the differences/discrepancies if you observe any.

12. Be informed that Social Survey expert of CASP Team and the NFEC representative will monitor the progress of the survey during your field work.

13. Go through the data and information collected every day and arrange them in logical order. Record the data/information systematically.

14. Summarise the collected data and disseminate them in synthesised form in the district level seminar/workshop.

15. Conduct a district level seminar/workshop in each district for the validation of the data/information obtained from the field. The participants of the seminar/ workshop will be DEO, SS, RP, Head teachers, teachers, community leaders, parents of FSP/SOP graduates and the dropouts themselves.

16. District level seminar/workshop should be based on the themes given below:

- Current situation of the FSP/SOP graduates (proportion of the children attending and not attending formal schools)
- Performance of FSP/SOP graduates in formal schools
- Situation of FSP/SOP graduates who are not attending formal schools
- Situation of FSP/SOP dropouts.

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

18. If you notice any special cases, please note them as case studies.

Field Survey Plan:

Field Team:

Siraha:

1. Dr. Prem Narayan Aryal
2. Mr. Hem Raj Dhakal
3. Mr. Ram Kumar Ghimire
4. Enumerators: 2 persons (will be hired locally)

Contact Persons:

1. Mr. Uma Kanta Mishra, DEO Phone: 033-520004
2. Mr. Ram Ashish Thakur, Section Officer
3. Mr. Kumar Subedi, Accountant

Dhading:

1. Mr. Ganga Ram Gautam
2. Dr. Chida Nanda Pandit
3. Mr. Bishnu Bahadur Luitel
4. Enumerators: 2 persons (will be hired locally)

Contact Persons:

1. Mr. Krishna Prasad Kapri, DEO   Phone: 010 – 520124/520200
2. Mr. Ram Krishna Simkhada, Section Officer   3. Mr. Laxman Basyal, RP
4. Mr. Kamal Raj Kandel, RP   5. Basanta Silwal, RP   Phone: 529188

Time Schedule:

Orientation to the Researchers:	Sunday, 16 January 2005
Departure for the field:	Thursday, 20 January 2005
Field work:	20 – 31 January 2005 (Siraha)
	23 January – 5 February 2005 (Dhading)
District level Seminar workshop:	30 January 2005 (Siraha)
	4 February 2005 (Dhading)
Return to Kathmandu:	31 January 2005 (from Siraha)
	5 February 2005 (from Dhading)

Field Survey Plan:

Target Population and Sample

Districts	Name of VDCs	Programme	Enrolled	Sample size	Date	Facilitator to be contacted
Siraha						
	Dhodhana – 2	SOP	20	10	21 Jan.	Bimal Kumar B.C.
	Bisnupurkatti, Dabar	SOP	20	10	22 Jan.	Tulsi Kumari Thakuri
	Bisnupurkatti, Sarryambas	SOP	20	10	23 Jan.	Sher Bahadur Magar
	Tenuwapatti	SOP	20	10	24 Jan.	Dhaneswor Yadav
	Mahadwaportaha – 7, Mirjapur	SOP	20	10	25 Jan.	Phul Devi Chaudhari
	Jamdaha – 6, Charpane	SOP	20	10	26 Jan.	Sar Bdr. Biswakarma
	Bisnupurkatti – 2, Laxmipurdabar	SOP	20	10	27 Jan.	Lakhan Ram
	Raghopur, Sisbani	SOP	20	10	28 Jan.	Rash Lal Shah
Sitapur, Kalabazar – 4 (running)		FSP			29 Jan.	Ram Kumari Chaudhari
Dhodana (running)		SOP			29 Jan.	Tulsi Thakuri
Sub-total			*160*	*80*		.
Dhading			10			
	Baireni – 2	SOP	20	10	21 Jan.	Birendra Bdr. Tamang
	Pida – 6	SOP	20	10	22 Jan.	Ram Chandra Bhandari
	Sunaulabazar – 4	SOP	20	10	23 Jan.	Rita Gurung
	Muralibhanjyan – 7	SOP	20	10	24 Jan.	Rajan Baraili
	Sangkos – 3	SOP	20	10	25 Jan.	Shushila Bhandari
	Dhuwakot – 8	SOP	20	10	26 Jan.	Sapana Dahal
	Naubise – 4	FSP	20	10	27 Jan.	Ramesh Rai
	Kiranchok – 1	FSP	20	10	28 Jan.	Ram Kumar Adhikari
	Kiranchok – 6	FSP	20	10	29 Jan.	Ram Prasad Adhikari
	Dhusa – 4	FSP	20	10	30 Jan.	Navin Gurung
	Suaulbazar – 6	FSP	20	10	23 Jan.	Menuka Adhikari
	Nalang – 3	FSP	20	10	31 Jan.	Hem Raj Bhatta
	Nalang – 7	FSP	20	10	1 Feb.	Parbati Aryal
	Salyankot – 8	FSP	20	10	2 Feb.	Rukmila Itani
Nalang (running)		SOP			3 Feb.	Rajeswor Nepal
Sunaulabazar – 6 (running)		FSP			3 Feb.	Menuka Adhikary
Sub-total			*280*	*140*		
Grand Total			**440**	**220**		

Appendix III.

Participants of the workshop organized in Dhading

1) Prakash Sapkota   Acting DEO
2) Mr. Krishna Kumar Shrestha RP, Coordinator Non-formal Education Program
3) Mr. HareRam Burlakoti   RP
4) Bhupendra Shrestha   RP
5) Ishwor Shrestha   RP
6) Krishna Raj   RP
7) Badri Koirala   Teacher
8) MohanBahadur Kandel   Head teacher,
9) Thakur Prasad Pariyar   Representative Dalit Sewa Sangh
10) Ramlal Shrestha   Representative Red Cross Society, Dhading
11) Tek Bahadur Praja   Chair Perron, Praja Utthan Parisad
12) Narayan Bhandari   Social worker
13) Shyam Kumal   Parent of ASP child
14) Som Lal Kumal   Student of ASP program
15) Pushpa Raj Dhakal   Parent of ASP child
16) Jivan Hari Aacharya   Parent of ASP child
17) Rekha Sharma Paudel   Woman worker
18) Babauram Nepal Social worker
19) Kamal Prasad Acharya   Social worker
20) Bishnu Prasad Panthi   Social worker
21) Dr. C.N. Pandit   Researcher,TESON
22) Mr. Bishnu Bahadur Luitel Researcher,TESON
23) Sagar Mani Kapri   Community Leader
24) Dilli Magar   Community Leader

Participants of the workshop organized in Siraha

1) Anil Kumar Jha — Campus Chief and Chair Person of the workshop
2) Umaakanta Mishra — DEO, Chief Guest of the Workshop
3) Ramashiva Thakur — Section Officer
4) Laxman Chaudhary — School Supervisor
5) Laxmi Prasad Kalyan
6) Raham Tulla — Resource Person
7) Ramchandra Sah — Resource Person
8) Ram Briksha Thakur — Head Teacher, Mohan Higher Secondary School Mirchaiya
9) Chandreshwor Prasad Sah — School Supervisor
10) Ram Swarup Bhagat — Representative Siraha
11) Bhuwaneshwor Yadav — Teacher Sarada Secondary School
12) Laxmi Ram — Teacher, Primary School Siraha
13) Bimal Kumal — Social Worker
14) Bidha Nanda Chaudhary — Social Worker
15) Asha Kumari Chaudhary — Facilitator, Mahadeva Partewa
16) Punam Pariyar — Facilitator, Mahadeva Siraha
17) Lakhan Ram — Facilitator, Bishnu Purkatti Laxmipur
18) Sher Bahadur Magar — Facilitator, Saryambas Mainamaini Chattan
19) Sundar lal Chaudhary — Political worker
20) Bimal B. C. — Facilitator, Dhodna Betaha Khola
21) Pramod Jha — Lecturer, Lahan Campus
22) Reena Pariyar — School teacher
23) Harish Chandra Mahato — Ex-teacher and social worker
24) Tulsi Thakuri — Facilitator, Bishnu Purcatti
25) Dhaneswor Yadav — Facilitator, Tenuwa Patti

Appendix IV.

List of the SOP and FSP centres visited and their associated formal schools:

District	Program	Centre	Address	Formal School
Dhading	**SOP**	Rele	Baireni – 2	Ka . da. Proposed sec. school
				Mahadevsthan secondary school
		Duighare	Muralibhanjyang – 8	Panchakanya school
		Kumalgaun	Sangkosh – 3	Pashupati school
				Little star school
		Kiranchowk	Chainpur - 1	Rithuka primary school
				Kiranchowk secondary school
		Jalkeni	Sunaulabazar – 4	Jalakanya primary school
		Syangmai dada	Pinda – 6	Panchakanya primary school
Siraha	**SOP**	Dhodana	Dhodana – 4	
		Bisnupur katti	Bisnupurkatti – 4	Lower secondary school, laxmipurdabar
				Nusdoma secondary school
				Laxmipur school
		Bisnupurkatti	Bisnupur – 3	Laxmipurdabar school
				Sarreambas primary school
		Tenuwapatti	Tenuwapatti – 5	Shree primary school
				Janata sec. school
		Madewa	Mirjapur	Sri primary school
		Chorpane	Jamadaha – 6	Saraswoti sec. school
		Bhorleni	Bisnupurkatti – 2	Laxmipur school
		Radhopur	Radhopur – 6	Lower secondary school, radhopur
Dhading	**FSP**	Barahi	Naubise – 4	Mahadevsthan school
				Dilli sabitri school
		Thulogaun	Salyantar – 8	Salyantar primary school
				Kamala devi primary school
				Sa. Pra. Lower secondary school
		Kiranchwok	Petare – 6	Kiranchwok secondary school
		Nalang	Nalang – 3	Sundar pani primary school
				Siddheswor primary school
				Minduka primary school
				Chari mare secondary school
		Masyangi chhap	Sunaulabazar – 6	Karneswor secondary school
				Raktakali secondary school
		Nayabasti oralopani	Nalang – 7	Nageswor primary school
				Minduka secondary school

Name of formal schools visited:

District	School	Address
Dhading		
1.	Dilli Savitri Proposed Secondary School	Naubise – 4, Lyakhlungpheri
2.	Jala Kanya Primary School	Sunaulabazar – 4, Jalkeni
3.	Kamala Devi Primary School	Salyantar – 8, Devisthan
4.	Kiranchok Secondary School	Kiranchwok – 1, Syamedada
5.	Kiranchwok Secondary School	Kiranchowk – 1, Prabang
6.	Mahadevsthan Secondary School	Jeevanpur – 2, Jeevanpur
7.	Panchakanya Primary School	Murali Bhanjyan – 8, Sagare
8.	Panchakanya Primary School	Kiranchwok – 8, Syangmai Danda
9.	Pashupati Lower Secondary School	Sangkosh – 3, Damgade
10. S	Raktakali Primary School	Sunaulabazar – 6, Dambardanda
11.	Ridhka Devi Primary School	Kiranchwok – 3, Jolithumka
12.	Shree Minduka Secondary School	Baireni – 7, Baireni
13.	Siddheswor Secondary School	Nalang – 5, Siddhadada Pokhari
Siraha		
14.	Jana Jagriti Primary School	Bisnupurkatti – 2, Chamar Tole
15.	Janata Secondary School	Tulsipur – 8, Shiva Nagar
16.	Lower Secondary School	Bisnupurkatti – 4, Laxmipur
17.	Lower Secondary School, Radhopur	Radhopur – 1
18.	Mahabir Secondary School	Dhangadi – 7, Chainpur
19.	Saraswoti Secondary School	Jamadaha – 4, Tetariya
20.	Sarreambas Primary School	Bisnupurkatti – 3, Maina Maini Chattan

JICA/CASP – TESON

JICA/CASP Study Steering Committee

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

LIST OF ENUMERATORS

Dhading:

1. Ishwork Prasad Shrestha

2. Hare Ram Burlakoti

3. Krishna Raj Adhikary

4. Babu Ram Nepal

5. Bhupendra Kumar Shrestha

6. Bidur Prasad Pageni

7. Bisnu Rijal

8. Chhama Bahadur Dahal

9. Dhir Prasad Shrestha

10. Gopal Kandel

11. Hari Bahadur Shrestha

12. Hem Raj Bhatta

13. Jagannath Nepal

14. Laxman Basyal

15. Menuka Adhikary

16. Mohan Bahadur Kandel

17. Puruswottam Regmi

18. Pushpa Raj Dhakal

19. Radhika Adhikary

20. Raj Kumar Kunwar

21. Rajan Baraili

22. Ram Chandra Acharya

23. Ram Chandra Bhandari

24. Ram Krishna Kumal

25. Ram Kumar Adhikary

26. Ram Prasad Adhikary

27. Sushila Bhandari

28. Thakur Prasad Pariyar

29. Toya Nath Adhikary

Siraha:

1. Laxmi Prasad Kalyan, SS, DEO, Siraha
2. Chandreswor Prasad Shah, SS, DEO, Siraha
3. Ram Sworup Bhagat, Teacher, J. P. High School
4. Laxman Chaudhari, SS, DEO, Siraha
5. Tulsi Thakuri
6. Dhaneswor Yadav
7. Ras Lal Sada
8. Bimal Kumal
9. Asha Kumari Chaudhari
10. Lakhan Ram
11. Sher Bahadur Magar
12. Bimal B. C.
13. Punam Pariyar
14. Sundar Lal Chaudhari